

INSPECTION REPORT

Has been proofread and format checked and sent to school 3/5/01.

**WHALLEY CHURCH OF ENGLAND
PRIMARY SCHOOL**

Whalley, Clitheroe

LEA area: Lancashire

Unique reference number: 119429

Headteacher: Mr B R Beresford

Reporting inspector: Mr A Matthews
19410

Dates of inspection: 27 – 30 March 2001

Inspection number: 196266

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

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INFORMATION ABOUT THE SCHOOL

Type of school: Infant and Junior

School category: Voluntary aided

Age range of pupils: 4 to 11

Gender of pupils: Mixed

School address: Church Lane
Whalley
Clitheroe
Lancashire

Postcode: BB7 9SY

Telephone number: 01254 823348

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Appropriate authority: Governing Body

Name of chair of governors: David Borland

Date of previous inspection: June 1997

INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
19410	Andrew Matthews	Registered inspector	Physical education Special education needs English as an additional language	The school's results and pupils' achievements. How well are pupils taught? What should the school do to improve further? How well is the school led and managed?
9224	Mike Vineall	Lay inspector		Pupils' attitudes, values and personal development. How well does the school care for its pupils? How well does the school work in partnership with parents?
22361	Marina Gough	Team inspector	Foundation Stage Mathematics Art and design Music	
31807	David Carpenter	Team inspector	Equal opportunities English Design & technology Geography	
8263	Margaret Forsman	Team Inspector	Science Information and communication technology History	How good are the curricular and other opportunities?

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Whalley Church of England (Aided) Primary School is about the same size as other primary schools, with 204 pupils on roll, 109 boys and 95 girls, aged between 4 and 11 years. The school receives pupils from several religious backgrounds. The school is situated in the Whalley ward, with the majority of pupils coming from this village and from the neighbouring village of Billington. Almost 50 children come from 13 other towns and villages in the surrounding areas. Pupils come from a wide variety of socio-economic backgrounds but the majority of pupils come from socially advantaged families. One per cent of pupils are eligible for free school meals, which is well below average. The percentage of pupils with special educational needs is below average; seventeen pupils are on the special educational needs register and none have statements of special educational needs. Just under two per cent of pupils have English as an additional language, which is below the national average. The attainment of children on entry to the school is above average. During the inspection four classes were not in their original classrooms because of a major structural defect found in the roof of the infants' building. This inspection included an in depth examination of the school's provision for pupils with special educational needs.

HOW GOOD THE SCHOOL IS

Whalley Primary School is a good school with many very good features. The headteacher and deputy headteacher provide very good leadership and are very well supported by knowledgeable governors and a dedicated and hard working staff. The quality of teaching is good overall, with a significant proportion of teaching being very good or better. This leads directly to the good progress that pupils make in all classes throughout the school. Pupils' attainment is above average in mathematics and English and average in science. Subject co-ordinators are effective in their work, and the well-planned curriculum helps pupils develop relevant skills and knowledge as they move through the school. The school manages its budget well, and prudent financial management has enabled the school to strengthen the curriculum resources and finance a new computer suite. The school has an above average income per pupil, and gives good value for money.

What the school does well

- Standards are above average in English and mathematics.
- The headteacher provides very good leadership and is very well supported by governors and all staff.
- The quality of teaching is good overall, with a significant proportion of teaching being very good or excellent.
- Pupils have a good enthusiasm for school, behave well, have very good attitudes to their work, and form very good relationships with each other.
- The development of pupils' spiritual, moral, social and cultural education is very good overall, and contributes significantly to the strong ethos of the school.
- The school has good links with parents, who are very happy with the education it provides.

What could be improved

- The temporary accommodation arrangements for Reception and Years 1, 2 and 4.
- The use of computers to support pupils' learning in other subjects.
- The assessment procedures in subjects other than English, mathematics and science.
- Pupils' investigative work in science.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school has made very good improvements since the last inspection and the key issues have been very successfully addressed. A new headteacher was appointed shortly after the last inspection and, together with governors, established a basis of proper financial management for the school through a carefully prioritised plan. This addressed the imbalance in the budget allocations and set a more realistic allocation for staffing. As a result of this, appropriate allocations of money have been set aside for curriculum initiatives and priorities. There is now very good delegation to all subject co-ordinators, who have their own budgets for the allocation of resources. Resources have been considerably improved across the curriculum and are used well by teachers to support the good quality learning that takes place. The quality of teaching has also improved considerably, with a significant increase in the proportion of very good and excellent lessons. This has been brought about by good quality monitoring by the headteacher and literacy and numeracy co-ordinators, and the continual sharing of good practice in the school. The teaching of information and communication technology now meets all statutory requirements; the creation of a computer suite and the appointment of a specialist computer assistant have further enhanced pupils' learning in this subject. However, the use of computers across the curriculum is still an issue for the school to address. The quality of teaching in design and technology lessons has been improved through focused training courses for staff and this has resulted in pupils attaining standards that are higher than national expectations. More able pupils, who were not consistently challenged at the time of the last inspection, are now carefully planned for and achieve well. The setting up of a register for higher-attaining pupils is planned to further enhance the provision for these pupils.

STANDARDS

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

Performance in:	Compared with			
	all schools			similar schools
	1998	1999	2000	2000
English	A	B	B	C
Mathematics	A	C	A	B
Science	A	C	C	D

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

Since the previous inspection, the percentage of 11-year-olds achieving the national standard of Level 4 has remained above average overall. The proportion of pupils gaining the higher Level 5 is above average in English and mathematics but slightly below in science. This below average percentage of Level 5s, together with pupils' underdeveloped investigative skills in science, accounts for the comparative weakness of this subject in the table above. When compared to schools that draw their pupils from a similar background, pupils' attainment was above average in mathematics, average in English and below average in science. However, national statistics show that last year's Year 6 cohort of pupils made very good progress in mathematics, good progress in English and satisfactory progress in science since taking their Key Stage 1 National Curriculum tests. The school's statistics were also adversely affected by a small minority of pupils being absent for the tests. The school has identified that standards in writing need to be raised and this development is being

successfully implemented. Inspection evidence shows that the attainment of pupils currently in Year 6 is above average in English and mathematics, and average in science. The ability of this cohort has changed significantly during the last four years because of a much higher than average turnover of pupils. Overall, this group has made very good progress, with some pupils making exceptional progress in their time in Key Stage 2. The school has set very challenging targets for this group to achieve in this year's National Curriculum tests. Consistently good teaching, which is well supported by the Year 6 booster class work in writing, is helping the school to ensure that the pupils meet these targets. The attainment of 11-year-old pupils in design and technology, geography and music is higher than national expectations. In all the other subjects, pupils' attainment is in line with national expectations. In Key Stage 1, pupils' attainment in the 2000 National Curriculum tests for 7-year-olds, when compared to similar schools, was well above average in reading and mathematics and average in writing. Inspection evidence indicates that the present 7-year-olds' attainment is above average in all subjects, apart from art and design, history and physical education, where pupils' attainment is in line with national expectations. Children make a good start to their school life in the Reception class because of the consistently good teaching and, by the age of five, attain standards that are above average.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good. Pupils are enthusiastic about school and have positive attitudes to their work.
Behaviour, in and out of classrooms	Good at all times.
Personal development and relationships	Good. Pupils have very good relationships with each other, take their responsibilities seriously and show increasing confidence as they become older.
Attendance	Satisfactory. The great majority of pupils attend school punctually and lessons begin on time.

Throughout the school, politeness and good behaviour are the norm. Pupils get on very well with each other, and show a very good understanding and consideration for others. These very positive relationships have a noticeable impact on the way that pupils learn when they work together in classes. Pupils respond very well to the good quality teaching and take their responsibilities seriously. However, more could be done to give pupils a greater say in the life of the school.

TEACHING AND LEARNING

Teaching of pupils:	Aged up to 5 years	Aged 5-7 years	Aged 7-11 years
35 lessons seen overall	Good	Good	Good

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

Overall the quality of teaching is good, with a significant proportion being very good or better. The good quality teaching has a very positive impact on pupils' attitudes to learning and the progress that they make. All lessons observed were at least satisfactory: 94% were good or better, 40% very good or better, of which 9% were excellent. The teaching in the Year 6 class was consistently very good. Whilst the teaching of information and communication

technology skills is good, teachers do not use computers enough in the classrooms to support pupils' learning in other subjects. The teaching of basic skills is good in both numeracy and literacy and the teaching of science during the inspection was consistently good. Teachers plan their lessons very well and make effective use of their good subject knowledge when questioning the pupils and when setting work. As a result, pupils achieve well and make good progress in the great majority of subjects. Pupils with special educational needs make good progress towards their targets because of the good quality support they receive from both teachers and classroom assistants. Pupils with English as an additional language receive very good quality teaching from outside agencies and, as a result, make very good progress in developing their literacy skills. The use of teacher expertise is proving particularly effective in the teaching of literacy and numeracy in Years 5 and 6 and also in the teaching of music in Year 2.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Good, overall, and is usually well supplemented by a range of extra-curricular activities.
Provision for pupils with special educational needs	Pupils with individual education plans have clear targets set for them and make good progress towards meeting these targets.
Provision for pupils with English as an additional language	Very good. Support is supplemented by specialist teaching provided by the local education authority.
Provision for pupils' personal, including spiritual, moral, social and cultural development	The school makes very good provision for pupils' spiritual, moral and social development and satisfactory provision for their cultural development.
How well the school cares for its pupils	There are good procedures for looking after pupils' personal welfare and satisfactory procedures for monitoring their academic performance.
How well the school works in partnership with parents	Satisfactory overall; there are very good links between the school and parents whose children are in the Reception class.

The school curriculum has been improved since the last inspection, with the National Numeracy and Literacy Strategies well established and schemes of work clearly outlining what pupils are to learn in the different years. Teachers ensure that pupils who have special educational needs or English as an additional language are fully involved in all areas of the curriculum. The range of extra-curricular activities is, at present, restricted because of lack of access to the hall, which has to be used as a classroom. The school is working hard to further develop its relationship with parents but lack of termly information about what work pupils will be doing is limiting the amount of help that parents can give their children.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The headteacher provides very good leadership and is very well supported by all staff, who are committed to improving standards. Co-ordinators provide good leadership in their individual subjects. Leadership and management are great strengths of the school and have helped it to successfully address the weaknesses highlighted in the last inspection report.
How well the governors fulfil their responsibilities	Governors are very supportive of the school, visit on a regular basis and play a full part in the school's strategic planning. Governors have a wide range of skills and have had a significant impact on the many improvements since the last inspection. This has been very pronounced in the staff selection process. More use could be made of the Governors' skills and expertise in helping the school evaluate the quality of its developments.
The school's evaluation of its performance	Test results are carefully analysed and the very challenging targets that have been set at the end of Key Stage 2 show the school's strong commitment to raising standards further. The monitoring of teaching is very good and has been instrumental in raising standards. Subject co-ordinators in English, mathematics and science regularly monitor standards of pupils' work in their subjects. Other co-ordinators monitor teachers' planning and the availability of resources but not the quality of pupils' work. The school's commitment to constant evaluation of its practices is helping it to improve even more.
The strategic use of resources	Good overall. The school has used its budget carefully to maintain high standards whilst improving the quality of learning resources. The school applies the principles of best value well, particularly when buying resources and in the monitoring of its end of key stage results.
Staffing, accommodation and learning resources	Poor, overall, because of the inadequate accommodation for some pupils as a result of the closure of the infant building. Learning resources are satisfactory and have improved in design and technology, information and communication technology, art and geography. Resources are well used, except for classroom computers to support pupils' learning in other subjects. The school has a good number of qualified teachers and support staff to meet the demands of the curriculum.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • The school is very well-managed and staff are approachable. • Children enjoy coming to school and make good progress. • The needs of higher and lower achieving pupils are well met by the school. • The school has good relationships with parents and good links with the local community. • Parents are kept well informed about the present difficulties, which are due to the closure of the infant department. 	<ul style="list-style-type: none"> • The consistency of homework diaries. • More regular information about what pupils will be learning in lessons each term. • The range of activities outside lessons. • Some pupils' behaviour is disrupting learning in lessons.

