

INSPECTION REPORT

ST JAMES' CE PRIMARY SCHOOL

Haslingden

LEA area: Lancashire

Unique reference number: 119452

Headteacher: Mr J Nuttall

Reporting inspector: Mr L Garner
25507

Dates of inspection: 19th – 23rd June 2000

Inspection number: 196267

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

INFORMATION ABOUT THE SCHOOL

Type of school: Primary
School category: CE Voluntary Aided
Age range of pupils: 3 to 11 years
Gender of pupils: Mixed

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Appropriate authority: The Governing Body
Name of chair of governors: Mr D H Valentine
Date of previous inspection: 3rd March 1997

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INFORMATION ABOUT THE INSPECTION TEAM

Team members		Subject responsibilities	Aspect responsibilities
Mr L Garner	Registered inspector	Mathematics Design and technology Art	Teaching and learning Leadership and management Pupils' standards and achievements Financial management
Mr J Acaster	Lay inspector		Pupils' attitudes, behaviour and personal development The care of pupils. Partnership with parents Accommodation Learning resources
Ms T Chakraborti	Team inspector	English History Geography	English as an additional language Pupils' spiritual, moral, social and cultural development Staffing
Ms H Moorhead	Team inspector	Science Information technology Music Physical education	The quality of the curriculum Assessment Under-fives

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REPORT CONTENTS

	Page
PART A: SUMMARY OF THE REPORT	5
Information about the school	
How good the school is	
What the school does well	
What could be improved	
How the school has improved since its last inspection	
Standards	
Pupils' attitudes and values	
Teaching and learning	
Other aspects of the school	
How well the school is led and managed	
Parents' and carers' views of the school	
PART B: COMMENTARY	
HOW HIGH ARE STANDARDS?	10
The school's results and achievements	
Pupils' attitudes, values and personal development	
HOW WELL ARE PUPILS TAUGHT?	12
HOW GOOD ARE THE CURRICULAR AND OTHER OPPORTUNITIES OFFERED TO PUPILS?	14
HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?	16
HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS	17
HOW WELL IS THE SCHOOL LED AND MANAGED?	19
WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?	21
PART C: SCHOOL DATA AND INDICATORS	22
PART D: THE STANDARDS AND QUALITY OF TEACHING IN AREAS OF THE CURRICULUM, SUBJECTS AND COURSES	26

PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

St James' is a Church of England primary school in the small town of Haslingden in Rossendale, Lancashire. It caters for children between three and eleven years. Forty-five attend the Nursery on a part-time basis, either in the morning or the afternoon. With 188 pupils on roll, the school is slightly smaller than the national average. The area served by the school is made up largely of rented and local authority housing with some privately owned homes. The area is socially and economically mixed. The attainment of most of the children, when they enter school, is significantly below that seen in most children of their age. The percentage of pupils known to be eligible for a school meal free of charge is well above average at 47 per cent. The percentage of pupils speaking English as an additional language, 54 per cent, is very high when compared to schools nationally. The percentage of pupils identified as having special educational needs at 14.4 per cent is below that seen nationally. Three pupils have statements of special educational needs.

HOW GOOD THE SCHOOL IS

This is a school which has had significant changes in staffing in the last few years. Standards of attainment as reported in the national tests for seven- and eleven-year-olds in 1999 were well below those seen in similar schools. However, there are now clear signs of improvement. The good and very good teaching seen in many lessons during inspection, linked to the very good relationships in school, mean that pupils are now making good progress and standards are closer to the national expectations. This is an improving school. The school is well led and all staff are now committed to raising standards. It is now an effective place of learning which gives satisfactory value for money.

What the school does well

- Teaching throughout the school is good overall. It is particularly strong in Key Stage 2 where the teaching in a third of the lessons seen during inspection was judged to have been very good or better.
- Pupils are very well behaved and have good attitudes to the work they do.
- Relationships, between adults and pupils and amongst pupils, are very good. Teachers and support staff provide very good role models to pupils.
- There is good leadership from the headteacher and his deputy. They have the full support of an able and committed staff.
- The provision for the social development of pupils is very good and this has a good effect on the progress they make.
- The school has good relationships with pupils' parents. Parents have great confidence in the school.
- The school provides a bright and stimulating environment in its teaching areas which encourages pupils' learning

What could be improved

- The standards achieved by pupils in the use of information technology which are well below that seen in most schools.
- The standards achieved by pupils in English, mathematics and science which, although they have recently improved, are still too low.
- Assessment procedures need to be more focused to identify targets for individual pupils.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school was last inspected in March 1997 when it was identified as having serious weaknesses in aspects of teaching and the curriculum. The weaknesses in teaching centred on poor class management and low expectations of pupils in some classes. The most dramatic improvement seen since that inspection has been in the quality of teaching. In the last inspection, 40 per cent of the teaching was judged to be unsatisfactory or worse, during this inspection no unsatisfactory teaching was seen. The percentage of good or better teaching seen was double that seen in the previous inspection. Curricular planning is now better with plans for all subjects, except information technology now in place. Provision for the under fives has improved. The management of pupils has improved. It is now based on a consistent policy which recognises and rewards good work and behaviour rather than the negative approach of some teachers in the past. This has fostered very good relationships between staff and pupils and very good behaviour is now the norm in school. The roles of the co-ordinators of English, mathematics and science has been developed so they can monitor planning and teaching to improve standards in the subjects. The provision for social and moral development has improved. The governing body has improved its systems of monitoring what happens in school. The value for money the school provides is now judged to be satisfactory after being found unsatisfactory in the previous inspection.