The inspectors fully endorse all the parents' positive comments about the school. They also agree that homework diaries are not used consistently by all teachers and this is confusing to some parents, who are not always clear about what they should be doing to support their child during the week. Similarly, the team felt that parents would benefit from regular information sent termly by each class teacher, which would be useful to outline future work and also to clarify other ongoing issues, which would help the pupils' performance. The team found no evidence of pupils' behaviour disrupting learning during lesson times and believed that the school offered an adequate range of extra-curricular activities particularly in the light of its accommodation difficulties.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. The improvement in pupils' attainment over the last four years has been in line with the national trends in Key Stage 2. The results for the 2000 National Curriculum tests for 11-year-olds, show that pupils narrowly missed the school's challenging target in English, but comfortably exceeded the target in mathematics. When compared to all schools, pupils' attainment was well above average in mathematics, above average in English and average in science. When compared to schools which draw their pupils from a similar background, the pupils' performance was above average in mathematics, average in English and below average in science. When compared to these similar schools, the proportion of pupils scoring the higher Level 5s was average in mathematics and below average in English and science. A small minority of pupils were absent for the tests, and teacher assessments show that their absence adversely affected the results. However, last year's Year 6 group of pupils made very good progress in mathematics, good progress in English and satisfactory progress in science since taking their Key Stage 1 National Curriculum tests.
2. Inspection evidence indicates that the present Year 6 group of pupils has above average attainment in English and mathematics and average attainment in science. This represents maintained standards in science and improvements in English and mathematics since the last inspection. The targets for this group of pupils are very challenging, being for 89% of pupils to gain the expected Level 4 in English and 87% in mathematics. These targets are very high for this particular group of pupils, whose educational profile has changed significantly from Key Stage 1 because of a much higher than average turnover of pupils. School assessments show that the turnover has lowered the all-round ability of this particular cohort. Inspection evidence confirms that pupils are on course to meet these targets. Over the last three years, 11-year-old girls have outperformed similar aged boys by the equivalent of one term in English, mathematics and science. During the inspection, however, no significant differences were seen in the standards achieved by pupils of different gender, ethnicity or background.
3. Over the last four years, standards have remained consistently above average in Key Stage 1 and improvements in reading, writing and mathematics have been faster than the national trend. This is particularly so with mathematics where attainment is now well above average. National Curriculum tests for the year 2000 for seven-year-olds, show that attainment in reading and mathematics was well above average and above average in writing. When compared to similar schools, pupils' attainment was well above average in reading and mathematics and average in writing. Also when compared to similar schools, the proportion of pupils achieving the higher Level 3 was well above average in reading, mathematics and in the teacher assessment of science, but below average in writing. Inspection evidence shows that the attainment of the present Year 2 group of pupils is above average in reading, writing, science and mathematics.
4. Children under five enter the Reception class with attainment that is above that expected of children of a similar age. They make particularly good progress in communication, language and literacy, mathematical development, personal, social and emotional development and in their knowledge and understanding of the world and, by the age, of five exceed the expectations laid down in the Early Learning Goals

in these four areas. Their attainment in the creative and physical areas of learning is at the expected level for their age. Pupils benefit from the consistently good teaching and from the way that the teaching and non-teaching staff place a strong emphasis on play as a vehicle for children's learning. As a result, children have many very good opportunities to learn through practical experiences. This helps them to gain a real understanding of new concepts and opportunities to practise and consolidate their newly-acquired skills. The planning for the Foundation Stage is very good with all activities successfully promoting the Early Learning Goals in each of the areas of learning. All staff in the Foundation Stage have worked particularly hard to ensure that the restrictions of the temporary classroom do not affect the children's learning. Water play and art activities cannot be provided on a daily basis and the moving of the sand tray and role play activities to a bay outside the classroom makes it more difficult for the teacher to monitor and develop the children's learning.

5. Standards in English are above average in all aspects throughout the school and have improved since the last inspection. Pupils have very good speaking and listening skills, which are well developed by teachers through good quality questioning and high expectations of pupils' responses. Pupils build increasingly good subject vocabularies as they move through the school and, by Year 6, are able to describe their work in great and accurate detail. Pupils' reading skills are well developed in all years and are above average throughout the school with a significant number of pupils in Year 2 having a fluency of expression that is considerably advanced for their years. Pupils benefit from reading a wide range of literature from a variety of genres. Pupils have very positive attitudes to reading, which are well nurtured by parents and also by the informative displays around the school, where labelling helps to increase pupils' subject vocabulary. Although the school has prioritised writing for further development, standards in writing are above average in both key stages. At the end of Key Stage 2, pupils have a wide portfolio of good quality written work, but opportunities for younger pupils in Key Stage 1 to develop their creativity further are restricted by the use of some over-prescriptive worksheets. The improvement in pupils' writing is clearly seen in work in other subjects, such as science, history and geography, although opportunities are missed for older pupils to write at length in their history topics.
6. Pupils' attainment in mathematics at the end of Key Stage 1 is above average and has been maintained since the last inspection. The great majority of pupils have a very good grasp of number and pattern because this aspect of mathematics is taught in a challenging and interesting way. Pupils have above average skills in mental mathematics because of the good strategies they are taught and because of the opportunities they have to make estimates before finding the correct answer. Pupils have a particularly good grasp of angle as a measure of turn and a sound knowledge of two- and three-dimensional shapes. By the end of Key Stage 2, pupils' attainment is above average and has improved since the last inspection. Pupils continue to develop above average number skills because of the good and often very good quality teaching in this area. They are confident mathematicians and have a very enthusiastic approach to their learning. Pupils have good understanding of scale and this is particularly well used in their geography and science work. Pupils have above average knowledge in shape, space and measure, use mathematical vocabulary well and have a good knowledge of metric equivalents for commonly used imperial measures. However, because of the lack of opportunities for extended open-ended investigations, the older, highest-attaining pupils are not fully developing their problem-solving skills.

7. Standards in science have been maintained since the last inspection and are above average in Key Stage 1 and average in Key Stage 2. The historical lack of resources, teacher expertise and curriculum time in Key Stage 2 have, together with the high pupil turnover in the cohort, slowed the progress that the present Year 6 pupils have made through this key stage. Pupils in both key stages have average attainment in their investigation work, although pupils in Key Stage 1 lack confidence in carrying out experiments methodically. In Key Stage 2, pupils undertake increasingly challenging investigations but do not have enough opportunities to set up and organise an investigation by themselves nor to regularly use their scientific knowledge to explain the findings of their investigations. This is a further reason why pupils' attainment is not as high as in English and mathematics. The school has recognised that there is a comparative weakness in pupils' investigation work and has made it a target in the school's development plan. At the end of Key Stage 1, pupils have above average knowledge about life processes and the importance of healthy eating and exercise. At the end of Key Stage 2, pupils have a good knowledge of life processes but they are not familiar with the higher-order skills of classification for animals and plants. Key Stage 1 pupils have a good knowledge of materials and understand relevant terminology such as translucent, transparent and opaque. Eleven-year-old pupils have a satisfactory awareness of the properties of a range of materials and carry out tests to establish which changes are reversible and irreversible. Pupils throughout the school have above average knowledge of the physical processes. Seven-year-olds have a good knowledge of electricity and confidently design circuits. Eleven-year-olds discover from their experiments how distance and direction from a light source affects shadows.
8. Pupils' attainment in information and communication technology (ICT) is above average by the age of seven and in line with national expectations at eleven. This shows a good improvement since the last inspection, particularly in Key Stage 1. The reason for this improvement is the consistently good quality of teaching and the establishment of a computer suite where groups of pupils learn effectively together. Seven-year-old pupils have a good understanding of how ICT can convert data of their favourite ice creams into graphs and can help them to find different musical instruments by using a branching data file. Older pupils are confident in the use of ICT to convey information and show good skills when presenting poems. They have a sound understanding of using spreadsheets but have limited experience of control technology and do not, at present, use e-mail. Because of the newness of the scheme, the development of skills is not progressive through the years and there are gaps in pupils' knowledge. This is resulting in some anomalies, with younger pupils attaining higher levels than their older peers in some areas. Pupils' use of ICT to support their learning across the curriculum is unsatisfactory; however, this element is an integral part of this year's school development plan.
9. Pupils attain satisfactory standards at the end of both key stages in physical education, with above average standards in swimming. At present, the development of pupils' skills in areas such as gymnastics and dance is restricted by lack of access to the hall. In history, pupils' attainment is in line with national expectations at the end of both key stages as at the time of the last inspection, although pupils' knowledge and understanding of the past is strong. Older pupils have a particularly broad knowledge of Victorian England, and a study of a local street has enabled pupils to see how occupations have changed in the last 100 years. Pupils' attainment in geography is above national expectations in both key stages and has improved since the last inspection. Pupils have a particularly good knowledge of the village of Whalley and the geographical heritage attaching to it. Pupils have an in depth understanding of

different types of maps and use subject vocabulary accurately in their individual research.

10. Since the last inspection, pupils' attainment in art has been maintained, but has improved in design and technology and music. In art, pupils' attainment is in line with national expectations. Attractively presented displays around the school clearly demonstrate the range of skills and techniques that pupils use throughout the school. Pupils demonstrate good skills in shading to show tone and texture in their observational drawing, but their three-dimensional work is not so well developed. Pupils make good progress throughout the school in design and technology and use skills from other subjects well to enhance the quality of their work. This was clearly seen when Year 6 pupils brought together their art and science skills when making structures to use as part of a performance for the rest of the school. Music has been given an enhanced status within the school's curriculum since the last inspection and attainment is now above national expectations throughout the school. There are good additional opportunities for pupils of all ages to play a range of brass and string instruments as well as keyboards. Pupils enjoy singing throughout the school and the quality of singing in collective acts of worship is often very good.
11. Pupils' numeracy and literacy skills are developed satisfactorily through the curriculum. There are good opportunities for them to develop their literacy skills in other subjects, particularly in science, geography and history. There were some particularly good examples of empathetic writing about the condition of the trenches in World War I by Year 2 pupils. There is evidence of pupils using numeracy skills in science and design and technology. When this happens, it creates good opportunities for pupils to use and develop their mathematical skills in different contexts.
12. Pupils who are on the special educational needs register achieve well and make good progress towards the targets in their individual education plans because they receive well-focused support in lessons from their teachers and classroom assistants. This shows an improvement since the last inspection, when pupils were making satisfactory progress. Pupils with English as an additional language make very good progress in developing basic literacy skills because of the very good quality support from a specialist teacher and the teachers' carefully planned follow-up work.

Pupils' attitudes, values and personal development

13. Pupils have very good attitudes to school and this is a key strength that underpins much of the good achievement that pupils make. They show a good readiness to work and apply themselves well to the tasks that they are set. Pupils are very eager to answer questions and respond well to their teachers' challenges. Pupils withdrawn for specific attention, such as one-to-one special educational needs support or the Year 6 booster classes, respond well to this small group situation and make good progress during these times. Pupils show a high level of interest and concentration in their work and the very good quality relationships that exist in the classes give pupils confidence to ask pertinent questions or to seek relevant advice and support. Pupils enjoy recognition of their achievements and thrive on the praise that is given by their teachers and peers. Children in the Foundation Stage are encouraged to develop positive habits in their learning. They co-operate well, share equipment and other items sensitively, and show good respect for each other.
14. The quality of pupils' behaviour in class and around the school is good, as at the time of the last inspection. It is encouraged by the school's positive behaviour management policy that is consistently applied by all adults in school. There have been clear

improvements at lunchtime, with the “you’ve been spotted” initiative working effectively to raise pupils’ awareness of the importance of maintaining good behaviour at all times. The school has, in the recent past, experienced instances of bullying and other unacceptable behaviour. Focused action, based on existing policies, has dealt effectively with these instances. The three exclusions at the beginning of the school year highlight the school’s determination to stamp out the dangerous disregard of rules and disruption to pupils’ learning. Pupils’ good behaviour, especially in class, makes a positive contribution to their learning, making the school an orderly, happy and friendly community.

15. The warm, family atmosphere in the school reflects the very positive relationships that exist. Pupils take great pride in their achievements and in the appropriate praise they are often given. They are proud to take on responsibilities, such as monitor work around the school, and carry them out effectively. Pupils speak confidently and sensibly to adults and show genuine reflection on issues as well as on the views of others. Pupils collaborate well together in paired and group work and learn well from each other in these situations. This was clearly evident in a Year 1 physical education lesson when pupils appraised each other’s movement sequences.
16. Personal development is good and examples of pupils’ initiating their own learning were often seen; for example, in a Year 6 research-based history lesson, pupils made good use of former census data to build up a history of a part of the local area. Another example involving younger Year 1 pupils saw them quizzing a parent dressed as a Victorian housemaid to find out details of life in her time. The school encourages pupils to reflect and learn from their own experiences. Pupils respond well to opportunities to take and accept responsibility seriously. They show great pride and commitment when they are allowed to help the school. However, whilst older pupils show a great maturity in lessons and conversations, not enough use is made of the skills of these pupils, other than to carry out routine monitoring jobs around the school. Adults consistently provide very good quality role models around the school and this enhances pupils’ personal development.
17. Attendance, like at the time of the last inspection, is satisfactory and very close to national levels. It had risen steadily since the last inspection, but fell back slightly last year because of the erratic attendance by a small group of pupils. Evidence from current registers suggests it may revert to a higher level this year. The great majority of pupils arrive promptly. The school has been successful in creating a ‘culture of attendance’.

HOW WELL ARE PUPILS OR STUDENTS TAUGHT?

18. The quality of teaching observed during the inspection was good overall, with a significant proportion being very good or excellent. During the inspection 35 lessons were observed; in 54% of these, teaching was good, in 31% teaching was very good and in 9% teaching was excellent. There were no unsatisfactory lessons and the quality of teaching has risen significantly since the last inspection, particularly in the proportion of very good or excellent lessons. The use of teacher expertise is proving particularly effective in the teaching of literacy and numeracy in Years 5 and 6 and in the teaching of music in Year 2.
19. Teaching is consistently good in the Reception class, with some very good and excellent features. The quality of this teaching is the major reason for the good progress children make in all areas of learning and the positive attitudes that they show

in their first year in school. A great strength of the teaching is the emphasis placed on play as a vehicle for learning. This provides many very good opportunities for the children to learn through practical experiences and gain a real understanding of the new concepts they have been taught. The practice and consolidation of the newly-acquired skills is made enjoyable and interesting for the children who greatly enjoy school and are very enthusiastic about their new learning. The teacher and support staff work very well together and provide excellent role models for the pupils who, in turn, show respect, courtesy and consideration for each other's needs. All staff in Reception have worked very hard to overcome the difficulties and lack of facilities that the sudden move to a new classroom has created. As a result, all areas of learning are thoroughly planned for, although opportunities for creative play have suffered because of the shortage of appropriate space in the classroom and immediate access to water.