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
	1997	1998	1999	1999
English	E	E*	E	E
Mathematics	E*	E*	E*	E*
Science	E*	E*	E*	E*

Key

well above average A

above average B

average C

below average D

well below average E

very low below average E*

In 1999, standards in the national end of Key Stage 2 tests (SATs) in English were well below those seen nationally and in schools with a similar number of pupils eligible for free school meals. Standards in mathematics and science were very low when compared with the average both for schools nationally and for similar schools. The schools' trend in results over time for all three subjects, although below national figures, was broadly in line with the national trend.

However, these poor results do not reflect the standards indicated by the National Curriculum tests in the year 2000 and by inspection evidence. The recent staff changes have meant that most of the teaching which pupils receive now is of high or very high quality. This has resulted in higher standards in all year groups. The pupils in the present Year 6 are still generally below the nationally expected level but are much closer to it than the 1999 results would suggest. Improvements in the standards seen in mathematics and science are particularly impressive. The standards achieved by the pupils in Year 2 at the end of Key Stage 1 give a similar picture. The national test results for 1999 showed low standards but the work of the present Year 2 shows a higher standard close to the national expectation. The school has set realistic targets for pupils to achieve in future national tests. The recently established Nursery unit has helped to raise the standards achieved by the five-year-olds as they begin in their study of National Curriculum subjects.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Good. Pupils are interested in the work they do and enjoy coming to school. They generally work hard in lessons.
Behaviour, in and out of classrooms	Very good. The high expectations of teachers and the very good relationships encourage pupils to regard very good behaviour as the norm.
Personal development and relationships	Good overall. Relationships between staff and pupils and amongst pupils are very good. The pupils from the different ethnic groups get on very well together. This makes the school a harmonious community in which everyone is valued and respected. The staff help pupils to develop a good understanding of how their behaviour affects others.
Attendance	Pupils' attendance is below the national average. It is, however, improving because of the very good systems the school uses to monitor attendance and encourage parents to send their children to school regularly. There are two main causes for most absence. One is because some children visit Asian countries for extended holidays and secondly, because some families do not regard regular attendance in school as an important aspect of their child's development.

TEACHING AND LEARNING

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

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

The quality of teaching is good overall with some very good features. During the inspection well over half of the teaching seen was good or very good. No unsatisfactory teaching was observed and a literacy lesson observed in the class for Year 4 pupils was outstanding. The major strengths in teaching are linked to the very good relationships and the way teachers manage the pupils in the classroom. This means that the well-prepared lessons are appreciated by the pupils who respond to them very well. There are high expectations of what pupils should do and how they should behave. Good questioning in many classes make pupils think carefully about the work they are doing and lessons are delivered at a good pace enabling pupils to make good progress. Teachers have a good understanding of the requirements of the National Literacy and Numeracy Strategies and teach them well. Work is generally better matched to pupil's levels of achievement than was reported in the last inspection report.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Satisfactory overall. All subjects of the National Curriculum are taught, although not all the required areas of information technology are covered. The National Literacy and Numeracy strategies are well used.
Provision for pupils with special educational needs	Satisfactory. Pupils' individual education plans provide good guidance for teachers. Parents are involved well in their children's work and understand how they can help at home. Local education authority support staff work effectively with class teachers. Pupils who may have special needs are identified soon after they start school and the way their work is monitored has a good effect on the progress they make.
Provision for pupils' personal, including spiritual,	Good overall. The provision for pupils' spiritual and cultural development is satisfactory and that for pupils moral development good. There is very

moral, social and cultural development	good provision for pupils' social development and this is a strength of the school.
How well the school cares for its pupils	There are good procedures in place for child protection and for ensuring pupils' welfare. Pupils' academic achievements are satisfactorily monitored. There is good provision for the monitoring of pupils' personal development and very good procedures for promoting good behaviour.