20. Teaching in English has improved since the last inspection and is good overall and often very good. The school has successfully implemented the National Literacy Strategy and well focused monitoring is leading to improvements in the teaching of literacy skills across the curriculum. Particularly effective is the way that teachers develop pupils' speaking and listening skills across the curriculum through good quality questioning and the accurate use of specific subject vocabulary. The use of teacher expertise in Years 5 and 6 is having a noticeable impact on the quality of pupils' work and is encouraging them to reflect carefully on the quality of their work and the progress they are making. Pupils are very motivated in lessons because teachers provide good opportunities for serious and reflective discussions about ongoing classroom work. Class teachers keep good quality records and these are used well to inform their planning and the delivery of their lessons. The focus on the teaching of writing is leading to clear improvements but occasionally, for example, in Year 2, the over use of worksheets limits opportunities for pupils' creativity during their writing task.
21. Teaching in mathematics is consistently good through the school and has improved since the last inspection. During the inspection, some very good lessons were seen. Because of teachers' very good planning, pupils have a broad knowledge and understanding of the subject and have many opportunities to revise past topics. Pupils produce large amounts of work in lessons but, in some Key Stage 1 lessons, there are too many work sheets so that these pupils do not have enough experience of setting out their own work. Teachers use questioning very well to assess pupils' understanding and to challenge the higher-attaining pupils. Very well planned and fast-paced mental sessions lead to pupils' good mental agility. Opportunities for pupils to explain how they arrive at their answers further enhance their understanding of different mathematical processes and combine both their literacy and numeracy skills. These also provide valuable assessment opportunities for the class teacher. Marking is satisfactory overall and is at its best when comments are effectively linked to pupils' individual numeracy targets.
22. Teaching in science during the inspection was consistently good throughout the school and was sometimes very good. Teaching has improved in Key Stage 2 since the last inspection, because of well-focused in-service work for staff, improvements in resources, and increased time allocation for the subject. Teachers use stimulating and unusual approaches to the teaching of the subject that promote a high level of scientific thought and reflection in the pupils. As a result, science lessons are exciting and intriguing, with pupils learning well from the practical investigations that they carry out. However, teachers do not give pupils enough opportunities to design their own investigations, nor do they insist that pupils write conclusions to investigations or use their scientific knowledge to explain their findings. When this happens, teachers miss opportunities to clearly assess pupils' understanding of the scientific principles

involved. Teaching in science has improved since the last inspection because there is now adequate guidance for teachers when they plan their lessons and the formal assessment of pupils' work enables the co-ordinator to track the progress of individual pupils.

23. The quality of teaching in information and communication technology (ICT) is consistently good through the school. The quality of teaching has improved considerably since the last inspection and impacts very positively on the improved standards seen during the inspection. Teachers have an enthusiasm for the subject themselves and this is transmitted in lessons to the pupils. Teachers' good subject knowledge enables them to follow the scheme of work accurately, which leads to a breadth of experience for pupils across all aspects of the curriculum. However, the newness of the scheme means that there is, at present, limited depth of experience. Teachers make good use of the knowledgeable ICT assistant who works with the pupils during lessons. The blocking of time in the computer suite allows whole class teaching to develop pupils skills and understanding. However, teachers' planned use of computers to support pupils' learning across the curriculum is, at present, unsatisfactory and is currently a priority on the school development plan.
24. In all other subjects, teaching is good in both key stages, except for art and design where teaching is satisfactory overall, although some excellent teaching was seen in one lesson during the inspection. Teachers' planning is consistently good and clearly identifies what pupils are to learn during each lesson. Teachers have consistently high expectations of the amount of work that pupils are to cover in lessons and the quality and presentation of this work. This is clearly reflected in the quality and quantity of work in pupils' books through the school. Teachers know their pupils well and the different approaches they employ create an enthusiasm for learning and a desire to do well. This was clearly evident in a Year 4 art lesson when pupils worked in the style of Paul Klee. Teachers expect pupils to behave well during lessons and listen carefully. This results in lessons having a good pace and very little time being wasted on the disciplining of pupils. The very cramped conditions in the Year 4 temporary classroom, occasionally have an adverse effect on pupils' concentration during more practical tasks, such as in science. When this happens, pupils' concentration lapses and they do not make the progress of which they are capable.
25. The quality of marking is satisfactory overall but teachers do not consistently outline what pupils need to do to improve. Where this does happen, such as in some Key Stage 2 English books, pupils make clear progress towards their personal targets. There are very good relationships between classroom assistants and teachers and this results in good quality support for individuals and groups of pupils. Homework is set regularly and has a satisfactory impact on pupils' learning. However, the benefits of homework are sometimes lost because of teachers' inconsistent use of pupils' homework diaries. As a result, parents do not always know what homework has been set or when it should be returned to school.
26. The teaching of pupils with special educational needs is good overall and they make good progress towards the targets on their individual education plans. Teachers ensure that all pupils are involved in discussions at the beginning and end of lessons and this makes a positive contribution to the development of these pupils' self-esteem. Individual pupils' needs are carefully met through good quality teacher planning and the well-focused use of the classroom assistants to support pupils when appropriate. The quality of teaching for pupils with English as an additional language is particularly good. The school makes good use of a very well qualified specialist part-time teacher, who works on an individual basis to develop pupils' specific needs. As a result of this high

quality input and the carefully planned follow-up work by the classroom teacher, these pupils make very good progress and take a full part in the curriculum.

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

27. The quality and range of learning opportunities provided by the school for all pupils are good in the Foundation Stage and throughout Key Stages 1 and 2. There is a strong emphasis on active learning.
28. The school provides a broad and balanced curriculum for pupils of all ages that fully meets statutory requirements. All subjects of the National Curriculum are taught regularly. The school has successfully implemented the National Literacy and Numeracy Strategies. The school has improved the curriculum since the last inspection by ensuring that there are schemes of work for all subjects. Before the closure of the infants' building and the travel restrictions brought about by 'foot and mouth' disease, a good range of visits and visitors enhanced the curriculum and pupils are usually offered good opportunities for a range of extra-curricular activities.
29. The provision for pupils who have special educational needs is good and, as a direct result of this provision, pupils make good progress towards the targets on their individual education plans. The school complies fully with the recommendations of the Code of Practice. The school operates effective procedures for early identification and intervention for pupils who may have special needs. Subsequently, there is good support in both classes and withdrawn groups. There is good provision for pupils for whom English is an additional language, with pupils making very good progress as a result of this specialist input from the local authority.
30. The school's mission statement stresses its commitment to individual needs, and staff seek to ensure equality of access for all pupils. The present building situation has the unfortunate effect of restricting the quality of experience for those pupils who have had to be re-located to temporary teaching areas. At the time of the inspection, these pupils were not receiving equal access to the curriculum, particularly in areas such as physical education. Teachers are working hard to overcome these temporary disadvantages and to minimise any adverse impact.
31. The curriculum for pupils in the Foundation Stage is good. Emphasis is placed not only on developing the children's early language and mathematics skills but also on providing wide learning experiences with a practical emphasis. Planning is based around the six key areas of learning and successfully promotes the Early Learning Goals. Teaching staff have a very good understanding of how young children learn.
32. The curriculum for Key Stages 1 and 2 is supported by schemes of work for all subjects, which lead to detailed medium-term planning. The schemes of work successfully promote progression in pupils' learning as they move through the school and reflect the requirements of Curriculum 2000. The head teacher and core subject co-ordinators carefully monitor and evaluate how the curriculum is planned and how it is taught. Overall, there has been a significant improvement in this area since the last inspection and the teachers now have a coherent view of the curriculum.
33. Although teaching in each subject is now guided by an appropriate scheme of work, some schemes have been in operation for a very short time and the full impact has yet to be seen. There are gaps to be made up in some aspects of information and

communication technology, where there is very limited use of computers to enhance pupils' learning in other subjects. The science curriculum is in transition as the transfer is made from one scheme to another.

34. The school provides a good range of extra-curricular activities, including short tennis, netball, football, choir, recorders, art, aerobics, rounders, school newspaper and Le Club Francais. However, at the time of the inspection, accommodation restrictions were limiting provision for extra-curricular activities. Pupils perform regularly and last year put on a very well supported production of "Nativity 2000". There are regular instrumental lessons with peripatetic teachers. The statutory curriculum is enhanced by a range of educational visits, which extend pupils' learning and experience of the wider world. Older pupils have a residential week focusing on outdoor activities and younger pupils make visits related to their topics, for example, to Gawthorpe Hall and Vindolanda. The school welcomes a variety of visitors who share their experiences with the pupils, and enrich the pupils' curriculum in such subjects as geography and history. "School's Out" provides before and after school facilities for some pupils. It is independently funded, but managed by members of the school community. A holiday club is now also available. Homework is set regularly but there are variations in teachers' approaches and pupils' responses. The homework diaries designed to encourage communication between home and school have had mixed success.
35. The provision for personal, social and health education is satisfactory. Pupils are given responsibilities to help in the day-to-day life of the school. However, there are not enough opportunities for pupils to play a greater role in the life of the school, such as through a school council. The school nurse works with many classes in support of the new health education programme that covers sex education for older pupils. The taught personal and social education programme is satisfactory and is a priority of the present school development plan.
36. The school's links with the community are good and have improved considerably since the time of the last inspection. There are strong links with the church. The school makes good use of the locality, especially Whalley Abbey and the town's industrial heritage. The school provides regular opportunities for parents and the community to share in its life through assemblies, performances and sporting events. Pupils also perform in community events, such as the Victorian theme evening, and this enhances their personal development. Pupils also provided the design for a new sign to promote local tourism. Year 6 pupils who collected information about a local street for their history topic also thanked current residents by producing an information booklet for them. Local businesses have given pupils the opportunity to see what the world of work is like. Links with partner institutions are sound. There is regular liaison with local secondary schools particularly before pupils transfer. The school also has regular links with teaching training institutions. Media students from Accrington and Rossendale College worked with the school to produce a very successful and popular "Nativity 2000". Links with the local playgroup are mutually supportive. For example, the playgroup provided accommodation for the Reception class when it was temporarily displaced from the school.
37. Since the time of the previous inspection, the school has maintained the very good standard of provision it makes for pupils' spiritual, moral and social development and continues to ensure that pupils' cultural development is satisfactorily provided for. In lessons, pupils were observed experiencing the joyful feelings that can accompany discovery and creativity in the lives of young children. The extent to which teachers also shared in these feelings with their classes is a notable feature of the lessons concerned and does a great deal to engender the secure and caring learning

environment in which the pupils work. In both key stages, pupils were observed reflecting on their learning and celebrating the achievements of others in the class. Lessons are planned to develop pupils' sense of awe and wonder in the world around them. This was clearly evident when Year 1 pupils interviewed a 'Victorian' milkmaid as part of their history topic and Year 4 pupils studied the work of the artist Paul Klee.

38. Awareness of social and moral issues is high, especially amongst the older pupils and pupils throughout the school are provided with many opportunities for discussing the distinction between right and wrong. Pupils in the Foundation Stage are able to use their circle time to raise issues that concern them, and they do so with confidence as they explore questions of fairness and justice in their co-operative play. The school has effective policies for the elimination of bullying and other unsatisfactory behaviour and pupils show a high degree of respect and tolerance of each other. When the inevitable minor disputes arise, the teachers provide calm reassurance and act as good role models with the consistency of their approach to discipline. In discussion, pupils from Year 6 were at pains to stress the even-handed approaches taken by the teachers throughout the school when dealing with unsatisfactory behaviour.
39. The problems that have arisen from the temporary loss of accommodation for the school have tested the social skills of the pupils to the limit. They have responded well to the challenge and have received high quality support from their teachers. The social interactions between staff and pupils during break times are making a particularly valuable contribution to meeting and overcoming the present difficulties. Pupils' social development is very good overall, and is further promoted by the opportunities available for participating in sports and competitive games with other schools. Wider social experiences are also planned through the use of fieldwork and local studies in subjects such as history and geography. As a result, pupils leave school with a good knowledge of the historical, cultural and geographical background to their community. They undertake studies of the dilemmas facing a small town and the rights and wrongs of the conflicting demands of traffic and people. Through their study of the nearby Longworth Road, they gain insights into the social history of a street over time and this knowledge is supplemented by educational visits to historical sites in the area.
40. Provision for pupils' cultural development remains satisfactory and still reflects the point made by the previous report that pupils are well versed in the culture of their own environment but are less familiar with the wider multi-cultural society in which they live. The school is successfully addressing this weakness through its planning and, as a result, pupils have a growing understanding of the multi-cultural world in which they live. For example, in discussion, pupils in both key stages were able to develop insights into the wide cultural mix of modern society, with older pupils having a good appreciation of, for example, the ethnic diversity of modern popular music. During their history, geography, art and music lessons, pupils are now engaging with aspects of European culture but their knowledge of the beliefs and cultures of other parts of the world is still not as advanced as their understanding of their own culture. There have been well planned links with pupils' social and moral development, such as when Year 3 pupils have used their study of invaders and settlers to examine both the social and moral dilemmas of the movement of peoples in recent times.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

41. Procedures for assessing pupils' academic attainment are satisfactory overall. Good use is made of assessment information to ensure the curriculum matches pupils' needs. There are very limited procedures for subjects other than the core subjects of mathematics, science and English.

42. Formal assessment procedures are comprehensive and provide a breadth of information about the core subjects, which is analysed in detail. The school is able to track the progress of individual pupils each year. Subject co-ordinators use the analysis of this information to identify strengths and weaknesses in teaching and learning. Information is passed to class teachers so that they can plan appropriately to meet the needs of their pupils. As a result of these assessments, the school highlighted writing and pupils' investigation skills in science as areas for development. Appropriate forms of assessments are used as the basis for setting pupils' own targets, which are reviewed every term.
43. Teachers' approaches to assessment are effective but individual. The Reception class teacher has very good procedures for assessing children's progress and uses the information well to ensure that activities are well matched to the children's needs. Teachers' marking is accurate and supportive but does not consistently outline how pupils can improve their work or move towards their numeracy and literacy targets. The assessment co-ordinator manages the analysis of overall performance well but the school does not yet have a coherent whole school approach that ensures consistent use and sharing of information. There is no provision for regular assessment in the non-core subjects. There is also no regular practice of moderation in the core subjects to help teachers share a common understanding of different levels of attainment. Although planning is securely based on recommended schemes of work and provides opportunities for assessment, the learning objectives against which attainment is measured are not directly related to the National Curriculum levels and this makes it difficult for teachers to assess pupils' attainment accurately against national standards.
44. There are good procedures for the formal assessment of pupils with special educational needs, and good use is made of outside agencies when needed. The special educational needs co-ordinator (SENCO) meets regularly with teachers to discuss these pupils' progress. Procedures for drawing up and reviewing pupils' individual education plans (IEPs) are well established and involve the class teacher, SENCO and parents. When necessary, classroom assistants and the pupils themselves may be present at these meetings. The IEPs contain clear targets that are used appropriately by teachers in their planning. These targets have relevant criteria for judging how well they have been met by individual pupils. As a result of these well established assessment procedures and good quality teaching, the needs of pupils with special educational needs are well met, resulting in these pupils making good progress towards their targets. A local authority specialist teacher carefully assesses pupils with English as an additional language. The individual needs of these pupils are met by carefully devised plans, which are used by the pupils' teachers and in the weekly individual tuition by the visiting teacher. As a result of this effective support, these pupils make very good progress in acquiring basic literacy skills.
45. The school maintains a secure environment for all its pupils. The school has good procedures for child protection and ensuring pupils' welfare and this was reinforced by comments at the parents' meeting. Much of what the school achieves is based upon the foundations of very good relationships in the school and the confidence of pupils that is created by a caring, family atmosphere. Adults who work in school know the pupils well. With the close knowledge of each child, personal development is monitored mainly informally, but in the infants, more formal records are maintained. Right from Reception, pupils are taught to respect each other and each other's views and such personal and social development may be seen in pupils through the school in such behaviour as pupils looking after younger ones at playtimes and pupils demonstrating self-discipline.