The effectiveness of the school's links with parents and carers, and the impact of parents' and carers' involvement with the work of the school, are both satisfactory. Parents have great confidence in the way the school is educating their children.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Good. The headteacher has gradually established the ethos he wishes the school to have. He has provided firm but sensitive leadership in building up the self-esteem of pupils by concentrating on their positive actions instead of looking for fault. Therefore relationships and behaviour in school are very good. In all this he has been ably supported by the deputy headteacher. Their skills complement each other and they make a strong team. Many of the teachers have been appointed by the headteacher and there is a strong team spirit and commitment to raise standards. The contribution of the subject co-ordinators in English, mathematics and science has meant that standards have begin to rise.
How well the governors fulfil their responsibilities	The committed and well-organised governing body supports the management well and is kept well informed of how the school is operating. They have a shared vision of what kind of school they want. Many governors visit school frequently and all have "adopted" a curricular subject. All the recommended documents for school governance are in place.
The school's evaluation of its performance	Satisfactory overall, but this is an area the school knows it needs to develop further. Test results are now being analysed, but this information is not generally used to predict how well individual pupils are likely to perform in the end of key stage national tests.
The strategic use of resources	Satisfactory. Specific grants are used effectively for their designated purpose. Educational priorities are well supported through careful financial planning. The school applies the principles of best value appropriately

The school has a good number of teaching staff who are suitably qualified and experienced. Accommodation is good overall and learning resources are satisfactory.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • Their children like school. • They think their children make good progress. • They think behaviour in school is very good. • They think their children are taught well. • They find all staff at the school very approachable and think the school works closely with parents. • They think the school expects their children to work hard and helps them to transfer easily to the high schools. • They think the school is well led. 	<ul style="list-style-type: none"> • A more consistent approach to homework

- | | |
|---|--|
| <ul style="list-style-type: none">• They think the school helps their children to become more mature and responsible. | |
|---|--|

The overall response from parents' questionnaires and at the parents' meeting with the reporting inspector, was very positive. Inspectors' judgements support all the positive views. Inspection judgement also agrees with parents who felt that it was not clear how much homework is given or when. The school could do more to make this clear and ensure greater consistency between classes.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and achievements

1. The changes which have occurred in school since the last inspection, in particular the changes in teaching staff, have improved the quality of education the school provides. The better teaching is having a good impact on standards and there are significant differences between the evidence from national tests in 1999 and the judgements made by the inspection team and results of school tests in 2000.
2. Results of the end of key stage tests have fluctuated in all subjects at the end of both key stages for the last three years. Although the trend during this period, at the end of Key Stage 2, have been broadly in line with the national trend it has remained generally well below national averages.
3. In 1999, results in Key Stage 2 test for eleven year olds in Year 6 were very low compared with the national averages in mathematics and science and well below them in English. There were no significant differences between the results of boys and girls. When compared with schools which have a similar number of free school meals, results show similar standards.
4. Test results at the end of Key Stage 1 showed standards in reading to be very low compared with both schools nationally and with similar schools. Standards in writing and mathematics were very low compared with schools nationally, and well below those in similar schools.
5. Pupils' attainment on entry to the nursery, or to Reception if they have not attended nursery, varies slightly from year to year but is generally well below that expected of children of this age. This is partly because many pupils who do not speak English at home arrive with little, or no, English. It is also because in some homes where English is the first language, parents give children few opportunities to develop their language skills through conversation and discussion.
6. Inspection evidence suggests that standards at the end of both key stages are now better than these past test results. Although still below the national averages, standards in English, mathematics and science are much nearer to them than previously seen. In the reading aspect of English, standards are judged to meet national expectations. The major reason for this overall improvement is the rise in the quality of teaching since the last inspection. The introduction of the National Literacy and Numeracy Strategies have also contributed to the improved standards. The clear and detailed planning associated with these strategies has given additional support to teachers and clear objectives for pupils' learning. National Curriculum tests for this year, at the end of both key stages, reflect the inspection judgements. Although they cannot yet be compared with national results they show a much bigger proportion of Year 2 and Year 6 pupils achieving the national expectation than that seen in recent years.
7. Although standards in speaking and listening are generally below national expectations, pupils in both key stages are now making good progress in their speaking and listening skills, often from a low or very low base. Younger pupils in particular find that their limited vocabulary make it difficult to sustain conversations using sentences. Pupils in Year 5/6 however have progressed well. They demonstrate their ability to speak clearly when

presenting their work to their classmates. Most pupils are achieving the expected levels in their standard of reading by the end of both key stages. They are developing the ability to discuss the characters and plot in a story. Older pupils develop their understanding of reference books and most use an index and glossary effectively. The writing skills of pupils are variable. Standards are below national expectations at the end of both key stages, although better than they have been in the past. Handwriting skills are developing satisfactorily as is spelling. Punctuation skills are generally underdeveloped for their age, and limited vocabulary means that many pupils find writing in an imaginative way difficult.

8. In mathematics, pupils' number skills develop well. The emphasis on mental mathematics in the numeracy strategy has improved pupils' understanding of number. Although standards at the end of both key stages are below national expectations, they are better than they were. Pupils throughout the school are beginning to use different strategies to work out the answer to problems and this is having a positive effect on the progress they make. They are developing a sound understanding of shapes and measurement. The school has recognised that in the past pupils' opportunities to collect, sort and present information in different ways has not been given soon enough and this year has taken steps to redress this.
9. In science, pupils' standards are below the national expectation, but pupils are also achieving results which are closer to those expected than previously. Year 2 pupils are able to make predictions based on their experience of activities such as growing seeds. By the end of Key Stage 2 most pupils know that to conduct a fair test only one variable in an experiment should be changed.
10. Attainment in information technology throughout the school is well below the national expectation because not all the strands of the subject are taught.
11. Standards in the other subjects of the curriculum, such as design and technology, history and geography, are similar to those seen in most schools with pupils of this age. The number of topics covered is limited by the time available but pupils are generally making satisfactory progress in their knowledge and understanding in these areas of learning.
12. Good progress is now being made by most pupils throughout the school because of the improved planning and better teaching.
13. Pupils with special educational needs and those who speak English as an additional language make up a large proportion of the number on the school roll. This means that the work given to them is usually well matched to their needs and, with the extra help both groups receive, they generally make similar good progress as the other pupils.

Pupils' attitudes, values and personal development

14. All pupils enjoy coming to school, and their attitudes are good. Their behaviour is very good and relationships throughout the school are very strong. Pupils demonstrate a sense of responsibility early and well, and their personal development is good. Attendance is below the national average for primary schools, but is much improved since the previous inspection.
15. Pupils throughout the school find their lessons interesting and the atmosphere friendly and encouraging. They like their teachers and the leadership they set. In

lessons almost all pupils listen and concentrate well. They take pride in their work, and enjoy extending their knowledge and skills. A few pupils have short attention spans or problems in controlling their emotions, but through skilful handling by teachers there is minimal distraction in lessons. This represents a significant improvement since the previous inspection.

16. Pupils' behaviour overall is very good. Assemblies are models of quiet attention. In reward assemblies those singled out accept their awards with quiet dignity, their fellow-pupils' pleasure is generously expressed, and the atmosphere is one of real occasion. Dining arrangements at lunchtime are very orderly and sociable. Pupils quietly enjoy each other's company. Pupils' play-time activities are lively but self-disciplined. Personal property is neatly stowed and school property is treated very well. No instances of aggressive or unruly behaviour were seen. The instances of temporary exclusion from school this year relate to a few individuals whose difficult behaviours have been generally well contained by strategies carefully adopted within school.
17. Personal development begins in the nursery. Children learn to register themselves by recognising their name-card and placing it on the registration desk to signify their arrival. They are quietly guided into constructive play and taking turns. Children in both morning and afternoon sessions respond to this well, enjoying their activities together and listening to instructions. In the reception class individual pupils take the class register to the office with confidence. Informally, throughout the school, pupils are introduced to a variety of responsibilities. These range from tidying up and holding doors to helping teachers with preparing for lessons. By Year 6 pupils are well used to being helpful, with a wide range of jobs, including helping Key Stage 1 children and those in the nursery. This engenders a good sense of community, self-worth and responsibility.
18. Relationships within the school are a major strength. Members of staff work well together. They all have very good rapport with pupils. Teachers value pupils' contributions, and foster an atmosphere where pupils have the confidence to try. Pupils listen to each other, and are friendly and kindly.
19. Attendance is a couple of percentage points worse than the average within England, but has shown regular improvement since the previous inspection. A few members of the Asian community continue to take extended holidays abroad. Some families do not always respect the importance of fully consistent and prompt attendance to the attainment and satisfaction of their children. Nevertheless, lateness has greatly reduced, and unauthorised absence has been brought down to a figure near the national average.

HOW WELL ARE PUPILS TAUGHT?

20. The quality of teaching is good overall. There is good teaching overall for the under-fives, in the Nursery and the Reception class. In Key Stage 1 teaching is always sound with some good lessons. The teaching seen in Key Stage 2 is almost all good or better with a third of the teaching in this key stage very good and one lesson outstanding. During the inspection a total of 60 lessons were observed. No unsatisfactory teaching was seen. Sixty-five per cent of teaching was good or better, 15 percent very good or better and one lesson was excellent. These figures show a dramatic improvement in the quality of teaching since the last inspection when 40 per cent of lessons were judged to be unsatisfactory.