46. Behaviour is good in lessons and at playtimes because pupils have clearly understood expectations and are carefully monitored. The school has worked hard and imaginatively to address some problems of unacceptable behaviour, involving pupils and parents in the process and measuring effect. Behaviour management accentuates positive aspects and pupils recognise this and applaud the presence of rewards and the recognition of good behaviour.
47. Attendance is well monitored, as is punctuality, but the school does not consistently enter attendance in the registers during the afternoon session, as is legally required.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

48. Parents have positive views about the school. In less than two years, the confidence of the parents has been restored to a level where they express strongly favourable views on the school and now play an effective part in its life. Considerable work by the headteacher, staff and governors has been directed to achieving this, but there are still some aspects that need further development.
49. Parents now feel close to the school and able to ask and talk about their children with any teacher without difficulty. They also appreciate what is being done for their children and the care and attention given to them. Communications have improved, something readily recognised by parents, but more still needs to be done to give them more information about the work their children are doing and how they as parents can help.
50. Some parents expressed concern about aspects of behaviour. The school is addressing these issues, monitoring the progress of initiatives and involving the relevant parents in this process. As a result, behaviour has improved considerably since the last inspection with no unsatisfactory behaviour observed in lessons as had been mentioned in some of the parents' questionnaires.
51. A growing number of parents are involved in the day-to-day work of the school, especially in the infants. Several parents help as extra classroom assistants, helping with reading and with other practical tasks around the school. This extra support in the classes makes a positive contribution to pupils' learning. Such activities are also helping to cement parents' partnership with the school, as does the very active Friends' organisation.
52. Unfortunately, the building problems have somewhat set back the steadily improving school-parents partnership with several parents displeased with the temporary accommodation. However, there was a strong feeling at the parents' meeting that the school and governors had tried hard to keep parents fully informed with the building developments.
53. The quality of information concerning pupils' progress has improved since the last inspection and is now good. Several parents of children with special needs praised the school for its close involvement with them. All parents are involved in the individual target setting for these pupils. Parents generally like reports. They are informative, meet statutory requirements and include some targets and comments on personal development. Occasionally, some reports contain too much description and not enough indication about pupils' progress in relation to national norms. Most parents find reading diaries an effective link with school. However, inconsistent use of homework diaries in different classes is proving to be frustrating for a significant

number of parents, who are often unclear about what homework is set and their role in helping their child.

HOW WELL IS THE SCHOOL LED AND MANAGED?

54. The headteacher provides very good leadership for the school and is very well supported in all his work by the deputy head. The headteacher shows a breadth of understanding and a wealth of ideas that have helped the school successfully address the issues that were raised in the last inspection report. He has a good awareness of his own strengths and responsibilities but also uses the skills of others to very good effect. The governing body, members of staff and parents give him credit for the improvements that have been made in the school. The staff in school represent a very strong team that has very good capacity to succeed in its main goals of continual evaluation of the effectiveness of its work and improving the standards and quality of the education it provides. The governors also provide very good leadership and their role has improved significantly since the previous inspection. They have made good use of local education authority courses and now have a very clear and coherent view of the work of the school. Collectively they have a very good combination of skills and experience, although more use could be made of these skills in helping the school to evaluate the quality of its developments when they visit the school. Governors hold the headteacher to account for the school's work. The roles of governor committees are well defined and ensure effective delegation. For example, the curriculum committee has an in depth discussion about the school's performance and data (PANDA) that is sent to the school in the autumn term, with a detailed feedback of their findings to the full meeting of the governing body. As a result, all governors are well informed about the strengths and weaknesses in the school's performance as measured by external assessments. Subject co-ordinators have good leadership skills overall and are having a positive influence on the raising of standards through their monitoring work. The headteacher has judged aptitudes very well and gives very positive encouragement to all those with subject co-ordinator responsibility. There is very effective delegation and good systems are in place to maintain a watching brief over their work. Overall, the quality of leadership and management by the governors and subject co-ordinators has improved significantly since the last inspection and is now very good overall.
55. The school has made very good improvements since the last inspection and the key issues have all been successfully addressed. A new headteacher was appointed shortly after the last inspection and, together with governors, established a basis of proper financial management for the school through a prioritised plan. This addressed the imbalance in the budget allocations and set a more realistic allocation for staffing. As a result of this, appropriate allocations of money have been set aside for curriculum initiatives and priorities. There is now very good delegation to all subject co-ordinators who have their own budgets for the allocation of resources. Resources have been considerably improved across the curriculum and are used well by teachers in the good quality learning that takes place. The quality of teaching has also improved considerably, with a significant increase in the proportion of very good and excellent lessons. This has been brought about by good quality monitoring by the headteacher and by the literacy and numeracy co-ordinators, and the continual sharing of good practice in the school. The teaching of information and communication technology now meets all statutory requirements and the creation of a computer suite and the appointment of a specialist computer assistant, have further enhanced pupils' learning in this subject. However, the use of computers across the curriculum is still an issue for the school to address. The quality of design and

technology teaching has been improved through focused training courses for staff and this has resulted in pupils attaining higher than national expectations. More able pupils, who were not consistently challenged at the time of the last inspection, are now carefully planned for and achieve well. The setting up of a register for higher-attaining pupils is planned to further enhance the provision that these pupils receive.

56. The school development plan is of good quality and is carefully drawn up to ensure that relevant school and national needs are addressed and met. Careful financial planning ensures that the requisite budget is allocated to planned developments. The identification of priorities results from the monitoring and evaluation by the headteacher and subject co-ordinators and from input from the various governing body committees. This development planning process ensures that priorities are the most appropriate for the school. Past developments have been instrumental in raising standards in English and mathematics and have brought about improvements in the school's provision for pupils with special educational needs.
57. The school's aims are highly appropriate and are very well incorporated into the school's day-to-day routines. They highlight the importance of the development of pupils' potential and of good relationships and show a clear commitment to equality of opportunities for all pupils. School developments consistently reflect these aims and help to create a civilised atmosphere in the school where pupils feel valued and are challenged daily.
58. The senior management team and governing body give good support to the knowledgeable leadership provided by the special educational needs co-ordinator (SENCO) by ensuring that this important aspect of the school's work is well organised and effectively monitored. Until very recently, a governor worked very closely with the SENCO in evaluating the work of the special educational needs department. The school provides regular release time for the SENCO to work with individual pupils in the assessment of their needs and in the teaching of basic skills. She also observes teaching and learning in classrooms and is, therefore, in a knowledgeable position when individual education plans are discussed with the parents in the presence of the class teacher. The co-ordinator has good links with outside agencies to ensure that pupils' needs are quickly and accurately established. Classroom assistants give good support in the lower junior classrooms to pupils who need extra literacy support. Resources are good, easily accessible and effectively support pupils on the special educational needs register.
59. The demands of the curriculum are well met by a staff that is adequate in numbers, and has appropriate qualifications and experience. This staff has a good mix of age, gender and experience and is well supported by a satisfactory number of classroom assistants and other support staff, who are well integrated into the cohesive teaching team. In-service training for teachers and non-teaching staff is well-focused and leading to improvements in knowledge and expertise. The school has only one learning support assistant, who works specifically with a pupil with special educational needs. The classroom assistants, who often work with pupils who have special educational needs, have not recently attended courses that would help to develop their personal knowledge and expertise in this area.
60. The school's finances have been very carefully managed since the last inspection. Realistic allocation for staffing has released more money for the development of subjects and their resources. This has been particularly relevant in the development of the new computer suite. The present school finances are in good order. They show a much higher than average carry over to the next financial year. This is because

money from central government for the development of the care club and computer suite had been allocated to the school budget but not spent until the following financial year. There are secure financial systems and effective control, with the headteacher and governors having a clear picture of the impact that spending is having on the standards that pupils achieve. Very good support is provided by the school clerk, who is responsible for the day-to-day management of the budget and who also keeps clear records of curriculum spending, as well as records of other funds, such as those for school visits. The school administration is very efficient, with routines very well established. The recommendations of the last audit report have been successfully addressed. Subject co-ordinators bid for funding and senior managers make appropriate decisions that take account of subject needs and that also match the identified priorities in the school development plan. Overall, the school gives good value for money.

61. In normal times, the school is fortunate with its accommodation, having plenty of space, many rooms and numerous storage facilities. Moreover, nearly all the accommodation is on one level and permits very suitable grouping of infants and juniors with their own entrances and their own toilet facilities. Unfortunately, the discovery of dry rot in the old main building has necessitated the removal of the entire infants department and the library to other parts of the school. The resulting shuffle inconveniences many and, in particular, leaves two classes in very unsuitable accommodation. Year 1 are in the main hall which means enduring disruption from people passing through. Year 4 is accommodated in a cramped outside temporary building, that is too small for some of the practical aspects of the National Curriculum. Both arrangements seriously compromise teaching and learning, despite the good humour and intelligent pragmatism of the teachers concerned. The arrangement is far from satisfactory. A further irritant for a wider number of classes is their removal from nearby toilets and the reduced number presently available. The necessary planning of children's travel to and from the toilets is an extra demand on teachers' time.
62. Learning resources are satisfactory overall and good in English, science, information and communication technology, design and technology and for children with special educational needs. Improvements for the younger children in the form of outside large toys and climbing equipment was frustrated by the closing of the main building. No subject is less than satisfactorily resourced. The enforced accommodation changes also impact on the junior library, which had only recently been upgraded. Temporary arrangements make books available for reading but lack the suitable environment for relaxed and individual selection and personal study.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

63. In order to improve the standards of attainment and the quality of education even further, the governors, headteacher and staff should:

- 1) **seek improvement in the accommodation, as a matter of urgency, to ensure that**
 - Year 4 pupils have adequate room for practical and investigation work as set out in the National Curriculum (*paragraphs 24 and 61*);
 - all pupils have access to the hall for the development of their gymnastic, dance and movement skills (*paragraphs 9 and 139*).
- 2) ***further develop the use of computers to support pupils' learning across the curriculum** (*paragraphs 23, 33, 55, 100, 134*).
- 3) **develop assessment procedures in the foundation subjects so that pupils' progress can be accurately tracked, and that the planned curriculum is appropriate for the different year groups** (*paragraphs 41, 43, 109*).
- 4) ***further develop pupils' investigative skills in science to ensure that they have more opportunities to design, carry out and record their own investigations** (*paragraphs 7, 22, 42, 104, 108*).

* this issue is included in the present school development plan

NB: After the inspection, the school was given Grant Aid to cover costs of rebuilding, and architects have now been appointed. In the interim, the school has recently received 2 large temporary classrooms which will release the hall and make it unnecessary to use the very cramped temporary classroom

In addition to the key issues above, the following minor weaknesses should be considered for inclusion in the action plan:

- review the homework policy and the use of homework diaries as a means of communication between home and school (*paragraphs 25, 34, 53*).
- improve the consistency of the quality of marking to ensure pupils know what they have to do to improve their work and to attain their targets in literacy and numeracy (*paragraphs 21, 25, 43, 101*).
- further develop the role that pupils play in the life of the school. (*paragraph 35*).
- increase the monitoring role of foundation subject co-ordinators (*paragraphs 116, 129, 142*).
- develop classroom assistants' knowledge of how they can support pupils with special educational needs (*paragraph 59*).
- ensure all registers are completed in the afternoon sessions in accordance with statutory requirements (*paragraph 47*).

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	35
Number of discussions with staff, governors, other adults and pupils	28

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
9	31	54	6	0	0	0

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

Information about the school's pupils

Pupils on the school's roll	Nursery	YR – Y7
Number of pupils on the school's roll (FTE for part-time pupils)		204
Number of full-time pupils known to be eligible for free school meals		2

FTE means full-time equivalent.

Special educational needs	Nursery	YR – Y7
Number of pupils with statements of special educational needs		0
Number of pupils on the school's special educational needs register		17

English as an additional language	No of pupils
Number of pupils with English as an additional language	3

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	12

Attendance

Authorised absence

	%
School data	5.2
National comparative data	5.2

Unauthorised absence

	%
School data	0.1
National comparative data	0.5

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

Attainment at the end of Key Stage 1

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
		2000	15	13

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	14	14	15
	Girls	13	13	13
	Total	27	27	28
Percentage of pupils at NC level 2 or above	School	96 (96)	96 (96)	100 (96)
	National	84 (82)	85 (83)	90 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	14	14	14
	Girls	13	13	13
	Total	27	27	27
Percentage of pupils at NC level 2 or above	School	96 (100)	96 (100)	96 (100)
	National	84 (82)	88 (86)	88 (87)

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

Attainment at the end of Key Stage 2

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
		2000	20	16

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	18	17	17
	Girls	13	16	15
	Total	31	33	32
Percentage of pupils at NC level 4 or above	School	86 (69)	92 (72)	89 (84)
	National	75 (70)	72 (69)	85 (78)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	18	18	18
	Girls	14	16	15
	Total	32	34	33
Percentage of pupils at NC level 4 or above	School	89 (69)	94 (66)	92 (75)
	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	0
Black – African heritage	0
Black – other	0
Indian	0
Pakistani	2
Bangladeshi	0
Chinese	0
White	175
Any other minority ethnic group	0

This table refers to pupils of compulsory school age only.