21. For children under five, teaching is good overall. Teachers have succeeded in ensuring that they settle quickly and happily into the routines of school life. The good progress that children make in their personal and social development underpins much of the progress they make across the curriculum. Children are given good opportunities to develop their speaking and listening skills through carefully chosen activities. However, opportunities to develop language skills in other activities are sometimes missed. Resources such as the sand and water trays, sorting games and construction kits are used well to develop children's understanding of shape and size aspects of mathematics. Teachers provide good opportunities for children to develop their ideas of time passing as they look at the way seeds grow or caterpillars develop.
22. Teaching in Key Stage 1 is satisfactory overall and good teaching was observed in over one third of lessons seen. Teachers build on the good start pupils have made and consolidate their learning well. Support staff make a good contribution to the progress pupils make. The two teachers usually working together in the Year 1 class are a particularly effective "double act" in the way they relate to each other and support pupils' learning. The literacy and numeracy strategies have been effectively introduced and are taught well. Lessons are generally well planned. Good questioning makes pupils think carefully about the work they are doing, although they are not always given the opportunity to express their own views or talk about the work they have done.
23. The quality of teaching in Key Stage 2 is very good overall. Two experienced and two relatively inexperienced teachers have formed a strong team. Pupils from the three classes move into four-year groups for their English, mathematics and science lessons and this has had a positive effect on the progress they make. There are particularly good relationships and skilful pupil management. This means that behaviour is very good and teachers use their time effectively. Lessons are well organised and usually proceed at a good pace. The literacy and numeracy sessions are well taught. Teachers have a good understanding of what they are trying to achieve and make these objectives very clear to their pupils. They make lessons interesting, capturing pupils' attention quickly. Pupils in a Year 3 mathematics lesson are told, 'Someone's been in the room and put our line of large cardboard coins in the wrong order!' "Who can help me to put them right?" Pupils are immediately ready for work! Pupils in Year 6 respond well because of the way their teacher uses real situations in English and mathematics to make them understand the relevance of what they are doing. For example, they use newspaper weather reports when they look how information can be displayed in a pictorial form. When all these positive features of teaching come together, as happened in a Literacy lesson for Year 4 during the inspection, the quality of teaching seen could hardly be bettered.
24. The teaching of pupils with special educational needs is of the same quality as that seen for classes as a whole. This is because, although there is a relatively small proportion of pupils on the Register of Special Needs, many other pupils in school find learning difficult and need to be given work which carefully matches their level of attainment well, and this generally happens. For the pupils on the register of special needs the individual education plans give a clear guide to the areas of learning which need to be developed. Teaching of pupils who speak English as an additional language, again, is usually of the same quality as seen for all pupils. Just over half of pupils in school come into this category and many have acquired good language skills because of the effective teaching. However, younger pupils, at an early stage of language development make best progress when supported by additional staff. The work of the bi-lingual support staff in Reception is particularly effective. Children can be given instructions in their first

language and therefore know what they are expected to learn. An example of this was seen in a mathematics lesson where children made good progress in understanding solid shapes because they are told what to look for. When the support is not available, children make slower progress because they do not understand what they are expected to do.

25. The standard of marking of pupils' work varies from class to class. Work is always thoroughly marked but not all teachers use marking to indicate to pupils what they should do to make their work more accurate. In the same way, the provision for homework varies. Most pupils' reading benefits from taking a reading book home. Other work to be done at home varies from class to class and parents are not always sure what work is expected to be done and when it should be returned.
26. The changes to staffing and the consequent improvement in the quality of teaching are now beginning to have a positive effect on pupils' learning throughout the school. The good quality of teaching overall, the improved curricular planning and the establishment of the nursery means that pupils are now making good progress throughout the school. Younger pupils are benefiting from the improved provision and older pupils, who may have suffered from poor teaching in the past, are now experiencing high quality teaching which is compensating for earlier poor standards. Pupils across the school are now clear about what they are expected to learn. They have developed better attitudes to school and to the work they do. These changes have been brought about by better teaching and pupils are now making good progress throughout the school and achieving appropriate standards.

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

27. A broad curriculum is provided by the school, which includes all National Curriculum subjects and Religious Education. An appropriate time is allocated to all subjects of the curriculum except information technology. The quality and range of learning opportunities is good through a blend of work based on themes and integrated topics. A good range of practical activities is provided in the Foundation Stage, covering all the required areas of learning as set out in the nationally recommended programme for this age, the desirable learning outcomes. The curriculum for Key Stage 2 pupils benefits from good extra curricular provision, additional literacy support and booster classes at the top of the key stages. However, the curriculum does not meet the statutory requirements in information technology. There is limited provision for communicating information and no consistent provision for control, data handling and modelling. This weakness was broadly identified in the last inspection and has not been rectified. Health and drugs education are appropriately taught through a good personal, social and health education programme using external support from Lancashire Life Education.
28. Both the Literacy and Numeracy strategies are firmly in place throughout the school. Since the implementation of these strategies both teaching and the rate of pupil learning has been enhanced.
29. The development of curriculum planning and schemes of work were identified as an area for improvement during the last inspection, and this has been largely addressed, with a much-improved planning structure in place. The evaluation of termly planning is not yet fully used to support and develop pupil learning. Some schemes of work are in the process of being reviewed to match the new requirements for subjects at the beginning of the new school year. The lack of a

scheme of work for information technology is having an adverse effect on the teaching of the subject throughout the school.