Exclusions in the last school year

	Fixed period	Permanent
Black – Caribbean heritage	0	0
Black – African heritage	0	0
Black – other	0	0
Indian	0	0
Pakistani	0	0
Bangladeshi	0	0
Chinese	0	0
White	8	0
Other minority ethnic groups	0	0

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

Teachers and classes

Qualified teachers and classes: YR – Y7

Total number of qualified teachers (FTE)	8.2
Number of pupils per qualified teacher	24.9
Average class size	29.1

Education support staff: YR – Y7

Total number of education support staff	6
Total aggregate hours worked per week	72

Qualified teachers and support staff: nursery

Total number of qualified teachers (FTE)	
Number of pupils per qualified teacher	
Total number of education support staff	
Total aggregate hours worked per week	
Number of pupils per FTE adult	

FTE means full-time equivalent.

Financial information

Financial year	1999 - 2000
	£
Total income	341,584
Total expenditure	331,160
Expenditure per pupil	1,664
Balance brought forward from previous year	29,206
Balance carried forward to next year	39,630

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	204
Number of questionnaires returned	63

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	56	40	3	1	0
My child is making good progress in school.	44	48	5	0	3
Behaviour in the school is good.	27	51	15	2	5
My child gets the right amount of work to do at home.	32	54	10	1	3
The teaching is good.	46	49	5	0	0
I am kept well informed about how my child is getting on.	27	60	13	0	0
I would feel comfortable about approaching the school with questions or a problem.	60	36	2	2	0
The school expects my child to work hard and achieve his or her best.	52	43	1	0	4
The school works closely with parents.	33	55	10	2	0
The school is well led and managed.	49	46	2	0	3
The school is helping my child become mature and responsible.	44	48	2	0	6
The school provides an interesting range of activities outside lessons.	24	36	21	8	11

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

64. The school makes very good provision for the children in the Reception class and, as a result, they make good progress in their first year in school. There has been good improvement in the overall provision for the Foundation Stage children since the time of the last inspection, although the children still do not have a designated outside play area of their own. By the end of the Foundation Stage, most children attain beyond the expected level in communication, language and literacy, mathematical development, personal, social and emotional development and in their knowledge and understanding of the world. Their attainment in the creative and physical areas of learning is at the expected level for their age.
65. During the inspection, the teaching was of a consistently good standard, and had some very good and excellent features. One of the great strengths of teaching, is the emphasis placed by the staff on play as a vehicle for learning. The children have many very good opportunities to learn through practical experience, and this helps them to gain a real understanding of new concepts, and to practise and consolidate newly acquired skills. Non-teaching assistants are used very well to support the children in their learning, and to help the teacher to make ongoing assessments of the children's progress and attainment. Planning is very good, and all activities successfully promote the Early Learning Goals in each of the areas of learning.
66. Because of major building work in the school, the Reception children are currently working in a different classroom to their normal one, and this arrangement is posing some unavoidable problems. Some activities, such as water play and art activities can not be provided on a daily basis, and toilets and wash facilities are some distance away from the classroom. The room is not large enough to accommodate the sand tray or the role play area, and these activities have been set up in the bay outside the classroom, making it more difficult for the teacher to monitor the children's learning in these areas. The classteacher and support staff have worked very hard to overcome the ongoing accommodation problems and to provide an attractive and stimulating learning environment for the children.
67. Most of the Reception children attain well in the tests, which are carried out soon after they start school, and their overall attainment on entry is above average. The teacher continues to assess the children's progress on a regular basis throughout the Reception year, and uses all assessment information very effectively to ensure that activities are well matched to the children's needs.

Personal, social and emotional development

68. Many of the children have benefited from pre-school education, and are sociable and friendly when they start school. The Reception teacher and staff build effectively on these firm foundations to extend the children's learning and experience still further. By the time they transfer to Year 1, the children's attainment is above the expected level for their age in this area of learning and the great majority of children make good progress.
69. Most children are very well motivated because of the enthusiastic approach of the Reception class staff, and they have very positive attitudes to learning. They enjoy

their work, and because of good teaching, develop confidence in themselves as learners. They are keen to solve problems, and to make choices and decisions about their work. During the inspection, the children showed high levels of independence. They followed verbal instructions well, and quickly started their given tasks, selecting appropriate resources, and observing classroom routines, such as putting their name on a chart to show they were working in the sand or role play area.

70. The children take part in a very good range of exciting activities, which successfully promote their social skills. During the course of the day, they have opportunities to work independently, in pairs and in small groups. Most children work well together, sharing resources, and often engaging in conversation about their ongoing tasks. When playing games, such as a number based dice game seen during the inspection, the children show a good awareness of the rules of the game, and are mostly able to proceed without adult intervention. The children take turns well, and rarely fall out when sharing the computer, for example, or working alongside one another in the sand tray. For the most part, the children are more mature than expected for their age, and this is evident in the way in which they have adapted to the constraints of their present classroom.
71. The teacher and support staff provide excellent role models for the children, and show respect and courtesy in their dealings with one another and the children. The example of the adults is a constant reminder for the children, and encourages them to be polite, kind, helpful and considerate of the needs of others. A few well-chosen rules are displayed in the classroom, and the children are aware of the need to follow the rules to ensure the well-being and safety of themselves and others.

Communication, language and literacy

72. The teaching of communication, language and literacy is very effective. The promotion of spoken language skills is an ongoing priority, helping the children to become confident and articulate communicators by the time they join the Year 1 class. The teacher provides many very good opportunities for the children to take part in whole-class discussions, where they learn to take turns, and to listen to and value the views and contributions of others. A good example of this type of discussion was seen during the inspection when the Reception children took part in a 'Circle Time' activity, and showed a good awareness of their right to speak when they held the 'magic stone'. Within this activity, the higher attaining children made some very good contributions, and displayed a very wide vocabulary, which they used well to express their ideas. In discussion sessions, the teacher plays a crucial role in developing the children's confidence by responding positively to their contributions, and this encourages children of all abilities to want to join in.
73. The children quickly learn to see the link between reading and writing, and most are making very good progress in learning how to read and write. The teacher is very careful to ensure that the children do not race through the reading scheme without understanding what they have read, and spends time with the children discussing the books they are reading, pointing out key words, and encouraging them to use pictorial cues. Letter formation is taught well, and pupils are given a range of additional tasks which help them to develop left to right orientation, such as tracing patterns and following dot to dot patterns. Higher attaining pupils are encouraged to write independently, but the teacher is careful not to place too much pressure on children who still need adult support. By the end of the Reception year, most children know how to spell simple three letter words, and use their knowledge of letter sounds to help them in their reading.

74. The teacher ensures a very good balance between practical opportunities for the children to develop language skills, and formal recording activities, and work is very well matched to the needs of individual children. There are encouraging comments in the children's books, praising them for their efforts, but more information, for example, detailing how much adult support the children have had, would be very useful in helping to track and monitor the children's progress.

Mathematical development

75. By the end of the Reception year, most children are working beyond the expected level in the mathematical area of learning. They make good progress, and benefit from taking part in a wide range of free and structured play activities, such as sand, water, and the role play area, which is currently set up as a shop. Play activities are well prepared to ensure that the children's learning is continually advanced. For example, in the sand, cards with simple written instructions guide the children in their work, and provide a focus for the activity, without constraining their creativity. There are times, however, when there is not enough adult intervention in some of these 'choosing' activities, and some learning opportunities, such as the promotion of vocabulary, are missed. Although the children are encouraged to record some of their mathematics work in written form, the teacher appropriately spends a great deal of time ensuring that the children understand the mathematical concepts through practical and first-hand experience.
76. The teacher has high, but realistic expectations of the children, and sets challenging and exciting tasks, which capture their interest, and make them want to learn. Whole class lessons which focus on mathematical development often start with number rhymes and songs which remind the children of the order of numbers, and help them to count forwards and backwards in ones. In a lesson seen during the inspection, the children were asked to pick up numbered stepping stones following instructions such as 'find a number one more than four'. This type of activity helps to make the children's learning fun, whilst developing their mathematical skills. Very good use is made of games which reinforce the children's knowledge of the pattern of number, and which help them to recognise and respond to numerals. There is a good range of mathematical resources in the classroom, which are well used by the children to support them in their learning, and which are easily accessible.

Knowledge and understanding of the world

77. By the end of the Foundation Stage, pupils have made good progress in the area of knowledge and understanding of the world in which they live, and most have an above average understanding. The teacher plans a good range of activities which promote skills of enquiry and observation, and which encourage the children to find things out for themselves. For example, during the inspection, a group of children explored the classroom to find objects that were magnetic, or non-magnetic. Good questioning by the teacher helped the children to gain insight into the characteristics of magnetic and non-magnetic materials, and focused their learning without over-directing their activities.
78. The children have regular opportunities to use the classroom computer, both to support their learning across the curriculum, and to enable them to acquire keyboard skills and mouse control. The children show high levels of independence, and the computer is in almost constant use throughout the day. The children's keyboard skills are good, and they are confident about using familiar programmes. The children have

had experience of using art programmes, and each child has produced their own colourful version of 'Elmer the Elephant'. More adult intervention with individual children would enhance the children's learning further, but in general, the teaching of computer skills is good in the Reception class.

79. Through play activities, where the children imagine living in a castle, and planned lessons, the children gain an appreciation of the difference between the past and the present. The role play 'shop', provides good opportunities for the children to practise speaking and listening as they place their order, or ask for goods. In a lesson seen during the inspection, the children compared the packaging of articles from a modern-day supermarket with products from long ago. They learned that tea used to be sold in paper bags instead of the modern cardboard packs, and that cheese would not be pre-wrapped as it is today. During this activity, some of the higher attainers demonstrated a good awareness of the passage of time, and appropriately used the past tense when describing how things used to be.
80. The children's appreciation of their own locality is above what is expected for their age, and they happily describe their route to school, and share their addresses. Many of the children understand the purpose of a map, and their own maps, showing the route from their house to their friend's house, are particularly imaginatively presented, and clearly show the main features they would pass on the way.

Physical development

81. The children make satisfactory progress in their physical development, and by the end of the Foundation Stage, achieve the expected standards in this area of learning. The teaching of fine manipulative skills, such as pencil control and cutting with scissors, is good, and the teaching of gross motor skills is satisfactory. The school does not have a designated play area for the youngest children, and this limits the opportunities for them to use large play apparatus, and has an adverse impact on their learning. The constraints of the present accommodation mean that it is not possible for the teacher to set up large play apparatus in the classroom.
82. The teacher provides many good opportunities for the children to develop fine motor skills. They have regular opportunities to cut and stick materials, and to use brushes and pencils of different sizes. In mathematics sessions, there are opportunities for the children to thread beads to make repeating patterns, and most do this with little trouble. When working with small construction materials and jigsaws, many children have good manipulative skills, and easily join pieces together.
83. The children show a satisfactory awareness of space, especially in the classroom, when they move around with care. In the playground they move energetically, but in physical education lessons do not always make full use of the available space. The children respond well to verbal instructions, and change the direction and speed of their movements. Most children are gaining control when making balances, but some still have difficulty with this.

Creative development

84. By the end of the Foundation Stage, most children attain the Early Learning Goals in the creative area of learning and make satisfactory progress. However, their progress is currently hampered by the constraints of the present classroom. It is no longer possible for the teacher to provide daily 'free-choice' art activities, and the sand, water and role-play areas are cramped.

85. Despite the problems of the accommodation, the teacher provides regular art and craft activities where the children have the opportunity to practise skills of cutting, sticking drawing, printing and painting, and the children achieve satisfactory standards in their work. There are occasions when the adults supervising the children give too much guidance, and this prevents the children from fully developing their own ideas, and means that the outcomes are all very similar. Nevertheless, there are some very attractive art displays, such as the puppets with moveable arms and pleated paper legs, around the classroom, which are colourful, and show the range of skills the children have acquired.
86. The children regularly sing action songs at the start and end of sessions, and most join in enthusiastically. They understand how music can be speeded up and slowed down, or made louder or quieter, and in an activity seen during the inspection recognised the particular sounds made by different instruments. The teacher provides some good opportunities for the children to make their own music, and there is an ongoing display of instruments that the children can use to make their own compositions. To help the children and to focus their learning, the teacher has produced a range of prompt cards that invite the children to, for example, 'make music that sounds like a storm'.

ENGLISH

87. The results of the 2000 National Curriculum tests show that at the end of Key Stage 2 the standards in English are above the national average when compared to all schools, and average when compared with similar schools. Inspection findings indicate that standards for the present 11-year-olds are above average. At the end of Key Stage 1, the test results for the year 2000 show that standards in reading are well above the national average when compared to all schools and also similar schools. Standards in writing are above the national average when compared to all schools, and average when compared with similar schools. Inspection evidence indicates that the attainment of the present 7-year-olds is well above average in reading and above average in writing. Standards in spelling are above average throughout the school. Pupils make good, and often very good, progress in all aspects of their work in English and have maintained the above average standards reported at the time of the last inspection. Pupils with special educational needs and English as an additional language make similarly good progress. There are no differences between different groups or between boys and girls.
88. Speaking and listening skills are very good throughout the school because teachers have high expectations of their pupils in this aspect of their work. Pupils have good general vocabularies and are able to recount their experiences confidently and clearly. Pupils in Key Stage 1 recall journeys to school and the shops they pass. This information is embellished with details concerning parking problems and the price of petrol. As they progress through the school, pupils also acquire good subject vocabularies and by Year 6 are able to describe their work in great and accurate detail. Pupils respond well to questions and follow instructions without difficulty. Not only do they answer questions fluently, but also, by the time they reach the upper juniors, can ask questions that make considerable demands on their teachers. Standards of debate and conversation across the school have clearly benefited from the successful implementation of the literacy strategy. Good opportunities are created by teachers to develop pupils' skills in speaking and listening, such as when Year 6

pupils discuss the power of the metaphor and its effectiveness in a poem they are studying.