30. The curricular provision for pupils with special educational needs is satisfactory because most pupils who find learning difficult are given work which is suited to their needs. All pupils have equal access to all aspects of the curriculum.
31. As well as the subjects of the National Curriculum, the school also makes good provision for the personal and social education for all pupils. There are regular opportunities used to further pupils' personal development and develop their understanding of social and moral issues within lesson and assemblies. A strong value is placed on this aspect of the curriculum and opportunities are effectively used for promoting pupils' consideration of the needs and perspectives of other people.
32. The extra curricular activities that are provided are good. There are many clubs, including hand bells; country, Morris and maypole dancing; cricket and netball after school. Pupils are also given the opportunity to practice and extend their skills during lunch times and undertake a variety of table top activities, including chess and table tennis, as well as singing and computer games at different times in the school year.
33. There are a range of links with the local community and these make a positive contribution to the pupils' learning. They include close links with the church and the mosque. Pupils are involved in raising funds for charitable organisations. Through links with Education Business Partnership good links are made with children and their families prior to entry to the Nursery. Regular reading support is provided in Key Stage 2 from two members of staff from a local company. There are good links with the local high school, with whom a programme of visits is arranged prior to transfer. The pupils participate in the local schools' annual Poetry Day, and sports events. To support the English curriculum and the development of writing styles for wider audiences, a series of visits is taking place in school with a journalist from the Rochdale Observer. Pupils attended the Folk Dance Fiesta 2000 in Preston and appreciated the significance of this once in a millennium, event. These links and activities are a focus for promoting personal and social development, team spirit and whole school enjoyment.
34. The overall provision for pupils' spiritual, moral, social and cultural development is good and has improved since the previous inspection. Taking each aspect separately, provision for spiritual and cultural development is satisfactory, moral development is good and social development is very good.
35. Pupil's spiritual awareness is developed through the daily acts of collective worship which contributes to pupils' understanding of the Christian faith and reinforces a sense of the school as a community. There are some opportunities to gain knowledge and insight into some other religious beliefs in religious education. There are also opportunities for developing spiritual awareness in other curriculum areas. For example, the bell ringing sessions in music provide some opportunities for reflection. Children in reception class were amazed when they studied the life cycle of a caterpillar and observed its growth over a period of time. Throughout the school, teachers and support staff value pupils' ideas and contributions and plan for pupils to contribute their own ideas to lessons.
36. The school clearly teaches the differences between right and wrong and provision for pupils' moral development is good. There is a strong emphasis and expectation within the school for pupils to have good moral values. This is supported and

developed through the understanding and implementation of the class and school rules. These are compiled by the pupils and rigorously followed. The school celebrates and recognises good behaviour, attitudes and achievements in school assemblies. The staff provide good role models by working well together and in their respect and consideration for others. They consistently praise positive attitudes to learning and good behaviour.

37. Very good provision is made for the pupils' social development, which is effectively developed in every day activities throughout the school. The school fosters an ethos of caring, friendship and love between all children and adults. Pupils are encouraged to work together, in different groups, in a wide range of activities. The oldest pupils work with children under five to help them develop their language and literacy skills, and often share play activities. Social development is also effectively promoted through the class trips to support the curriculum, residential visits for the oldest pupils and games. A significant contribution to the pupils' social development is through their Christmas activities and participating in a range of school fundraising events for charities, such as 'Help the Aged' and 'Bangladesh Appeal'.
38. Provision for pupils' cultural development is satisfactory. They are provided with some opportunities to develop an awareness of British culture, through story and literature, harvest service and visit to the Harlequin theatre. However, there are insufficient opportunities for pupils to develop an understanding of cultures other than their own and sensitivity to the diversity of other cultures within the school and the local community. There are some opportunities to explore other cultures in literacy lessons through the study of stories from different cultures, but the cultural and linguistic diversity amongst the school's pupil population is not celebrated or sufficiently reflected in the school's work. This aspect is weak.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

39. Overall, the school cares for its pupils well. It promotes good behaviour and good attendance very well, which has resulted in much improvement since the previous inspection. Teachers consistently encourage pupils, guiding and assisting their personal development well. Procedures for assessing and supporting pupils' academic progress are generally satisfactory. Work is now appropriately matched to pupils' needs throughout the school.
40. Helped by small class sizes, teachers and support assistants know their pupils very well and show concern for each. All staff set very good examples of responsibility and respect. They are frequently seen co-operating well together. These qualities are well demonstrated in reward assemblies in which pupils from the nursery class are sensitively treated as full participants, and recognised for the contribution they make. Friendliness, consideration and fairness are key elements in the strong ethos of the school, to which all pupils respond positively. This provides a very good basis for effective learning.
41. Good behaviour is encouraged very successfully through praise and alert classroom management, linked to a structured system of rewards and sanctions. The policy is applied consistently. Good lunch-time behaviour is encouraged through vouchers awarded by the lunchtime assistants, which are entered into a weekly draw. Pupils are themselves involved in the procedures, such as the collection of team points. Pupils are consequently very aware of the system, are pleased when their attitudes

or work have received recognition, and much enjoy the achievements shared at the Friday assembly each week.