89. Pupils in Key Stage 1 read well and a significant minority of pupils in Year 2 have a fluency of expression considerably in advance of their years. When recounting stories, they are able to bring their good general vocabularies to bear and often embroider events in books in very creative ways. Reading skills are taught well by all teachers and, as a result, pupils' reading continues to advance as they move through the school and, by the end of Year 6, pupils are encouraged to read a very wide range of literature from a variety of genres. It is also apparent that pupils are very much embedded in a reading culture at home and, in discussions, can identify a large range of favourite books and stories. Although the present accommodation problems are denying pupils access to the school library, a good number are using the facilities of the local library service to further enhance their reading experience. The reading habit is developed further by the well-considered displays around the school, where teachers' labelling emphasises key descriptive and explanatory vocabulary. Many displays contain examples of written work produced by the pupils, and pupils regularly read these.
90. Although standards in writing are above the national average in both key stages, the school has prioritised this area of work for further improvement. Inspection evidence indicates that this emphasis is already having an effect. By the end of Year 2, pupils have accumulated a large portfolio of written work, mostly based on work sheets which sometimes limit pupils' room for creativity in their writing task. Teachers have high expectations of their pupils in this area of their development and much of the work produced is of high quality as a direct result of this. Pupils are encouraged to produce pieces of extended writing, and they are proud to discuss these with their peers and adults. Pupils in Key Stage 1 write well because of the good quality teaching they receive in how to draft their work. They use this skill well when they write their accounts of holidays or visits to friends. Pride in work is a notable feature of the responses of pupils in both key stages and the targeting of the quality of written work is clearly producing dividends. In Key Stage 2, pupils broaden their experience of the written form and by the end of Year 6 are demonstrating a good grasp of writing in different genres, so that, for example, they know how vocabulary and grammar can make the difference between humour and horror. In discussion, some Year 6 pupils gave an account of Roald Dahl's use of names to create stereotypical images of nasty and nice characters in his books. Older pupils are engaging with the beauty of the poetic form and some in Years 5 and 6 have produced some attractive and thoughtful collections. Improvements in the standard of writing overall are impacting on other subjects in the curriculum and the work produced by the pupils shows the care and attention now being given to the work in these areas. This was particularly evident in the high quality of the research that older pupils carried out on mountains and rainforests as part of their geography topic. Pupils make satisfactory use of computer technology to produce some written work and to help in the development of some literacy skills.
91. Pupils make good progress overall through the school because the teaching of English is consistently good in both key stages. This represents an improvement over the findings of the previous inspection, when teaching was mainly satisfactory. The school has successfully implemented the National Literacy Strategy and is successfully developing pupils' literacy skills across the curriculum. A recent innovation is the specialist teaching of English in Years 5 and 6 which is helping to raise standards. This is borne out by the above average work seen during the scrutiny of pupils' books. The quality of teaching in both these years is producing a good

response from the pupils who are encouraged to reflect on their strengths and weaknesses. All class teachers keep good quality records and use assessment well to inform the planning and delivery of subsequent lessons.

92. The pupils respond well to the good quality teaching that they receive and they are highly motivated to succeed in their work. They are confident in the expression of their literary heritage and spontaneous in their appreciation of good work done by others. There is a respect for books that pervades all lessons and teachers do much to emphasise the value of the printed word in human culture. During the course of the inspection, teachers and pupils engaged in serious and reflective conversations concerning work in progress. Through these discussions, pupils find their work being subjected to peer review, which gives them added confidence and impacts directly on their levels of involvement. In discussion, it was noticeable that individuals would often draw attention to good work produced by their peers, as well as to their own efforts. Pupils with special educational needs and English as an additional language are well integrated into the work of their classes and teachers' planning ensures that the work set for these pupils is appropriately challenging, relevant to their needs, and helps them build successfully on their previous learning. Higher-attaining pupils are also fully challenged by the quality of the work being expected.
93. The recently appointed co-ordinator for English has already established a good overview of the subject in the school, has a sound grasp of the requirements of the National Curriculum and exhibits great enthusiasm in her own teaching of the subject. The change in practice, whereby the co-ordinator now carries out specialist teaching of English in Years 5 and 6, is having a noticeable impact in raising standards in these two years. Throughout the school, assessment is detailed and used to measure progress made by pupils as they move through the school. Marking is thorough and up to date and always encourages pupils by highlighting the strengths of their work and also areas for improvement. Teachers and pupils are involved in the setting of individual pupil targets that not only motivate pupils but also give the co-ordinator an overview of the quality of teaching in English. There are now plans to extend the opportunities for pupils into extra-curricular activities in the subject, giving access to activities such as drama. With the exception of the temporary loss of library facilities, resources in the subject are good and are used very effectively. Inspection findings suggest that the school is well placed to build further on the already high standards being achieved in English.

MATHEMATICS

94. On the basis of the 2000 end of Key Stage 1 tests, pupils' attainment is well above the national average, and well above average in comparison with similar schools. The results have varied over the last few years, depending on the percentage of pupils in the cohort who have special educational needs. The results of the 2000 end of Key Stage 2 tests in mathematics show that pupils' attainment is well above the national average, and that their performance is above average in comparison with similar schools. Standards have been consistently well above the national average for the past four years, with the exception of 1999, when the group contained a high percentage of pupils with special educational needs, and the results were in line with the national average.
95. The inspection findings indicate that pupils' attainment at the end of both key stages is above national expectations overall. These findings show that standards have been maintained in Key Stage 1 since the last inspection, but have improved in Key Stage

2. Pupils' knowledge and understanding of number are particularly strong, and help them in their work in other areas of the mathematics curriculum and in other subjects, such as design and technology and science. Pupils of all ages and abilities make good progress as they move through the school and achieve their full potential. Because of enthusiastic teaching, the vast majority of pupils enjoy their mathematics work and are highly motivated by the set tasks. Their very positive attitudes and high levels of confidence in themselves as mathematicians, have a very good impact on the quality of their learning. The National Numeracy Strategy has been very well implemented in all classes, and is proving to be very effective in promoting pupils' mental agility. However, the school does not set time aside for pupils to carry out extended open-ended investigations, and this prevents pupils, especially the highest attainers, from fully developing their problem-solving skills.

96. By the end of Key Stage 1, most pupils have a very good grasp of number and pattern. This aspect of the mathematics curriculum is taught particularly well in Key Stage 1, and teachers try hard to make activities challenging and interesting for the pupils. Teachers are skilled in the way in which they encourage pupils to approach number problems in different ways, and to use their previous knowledge to help them with their new learning. For example, in a very good lesson seen during the inspection, the teacher presented a series of numbers to the pupils and, before introducing the new topic of division, asked them what they already knew about the numbers. Frequent opportunities for the pupils to investigate the relationship between numbers help them to become confident in their work and to spot patterns, which can help them to check whether their answers are reasonable. Teachers provide many good opportunities for pupils to combine numeracy and literacy skills. For example, Year 2 pupils were asked to tell a story about the number sentence $5 \times 4 = 20$, and produced imaginative word sentences such as 'my mum gave me five puppies, each with four legs, and there were twenty legs altogether.' Pupils' learning is enhanced significantly by the strategies they are taught for making mental calculations, and by the opportunities they are given to make estimates before finding the correct answer.
97. By the end of Key Stage 1, most pupils have a better knowledge and understanding of shape, space and measure than expected for their age. This element of the mathematics curriculum is taught well throughout the key stage, and is often linked to number work, so that pupils become familiar with using units of measure, such as grams and litres in a range of contexts. Pupils' knowledge of common two- and three-dimensional shapes is secure and, through their work on direction; moving forwards, backwards and turning to the right and left through ninety degrees, they have a particularly good grasp of angle as a measure of turn. Teachers provide very good practical opportunities for pupils to work with units of measure of length, capacity and weight, which help the pupils to retain their learning.
98. As they move through Key Stage 2, pupils become more skilled in using number. Teachers provide a very good range of 'real-life' opportunities for pupils to practise number skills using units of money, time and measure, and encourage pupils to explain their methods of working, to help them to clarify their thinking, and to provide opportunities for the less imaginative pupils to see different ways of arriving at the same conclusion. Partitioning, where numbers are split up into thousands, hundreds, tens and units, so that they can be manipulated more easily, is taught particularly well, enabling pupils to mentally solve calculations which at first sight would require pencil and paper methods. For example, Year 4 pupils easily calculated $376 + 85$, by grouping the numbers as $300 + 150 + 11$. As in Key Stage 1, there are some very good examples of pupils using literacy and numeracy skills together. In Year 5, pupils working through number problems chose whether to solve the problems mentally, or

by using paper and pencil or calculator. They then wrote about the way in which they had solved the problem and explained their reasons for choosing that particular method. The pupils are taught to adopt a logical approach to their number work, and to make sensible estimates before carrying out calculations, so that they can check the reasonableness of their answers. They are given confidence by their teachers through frequent praise and encouragement, and have a very enthusiastic approach to their learning, which enhances their progress and attainment.

99. Other elements of the mathematics curriculum are taught well in Key Stage 2 and, by the end of the key stage, most pupils' knowledge and understanding of shape, space and measure are beyond what is expected for their age. Pupils use mathematical vocabulary well to describe the properties of two- and three-dimensional shapes, and the higher-attaining pupils make generalisations about the relationship between edges, corners and faces. In their work on measure, younger pupils learn how to use different scales, and this helps them in their work in geography and science. Because units of measure are frequently used as a context for number work, pupils of all ages and abilities are very comfortable about using standard units of length, weight and capacity. Older pupils have a good knowledge of the metric equivalents of commonly used imperial measures, such as pints and pounds, and are highly interested in the notion of furlongs as a measure used in horse-racing. By the end of the key stage, pupils know the different types of triangle, and accurately measure and draw angles.
100. The use of information and communication technology (ICT) across the curriculum is an ongoing area of school development. In mathematics, insufficient use is made of computers to support the pupils' learning, and most pupils are not yet aware of the potential of computers as a tool to help them in their mathematics work. However, in ICT lessons, where pupils are learning computer skills, Key Stage 2 pupils have learned how to input data to produce charts and graphs, and younger pupils have produced symmetrical patterns using an art programme.
101. The teaching of mathematics is good throughout the school, and some very good lessons were seen during the inspection. This shows an improvement since the last inspection in Key Stage 2, with standards being maintained in Key Stage 1. Significant strengths of teaching are the very good coverage of the mathematics curriculum, which ensures that pupils have a broad knowledge and understanding, and the many opportunities throughout the year for pupils to revisit past topics to refresh their memories. Pupils of all ages and abilities are highly motivated, and they respond very well to the enthusiasm and encouragement of their teachers. Pupils produce very good amounts of written work in lessons, but in Key Stage 1, there are too many worksheets, and pupils do not have enough experience of learning how to set out their own work. Teachers use questions very well to check the pupils' understanding, and to challenge the higher-attaining pupils. Introductory mental sessions are very well planned and are often very well paced, prompting pupils to give fast answers, and to make rapid calculations. In the best lessons seen during the inspection, teachers pressed the pupils to explain how they had arrived at their answers. This strategy helped them to clarify their thinking, and demonstrated that there are many different, but equally effective ways of solving the same mathematical problem. The quality of marking of pupils' work is satisfactory overall, but is better in some classes than others. In one Key Stage 2 class where the marking is good, comments are effectively linked to pupils' numeracy targets. In Key Stage 1, because much of the recording is on worksheets, the extent to which the pupils have completed the work independently, or the extent to which they have needed adult support is not always clear, and this makes it more difficult for teachers and parents to track the pupils' progress.

102. The subject is very well led by an inspired and very enthusiastic co-ordinator, whose own excellent example has ensured the successful implementation of the National Numeracy Strategy throughout the school. The practice of the numeracy co-ordinator teaching both the Year 5 and Year 6 classes is proving to be very effective, and ensures good progression in the pupils' learning. Good use is made of a range of standardised tests to measure and track pupils' progress and attainment as they move through the school, to set accurate targets, and to highlight strengths and weaknesses in the school's provision. There has been good improvement since the last inspection in the standards attained by Key Stage 2 pupils, and in the overall quality of teaching and learning.

SCIENCE

103. Inspection evidence shows that standards of attainment by the age of seven are above those expected nationally. By age of eleven pupils are attaining standards that are in line with national expectations. The main reason for the difference in attainment between these two age groups is that, historically, not enough time was given to the subject in Key Stage 2, resources were inadequate and teachers' subject knowledge was weak in some aspects of the subject. These issues have been successfully addressed by the school, but past weaknesses have meant that pupils have not made as much progress in science in Key Stage 2 as they have in the other two core subjects. Evidence from the 2000 national tests indicates that attainment is at least above average at the end of Key Stage 1 and very high in some aspects. Test evidence indicates that attainment is close to the national average at the end of Key Stage 2 when compared to all schools, but below average when compared to similar schools. Pupils' knowledge and understanding is sound in the aspects of life processes, materials and physical processes but their planning and recording skills in scientific enquiry are less secure. Throughout the school, all pupils, including those with special educational needs and those with English as an additional language, are now making good progress in lessons because the quality of teaching has improved appreciably since the last inspection. Pupils' written work is not at the same level as their practical and oral work. Comparison with attainment in the other core subjects indicates that there is the capacity for higher attainment in science. The school has carried out a recent audit of the subject and has identified it as the next focus of curriculum development.
104. Pupils' attainment in scientific enquiry is in line with expectations at the end of both key stages. Throughout both key stages, pupils are gaining sound understanding and familiarity with the process of scientific investigation. Pupils in Key Stage 1 develop awareness of the investigation element through practical activities, such as pond dipping expeditions. Pupils have a good understanding of fair testing and use their knowledge appropriately to make sensible predictions. However, the frequent reliance on worksheets restricts pupils' opportunities to plan some elements of their own investigations or to write up their findings for themselves. Pupils in Key Stage 2 undertake increasingly challenging investigations. Younger pupils test the strength of elastic bands and older pupils investigate the effect of water on solids. There is a proper attention to prediction and method, but some accounts do not clearly explain how or why things happen. Older pupils display a good understanding of fair testing. Year 6 pupils, looking for factors that might affect the vibrations of rice on a drum, were able to suggest a wide range of variables, such as the draught from an open window. In both key stages, the degree of teacher direction reduces pupils' experience of independent investigations. Although teachers devise interesting

activities, the degree of teacher direction sometime restricts pupils' choice. As a result, pupils rarely plan and organise an investigation by themselves.