42. Attendance is also promoted very well. Pupils are keen to come to school. They appreciate their helpful teachers and interesting work, and an incentive is provided by 5 minutes extra playtime for the class having the highest attendance each week! The school monitors absence and lateness carefully. It is followed up promptly. When necessary the services of the educational welfare officer are used. Parents are reminded regularly about the school's expectations regarding attendance, and the necessity of advising the school about absence. In consequence attendance has consistently improved during each of the last three years.
43. The school provides a safe and secure environment for its pupils. It is modern, well ordered, and kept very clean. It has good arrangements for child protection, now including a written policy using the local guidelines. Pupils learn about health and safety principally through science, but teachers regularly remind pupils about the need for care in other lessons, such as physical education. Weekly discrete personal, social and health education lessons, based upon a scheme of work, and the annual visit of the 'life education' caravan, strengthen pupils' awareness of personal, health and safety issues. Pupils' care and welfare is well promoted.
44. The school has a strong sense of community and within this the staff have created an emotionally secure environment. Pupils can feel respected, secure and valued as individuals. There is little formal monitoring of pupils' personal development, however, all staff work extremely hard to maintain positive relationships. They know the pupils well and are able to provide support when needed, and as a result, personal development is successfully and effectively managed.
45. Appropriate procedures for assessment have been carefully planned. These are not fully in place, but are a focus of the school development plan. The assessment of children when they first enter the reception class is good, covering both academic and personal development. This information is used to guide lesson planning. The school carries out careful analysis of statutory and other assessment data, but this information is not fully used in the school's strategic planning or to guide curriculum planning. Targets for individual pupils have not yet been systematically set, but the tracking of pupil progress is planned. The format for record keeping is not yet consistent across the school, with the results of assessments not always used effectively in lesson planning to match work set, to the needs of pupils with different levels of prior attainment, or to provide appropriate challenge. Teachers mark pupils' work diligently indicating whether or not it is correct. However, for the most part, marking does not do enough to inform pupils how well they are doing and what they need to do to improve.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

46. Parents and carers are very complimentary about the school. Very few have any criticisms to make. The school has won their confidence and is well placed to build upon this.
47. All parents agree that their children enjoy coming to school. They consider the teaching to be good. Their children are expected to work hard and achieve well. They like the openness and approachability of the staff, and think that the

management is able. They can readily identify with the school's values of care and respect, and Asian parents are pleased with the equality and consideration afforded to all.

48. A minority of parents is uncertain as to whether the school provides a sufficient range of activities outside lessons, and wonders whether the homework expectations are appropriate. The inspection team considers that the range of extra-curricular activities (confined to Key Stage 2) is similar to that seen in many primary schools and therefore is satisfactory.
49. The school provides parents with much helpful information, mainly through its prospectus and a frequent flow of letters. The nursery issues its own guidance notes and, in addition to meetings, it makes home visits. The induction of nursery pupils is sensitively phased. Under the 'Ready for School' scheme a project worker is engaged in regular liaison with families of new entrants. This contact has been helpful in building up parental rapport and developing greater confidence in the children.
50. Information concerning pupils' progress is given at parents' meeting held in the autumn and summer terms, though parents are free to raise concerns at any time. Parents express satisfaction with teachers' helpfulness. The annual written academic reports on each pupil are of mixed quality. Good reports have given succinct accounts of attainment in each subject, and perceptive remarks designed to assist pupils' improvement. Parents of pupils on the school's register of special educational need are appropriately consulted and informed in connection with their children's individual education plans.
51. Parents have been successfully encouraged to feel at home in their dealings with the school. This has been carefully achieved, through a variety of means, sometimes using contacts among the Asian community. Parents are invited in to see their children in the end of term reward assemblies, and parental attendance at parents' meetings has steadily risen to about 70 per cent. Promotion of the 'Home Reading' scheme has led to a full uptake. As yet, parents have not received information on the literacy and numeracy initiatives. They are not routinely advised of topic work or curriculum planning. The desirable learning objectives for children aged under five are not highlighted to parents. Consequently parents are not yet fully able to engage in and promote their children's learning. The school has given priority to reading, and parents can follow and assist the progress of their children in their home-school reading records. It is now well placed to extend parents' knowledge, on a wider scale, of what is being taught and of how they may help.
52. The school receives satisfactory support from parents in several ways. With very few exceptions they ensure their children attend on time and are properly equipped. They give backing to the school's aims and ethos. So far as possible they support pupils' homework. Most contribute regularly to the school fund and to pupils' charitable collections. Many give and participate in social events run by the 'Friends' group, such as the Christmas Fair. Some accompany visits. A few help in classroom activities when invited. The governing body is well assisted by two governors who are parents.

53. Overall, the effectiveness of the school's links with parents and carers, and the impact of parents' and carers' involvement with the work of the school, are both satisfactory.