105. Pupils' attainment in life processes is above expectations at the end of Key Stage 1 and in line with expectations at the end of Key Stage 2. In Key Stage 1, pupils know and label the main features of the body. Younger pupils record the growth of their sunflowers over several weeks and make relevant observations. Pupils recognise the stages of human growth and learn about the importance of healthy eating and exercise. They understand that there are different types of foods, which are helpful for different reasons. Teachers make good use of the locality to ensure that pupils relate life processes to animals and plants in their local environment. Pupils at the end of Key Stage 2 demonstrate a sound knowledge of the human body, particularly the organs. They understand that micro-organisms have both harmful and beneficial effects and have conducted an investigation monitoring the decay of bread samples. The investigation into pulse rate provided pupils with the opportunity to look for links between cause and effect. Although pupils have a good knowledge of life processes, they are not familiar with the higher order skills of classification for animals and plants.
106. Attainment in materials is above expectations at the end of Key Stage 1 and in line with expectations at the end of Key Stage 2. By the end of Key Stage 1, pupils acquire a broad knowledge of materials and their uses because the teachers provide regular opportunities for pupils to examine materials in detail which challenge and develop their understanding. Year 2 pupils looked at the texture of fabric through a microscope linked to the computer. Pupils identify the materials used in household objects, such as spoons, and are aware of properties, such as flexibility. They have a good understanding of relevant terminology such as translucent, transparent and opaque and apply the terms correctly to the right materials. By the end of Key Stage 2, pupils have a satisfactory awareness of the properties of a range of materials and know why they are suitable for specific uses. Practical activities enable pupils to investigate changes in materials; for example, Year 6 pupils carried out tests for reversible and irreversible changes that enabled them to see how new materials are made. Pupils become increasingly confident and correct in their use of scientific terminology and approach. For example, older pupils grouped a selection of materials by obvious properties and then refined their classification by considering their origins, and by testing their hardness against a standard scale.
107. Attainment in physical processes is above expectations at the end of both key stages because teachers now have secure planning that ensures good coverage of all aspects of this area, with increasing challenge as pupils move through the school. By the end of Key Stage 1, pupils display good knowledge of electricity and confidently design circuits. They know why the lights on a battery circuit dim when the number of bulbs is increased. Teachers pose tasks, which require pupils to call upon a range of skills and knowledge, such as planning how they would light a doll's house. By the end of Key Stage 2, pupils demonstrate a good understanding of physical processes overall. The frequency of practical activities allows them to be observant and to draw on previous learning. From their experiments, pupils know how distance and direction from a light source affects shadows. They use their observations of phenomena to make generalisations, such as air and water resistance. Younger pupils know how to create circuits for optimum light from a bulb. Their knowledge of the Earth in Space aspect is good and pupils are encouraged to make use of the Internet and CD-ROM resources to research the Solar system.
108. The quality of teaching seen during the inspection was consistently good in both key stages and was sometimes very good. This led directly to the good progress that

pupils made in their lessons. Scrutiny of pupils' books showed that they have made good progress throughout Key Stage 1. The work of 11-year-old pupils showed that they had made good progress during this academic year, but satisfactory progress overall through Key Stage 2. Teachers have worked hard to ensure that pupils still experience a range of practical activities even in the current cramped conditions. Teachers employ stimulating and unusual approaches that involve pupils in their learning and promote a high level of scientific thought. Information and communication technology is used appropriately to support science, such as in the monitoring of light and temperature with sensors. Teachers provide frequent opportunities for pupils to apply numeracy skills in science especially in recording results in tables and graphs. Science lessons are often exciting and intriguing. Pupils learn through regular practical activities and experiments but there is a considerable degree of teacher direction particularly in the preparation and selection of resources and there are few examples of investigations designed and carried out solely by pupils. Pupils follow standard methods in recording their results, but teachers' expectations about the quality and accuracy vary. There are clearly occasions where conclusions have been reached in discussion but have not been recorded in the full account of the investigation. The quality of presentation also varies and is often weak in the drawing and labelling of diagrams.

109. The planning for the subject is secure because there is adequate guidance for teachers and the co-ordinator carefully monitors the science curriculum. The formal assessments set by teachers enables the co-ordinator to track the progress of individual pupils. A present weakness is that there is, at present, little moderation of work to help ensure common expectations of standards among teachers. Although teachers follow the learning objectives of the scheme of work, links with the National Curriculum are not always made. The action plan for science includes further development of assessment materials.

ART AND DESIGN

110. Pupils' attainment is in line with national expectations at the end of both key stages, and standards are similar to those at the time of the last inspection. Pupils make satisfactory progress through the school. Art and design is given a high priority in the school and is taught regularly, and for an appropriate amount of time, in all classes. Displays of pupils' work are attractively presented in classrooms and shared areas, and pupils take pride in seeing their work displayed. Many of the displays have been very well labelled by teachers, to show the skills and techniques the pupils have used in their work, and to focus attention on the main points of interest. For example, the display of computer-generated artwork in the Year 6 classroom is enhanced by a very good explanation of 'transformation', which was the technique used by the pupils in their work, and the main teaching and learning point of that series of activities.
111. Observational drawing is taught well in both key stages, and most pupils achieve the expected standard for their age in this aspect of their artwork. There is evident progression in pupils' skills as they move through the school, and their work shows increasing maturity. Where the teaching and learning are most effective, the skills of shading and mark-making are taught particularly well, and the pupils use these skills in their drawings to show, light, shade, tone and texture. Pupils of all ages are encouraged to experiment with a range of drawing media, including pencil, crayon, charcoal and pastels, and they learn how to select the most appropriate medium for the intended purpose.

112. Pupils in both key stages have good opportunities to work with paint, but some of the tasks are not sufficiently open-ended and this constrains the pupils' creativity. For example, Key Stage 2 pupils have recently completed attractive landscapes using a colour wash over oil-based pastels. The effect is quite dramatic, but all of the pictures are produced on the same shape and size of paper, and are therefore very similar. More choice within the activity would have enabled the more talented pupils to fully exploit their individuality. As they move through the school, pupils learn how to print with a variety of different objects, including natural objects, such as fruit, feathers and vegetables, and man-made objects such as polystyrene tiles, but there are not enough challenging printing activities, using fabric or screens, for example, to fully extend the more talented Key Stage 2 pupils.
113. As they move through the school, pupils experience the work of a few well-known artists, but opportunities for them to study the work of sculptors and craftspeople are limited in both key stages, and most of the artists chosen for study are of Western origin. Some good opportunities are provided for Key Stage 2 pupils to study and work in the style of chosen artists, and the pupils learn a great deal about the artists' techniques, their lifestyles and the things that inspired them in their work. Where teachers are particularly interested in and knowledgeable about the subject, they are most effective in giving pupils insight into what the artists were trying to achieve. For example, in a lesson seen during the inspection, pupils in Year 4 studied the work of Paul Klee. The teaching was excellent, and the pupils were drawn back to the stimulus picture, having made an initial analysis of what they had seen, and having carried out some preliminary line studies. This tactic really advanced the pupils' learning, and there were almost tangible levels of excitement as the pupils realised that revisiting the painting in this way could reveal new information, such as the artist's drafting skills, and his sense of humour.
114. There are some opportunities for pupils to work in three dimensions as they move through the school, but they are limited, and pupils have had not had enough experience of creating sculptures, or of modelling with natural objects, for example. In Year 2, pupils have recently produced some clay figures, which they have painted and glazed, and which show satisfactory levels of detail. In Year 1, pupils have developed weaving skills, firstly using paper, and then using fabric, which they have woven around the spokes of a wheel. The final piece is attractively displayed in the entrance foyer, and is a source of pride for the pupils who were involved. In Year 5, which is taught by the previous art co-ordinator, pupils have spent a great deal of time planning and making clay 'wish pots'. The pupils have paid good attention to detail, and the quality of the completed pots is generally good. There are some planned opportunities in the near future for the pupils to continue to develop skills in three-dimensional work, but at the moment, this is a relatively weaker aspect of the pupils' work.
115. The teaching of art and design is satisfactory overall, and some excellent teaching was seen during the inspection. Coverage of the National Curriculum programmes of study is satisfactory, and pupils are now spending longer on individual art and design projects than in the past. Although all elements of the art and design curriculum are taught, the gaps between topics being revisited are sometimes lengthy, and this means that pupils sometimes forget their previous learning and the skills they have previously acquired need refreshing. In addition, insufficient time is currently given to three-dimensional work, and pupils' experience of this element of the art and design curriculum is, therefore, limited. Where the teaching is particularly inspired, the teachers' enthusiasm is communicated to the pupils, and this makes them highly motivated and keen to learn. All teachers value the pupils' art and design work, and take care in presenting the pupils' work attractively in classrooms, corridors and

shared areas such as the hall. In most classes, sketch books are used well for pupils to make preliminary designs, and for them to practise basic skills of mark-making, but, with the exception of one or two Key Stage 2 classes, sketch books are not used enough for preparatory work or for the collection of materials. This is partly because the sketch books are of mediocre quality, and this limits their use, and partly because some teachers are not aware of the full potential of sketch books.

116. The school does not yet have effective procedures for monitoring and tracking pupils' progress and attainment in art and design, and although there are a few photographs of some pupils' work, there is no whole-school portfolio to show the progress pupils make as they move through the school in the various disciplines.

DESIGN AND TECHNOLOGY

117. Standards in design and technology are above average at the end of both key stages and this represents a major improvement since the previous inspection when standards were below average and progress was judged to be unsatisfactory. The quality of teaching is good and, as a direct result, the great majority of pupils make good progress as they move through the school.
118. In Key Stage 1, pupils have a number of opportunities for developing their design and technology skills. The school has now adopted the national scheme of work, and this is enabling teachers to focus more directly on the development of pupils' knowledge and understanding required for the subject. Pupils select and use materials appropriate for their activities and address the problems of designing and making static and moving objects. Good planning by teachers ensures that skill development is taking place in basic cutting, pinning and gluing processes, with pupils having a good understanding of the behavioural characteristics of a range of materials. Pupils in Key Stage 1 know that it is possible to join two pieces of material together and, in making puppets, they explore the use of glue, stitching and marking out. In Year 2, pupils know that design is as important as making, because teachers strongly emphasise the relevance of the design process. Year 1 pupils are beginning to evaluate their work in food technology, and simple mechanisms against the criteria of their initial designs. They know from making simple models that they can be powered by winding mechanisms and they experiment with construction kits and other materials. In food technology, they evaluate the constituent parts of a healthy diet, and make sandwiches that reflect their desire for particular tastes and appearances.
119. Pupils continue to make good progress in Key Stage 2, as their design aspirations become more sophisticated, and teachers build well on pupils' previous knowledge and skills. Pupils make good evaluations of their designs and keep clear records of their progress, which they set alongside their completed work to see what changes they have made to overcome their making problems. Pupils gain further experience in the use of fabrics, mouldable and resistant materials and also in food technology. In making money containers, pupils in Year 4 tested fabrics and investigated the strength and durability of seams and fastenings, before choosing the appropriate materials for the task. This work shows particularly good links with other subjects and makes good use of pupils' knowledge of art and science. Pupils in Year 6 recently completed models of houses that again related to their work in these two subjects. The pupils wore the finished models as hats for a school performance.
120. Resources for design and technology are good and are easily accessible to the pupils. The recently appointed co-ordinator is building a good overview of the subject

and is enthusiastic for its further development. The lack of an appropriate programme for the assessment of work is being addressed. Design and technology is on course to become a strength of the school.

GEOGRAPHY

121. Standards of pupils' work in geography are above national expectations at the end of both Key Stages. This represents an improvement over the judgements of the previous inspection when standards and progress were described as satisfactory. Pupils now make good progress in both key stages.
122. Pupils in Key Stage 1 have a good basic knowledge of the community in which they live and have recently produced pictorial maps that show their growing understanding of a key geographical skill. In their recording and their discussions, they describe significant features, such as the park and the shops, and identify natural and man-made features in view from the school playground. Pupils learn well because the teachers use pupils' newly acquired knowledge in everyday situations. For example, during the course of the inspection, the youngest pupils were observed speculating on the need for coats and used their weather knowledge to judge the likelihood of rain, prior to their outdoor break-times. By the end of Year 2, pupils have a good working view of the changing of the seasons and the unpredictability of the climate in Britain.
123. Pupils continue to make good progress in Key Stage 2 and they grow in their awareness of the scope and scale of the world around them. The local environment is brought into sharp focus by opportunities for fieldtrips, which also provide opportunities for parental involvement in school activities. Teachers make very good use of the local environment, and from Year 3, pupils have a particularly good knowledge of Whalley itself and the historical and geographical heritage attaching to it. Teachers plan their topics carefully and, as a result, pupils' knowledge of the wider world is successfully developed through topics, such as a village in India, and through their projects on rainforests and mountains. The portfolios accompanying these studies are a matter of considerable pride to the pupils and they are prominently displayed around the school. By the end of Year 6, pupils have acquired an in-depth understanding of maps of differing types and understand the principles of representing the three-dimensional environment in two dimensions. In discussion, Year 6 pupils displayed a good grounding in the application of individual research skills in geography and they use appropriate subject vocabulary that enables them to refer to flood levels, flood plains, contours and temperature gradients.
124. The quality of teaching in geography is good and pupils respond to this with positive and motivated attitudes towards their work in the subject. There are well-planned links with literacy, such as when Year 5 pupils put together the information they find on rainforests. Lessons are planned to allow pupils to engage in discussions, such as the moral dilemmas arising from human impact on the natural world and, close to home, the possible effect of closing the local high street to traffic. Teachers prepare their pupils well for the problems and frustrations of the world they are to inhabit and they are sensitive to issues, such as the problems of water supply, global climatic change and mass movements of population.
125. The co-ordinator has an enthusiasm for the subject and is restocking the resource base, which is currently satisfactory. As yet, pupils do not have sufficient opportunity to use computer technology in geography and the loss of the school library facility is hampering opportunities for their individual research. It is a tribute to the good links

between home and school that many of the problems associated with the temporary loss of access to the library are being reduced by the helpful participation of parents. As yet, there is no scheme for assessment of geography across the school, although teachers know their pupils well and keep good individual records.

HISTORY

126. Standards of attainment, overall, are in line with national expectations at the end of both key stages, although pupils' standards in some elements of the subject are above average. Pupils' knowledge and understanding of the past is strong. The subject has a high profile in the school and there has been a considerable improvement in the quality of teaching since the last inspection. During the inspection, pupils made good progress in lessons in both key stages but the scrutiny evidence indicates that the standard of pupils' oral work is higher than their written work in Key Stage 2.
127. By the age of seven, pupils have a sound appreciation of chronology. They know the vocabulary and conventions associated with time and are aware of their own past. Year 2 pupils give good descriptions of their own memories of events and include telling details. They recognise the differences between "now" and "then", when comparing Victorian Christmas traditions with their own experiences. Teachers make good use of the locality, for example, in drawing pupils' attention to the variety of features and differences in housing in Whalley. Teachers encourage pupils to develop enquiry skills and to think carefully about the wording of questions. Before seeing a mystery object, pupils drew up a list of questions that would give them useful information. These skills enabled Year 1 pupils to prepare good questions for a special visitor who appeared in the role of a Victorian housemaid. Pupils have a sound knowledge of events and important people from the past. Teachers make effective links with pupils' own experience, for example, when they contrasted the work of the familiar school nurse with that of Mary Seacole as a nurse in the Crimean War. Some pupils' letters written as if from the "very squelchy and muddy" trenches of World War 1 show real sympathy and understanding of the conditions.
128. By the age of eleven, pupils have a good depth of knowledge about the topics studied. They draw on considerable previous learning and engage in a good level of discussion. However, this good quality discussion is not consistently reflected in their written work. Pupils deal competently with matters of time when matching events to dates. They have a broad knowledge of Victorian England and show familiarity with the features of Victorian schools, transport, households and the monarchy. Teachers provide good opportunities for pupils to use evidence and to use a range of investigative skills. Pupils studying a local street over the last century collected information from the current residents, from twentieth century street directories and from the 1891 census in order to see how occupations had changed. The resulting information was initially recorded on a wall chart for immediate impact and then on a database. Whilst pupils use their literacy skills appropriately in their written work, their skills in organising and communicating written information are not as well developed as their oral skills. There is limited evidence of pupils assembling, and presenting information in extended purposeful writing. Pupils' enthusiasm for the subject is obvious and a number of individuals have undertaken their own research and enquiries.
129. The quality of teaching observed during the inspection in Key Stage 1 was consistently good and sometimes better. Teaching in Key Stage 2 was at least good

and occasionally excellent. Teachers show considerable imagination in devising learning opportunities for pupils and in stimulating pupils' interest and enthusiasm. They use a variety of approaches such as debates, role-play, tableaux, and encourage research from books, CD-ROM and the Internet. The curriculum is broad and includes visits to historical sites such as Hadrian's Wall, Gawthorpe Hall and neighbouring Whalley Abbey. However, scrutiny evidence indicates there is less consistency in teachers' expectations for written work and, as a result, pupils' attainment in their books does not always reflect their real level of understanding. The new co-ordinator is undertaking on-going evaluation of the new scheme of work that encourages the progressive developments of pupils' skills. There is at present no formal procedure for assessment or provision for moderation of work.

INFORMATION AND COMMUNICATION TECHNOLOGY

130. Standards of attainment by the age of seven are above that expected nationally. By the age of eleven, standards are in line with national expectations. This represents a very significant improvement since the last inspection. Pupils have made good progress recently.
131. At the beginning of the present academic year, the school opened a new computer suite and began teaching to the recommended scheme of work. It was intended that each year group should also have a permanent classroom computer. The accommodation difficulties have meant that the computer suite and adjoining workroom have to be used as a classroom and the Year 4 class have no computer in their very small temporary classroom.
132. By the age of seven, pupils are attaining standards above national expectations. Many have access to computers at home and, with a good grounding in the Foundation Stage, have acquired the basic mouse skills and familiarity with the keyboard. Pupils have made good progress in using information and communication technology (ICT) to make things happen and display above average understanding when preparing sequences of commands in advance for a floor robot and recording them in a standardised way. Pupils in Year 2 have been given a range of opportunities to see how ICT makes data easier to handle through making graphs of favourite ice creams, making a database of houses and using a branching datafile to find musical instruments. They enter text and make simple amendments and have combined words and pictures. Opportunities for independent word processing are limited.
133. By the age of eleven, pupils are attaining standards in line with national expectations. In some aspects, they are achieving above national expectations but these levels are not consistent in all areas. The older pupils are confident in the use of ICT, for example, for setting up a database for a history topic without support and using ICT for personal research in geography. They are competent in the use of ICT to convey information. Pupils select font size, style and colour and layout appropriately when presenting poems and produce extended pieces of text, for example, in creative writing. Pupils are familiar with a good range of graphics tools and built up striking black and white compositions using the transform tool. They use ICT to manage numeric data with spreadsheets and research topics, such as the Bermuda Triangle, through the Internet. Pupils have had limited experience of control technology in previous years and do not use email facilities through the school yet. Because the scheme of work is so recent, the progressive development of skills is not established and there are areas of the curriculum where younger pupils are attaining higher levels than older ones. For example, in Year 4, some pupils who create combinations of

programming procedures are achieving levels, which are well above the expectations for their age. In Year 3 pupils produce a school magazine, drawing on a range of word-processing skills.

134. The quality of teaching in lessons now is consistently good throughout the school. Teachers set good models by their own use of ICT for resources and research. They follow the scheme of work accurately, and are giving pupils a breadth of experience across the curriculum. The subject knowledge of teachers and classroom assistants is good and instils confidence in pupils. The oldest pupils, for example, maintain their own floppy discs to save work. The relative newness of the scheme means that pupils' depth of experience does not match the breadth. Nevertheless, the strategy used to provide access to the computer suite has been very effective and has enabled pupils to make good progress. Each year group is given a week on rota, during which they use the computer suite each afternoon. This block of time allows the whole class adequate time to complete a unit of work and to develop their skills and understanding. However, the use of classroom computers to support pupils' learning across the curriculum is at present unsatisfactory. The subject is led by a knowledgeable co-ordinator and is currently a school priority, with assessment and recording as two priority areas.

MUSIC

135. Pupils make good progress in music through the school, and their attainment is above national expectations at the end of both key stages. Standards have improved overall since the last inspection, mainly because of the enthusiasm of the new headteacher for music, and its increased status within the school's curriculum. The subject is well led by an enthusiastic co-ordinator, and good support from the co-ordinator and the headteacher ensures that staff who are not music specialists have the confidence and enthusiasm to teach the subject. A good amount of time is allocated to music in both key stages, and there are good additional opportunities for Key Stage 2 pupils to learn how to play a range of brass and string instruments, and keyboards. Recently, all Year 3 pupils have started to learn to play the recorder and this is proving to be popular with the pupils concerned. The school invites older Key Stage 2 pupils to join a choir, and provides many very good opportunities, such as the Nativity 2000 production, for pupils throughout the school to take part in live performances.
136. By the end of Key Stage 1, most pupils have a good sense of rhythm and pitch. They enjoy taking part in a variety of clapping games at the start and end of lessons, which encourage them to listen carefully and to 'follow the leader'. Many of the older Key Stage 1 pupils are successfully learning how to read short rhythmic patterns, which are written in traditional notation. Whilst this is appropriate for most pupils, some of the lower-attaining pupils have some difficulty and would find it easier to respond to graphical or pictorial notation systems. Teachers are enthusiastic, and this motivates the pupils and makes them keen to learn. They provide good opportunities for pupils to play instruments and to compose short accompaniments to well-known songs. For example, during the inspection, Year 2 pupils prepared a choral accompaniment to the song 'Doh, re, mi', and learned how to play on the strong first beat of the bar. Pupils' listening skills are well developed, and the highest-attaining Year 2 pupils discriminate between intervals that are in steps of the scale, and intervals that are jumps. Pupils' singing is tuneful, and they sing with enthusiasm and enjoyment.

137. By the end of Key Stage 2, most pupils have a good breadth of musical experience. A high percentage of older Key Stage 2 pupils has instrumental tuition, and their expertise and enthusiasm help to motivate their classmates, and contribute to the higher than average standards achieved by pupils in their composing work. Pupils have good opportunities to take part in extended music making activities, such as the recent 'Space Music' project carried out by Year 6 pupils. Having first appraised an extract of music played by a famous American rock band, pupils set to work on creating their own composition. To record their work, pupils devised a wide range of graphical symbols, which they combined to good effect with traditional and pictorial notation. The finished piece is of a high standard, and is multi-layered, very complex and most effective. Pupils concentrate well in lessons, and listen with high levels of attention to recorded music. They pick out important elements of the music, and describe the main features they have heard. For example, in a Year 3 music lesson seen during the inspection, following on from work linked to the pentatonic scale, pupils listened to an extract of Chinese music, and heard the same intervals they had been using in their own work. All Key Stage 2, pupils enjoy singing, and the quality of singing in collective acts of worship is often very good, especially when the pupils sing in parts.
138. The teaching of music is good throughout the school, and promotes effective learning for pupils of all ages and abilities. Lessons are very well balanced and appropriately include elements of composing, performing and appraising. Activities are often challenging, but there are occasions when teachers give too much direction to the pupils, and this constrains their creativity and results in very similar outcomes from all groups of pupils. Teachers provide very good opportunities for pupils to share their compositions with others, and this helps the pupils to become more confident in performing in front of others. However, there are not enough opportunities for pupils to evaluate their own work and that of their classmates, and to suggest how their work might be improved. Very good use is made of a variety of games at the start of lessons which reinforce pupils' knowledge of rhythm and pitch, and which set a positive tone for the rest of the lesson. Teachers make very effective use of praise and encouragement to promote the pupils' confidence, and their own enthusiasm is communicated to the pupils who respond with high levels of motivation. Currently, pupils do not have music books in which to make an ongoing record of the work they have covered, and this makes it difficult for them to recall past learning. The introduction of a written record, especially in Key Stage 2, would further enhance the pupils' learning.

PHYSICAL EDUCATION

139. During the inspection two lessons were observed, one from each key stage. Evidence from these two lessons confirms that standards have been maintained since the last inspection and that pupils are achieving the expected levels. Although no swimming was observed during the week, pupils' records show that standards are above the national average, and this shows an improvement since the last inspection. Because of the structural defects in the school's infant department, only Year 1 pupils have physical education lessons in part of the hall, as the other part has to be used as a classroom. Despite these problems, the school has been successful in ensuring that physical education lessons take place regularly outside, and that there is an appropriate emphasis on maintaining pupils' fitness and agility.
140. Pupils make good progress in Key Stage 1, as is evident from the movement lesson. Very good relationships between the teacher and the pupils encourage pupils to work

hard and try their best to improve the quality of their movements. Appropriate time is given for pupils to watch each other and to copy what they have seen. Pupils are enthusiastic because practices are challenging and appealing, such as when music with a pronounced rhythm is introduced to enhance their movements. Pupils' enjoyment and interest was evident, clearly seen when they copied 'Mr Quiet' in their sequence of movements. Pupils demonstrate good innovations in lessons; their 'Mr Jelly' balances showed good individuality and control. Pupils also make good progress in lessons because they are given time to evaluate each other's work, although for this to be even more effective they need a greater vocabulary of movement so that they can describe accurately what they see.

141. By the age of eleven, pupils show good stamina in their running and warm-up practices. The teacher carefully plans their practices, and pupils' co-ordination and stamina develop accordingly. Pupils have satisfactory catching and throwing skills; they know how to pass a rugby ball two-handed and understand that the ball must be passed sideways and backwards. Good encouragement from the teacher helps pupils develop a very positive attitude to their practices and these are further enhanced through the carefully planned small team games that conclude the lesson. The teacher uses pupils' good collaborative skills well, such as when two groups organise themselves into a competitive game of rugby rounders whilst the teacher works with another group to further develop passing and receiving skills. In the one lesson observed, not enough opportunities were created for pupils to observe some of the good quality exemplars of their peers, so that these skills could be copied and practised.
142. The co-ordinator has worked hard to ensure that the present scheme of work is used effectively through the school. He monitors planning on a regular basis but is not due to monitor teaching and learning in lessons until next year. He has organised good inservice training for staff through a national initiative and this has led to improvements in teachers' knowledge and has also provided an opportunity to renew and develop resources. The school has done particularly well recently in competitive football matches and also takes part in netball and 'kwik cricket' fixtures. There are very good links with the local tennis club, with a significant number of pupils playing regularly. Older pupils take part in fell walking and orienteering and hope to visit a local residential venue to develop these skills further. A new scheme of work is soon to be introduced. This gives good information for the teaching of different skills and also incorporates assessment tasks, so that pupils' progress can be accurately charted. At present, this is not the case, and pupils' progress is only recorded in the end of year reports.