HOW WELL IS THE SCHOOL LED AND MANAGED?

54. The school is well led and managed. The work done by the headteacher and deputy headteacher to solve the problems caused by the poor teaching identified in the last inspection report is now paying off. Much of the time and energy of the senior managers during the past three years has been spent in this area. Now that an effective teaching force has been put in place, standards are rising and showing signs of rising further.
55. The headteacher, with very good support from his deputy, has managed this change very well. He identified clearly the harmful effects that some teaching in the past had on pupils' attitudes and behaviour, and therefore their progress. He has firmly, but sensitively, changed the ethos of the school. The relationships between teachers and pupils have been improved by the introduction of a behaviour policy which recognises the importance of rewarding good behaviour and work rather than concentrating on negative aspects. Pupils have responded well to these changes and recognise that teachers and support staff are now committed to their academic and personal development. The headteacher has taken on an extensive teaching commitment, taking all the English and mathematics lessons for Year 6. He, with his deputy, have set the standards in teaching which have helped newly appointed staff in Key Stage 2, quickly to become very effective teachers.
56. The monitoring of teaching and learning by the co-ordinators of the three core subjects of English, mathematics and science is having a positive effect on the standards now being achieved. The implementation of the national literacy and numeracy strategies has been particularly well managed. However, the management of information technology has been less effective. Not all the areas of learning in the subject are taught, and monitoring of standards is unsatisfactory. The recently appointed co-ordinator recognises the work the school will have to do next year to improve this situation. The co-ordination of the other subjects of the curriculum is satisfactory. Although some subjects do not have teachers leading them at this time, documents give sound support to teachers. All subjects will have co-ordinators in place in the next school year now that the newly appointed teachers have settled into school life. The school has recognised the changes in the curriculum for many subjects in September and has planned their subject management to fit in with this.
57. The school development plan generally identifies appropriate priorities for the next year although the provision planned for information technology needs to be given a higher priority. There is effective management of the provision for pupils identified as having special educational needs. Their progress is monitored well. The management of provision for pupils who speak English as an additional language is at an early stage of development. The teachers who previously worked for a central agency have been school employees since the beginning of this school year. They liaise well with class teachers and target the pupils who need the greatest help, usually in Key Stage 1, well. However, there is a lack of an overview of the provision, and too much assessment of the progress being made is informal and not recorded.

58. Members of the governing body are very supportive. They regard the school as an important part of the local community. They have developed their role as a "critical friend" well in the last few years and have a good understanding of what the headteacher has achieved. They have now developed a good working relationship with the management of the school. This is one of mutual respect, the school provides governors with the information they require and governors trust the headteacher to manage the school policies. Many governors are regular visitors to school. They have been involved in the implementation of the literacy and numeracy strategies and recognise the improvements these have achieved. The governing body has improved its systems of monitoring how the school is operating since the last inspection and recognises that standards are now improving.
59. There is effective management of the school finances through a partnership between governors, headteacher and finance officers of the local education authority. Educational priorities influence the way funds are distributed. There is an appropriate system in place for headteacher and governors to choose, depending on priorities, one of a number of budget plans prepared by finance staff. The budget spending is monitored effectively with the school giving useful reports regularly to governors, and governors confident that the questions they ask will be answered by the headteacher. The day-to-day financial administration is efficiently carried out by the school clerk. She is involved in many aspects of school routines and makes a good contribution to the relaxed, but purposeful, day-to-day management. Good systems for ordering goods are in place and appropriate financial regulations have been adopted.
60. The school has a good number of teaching staff who are suitably qualified and experienced. The match of teachers and support staff to the demands of the curriculum is good. All teaching and support staff are conscientious and work very efficiently, as a team, contributing effectively to the education provided.
61. The induction programme for newly qualified teachers is good and consistently applied. After a formal introduction to the system, these teachers are well supported by the deputy headteacher who acts as the mentor. Arrangement for the professional development of all teachers is good. Both teaching and non-teaching staff have received extensive training in literacy and numeracy. This has a positive impact on the standards of attainment which are improving. The school's strategy for appraisal of teachers is good and meets statutory requirements. All teaching staff have been appraised and staff training for performance management is planned. In the case of support staff, their support has a positive impact on pupils' attitudes to learning and the progress they make.
62. The school's accommodation is good overall. It has a large hall and classrooms generally of good size for the numbers of pupils on roll. There are many convenient facilities available around the school for the teaching of individuals or groups. The modern premises promote positive attitudes. They are very well maintained, and the provision is improved by good displays of pupils' work throughout the school. While the school is provided with good hard play areas, and an enclosed sports court, it has no grassed playing field. The Nursery outside play area does have some grass. It lacks space for large fixed play equipment, and slopes a little more than would be desirable, but it otherwise has successfully provided children with a stimulating environment.

63. Learning resources for all subjects are satisfactory, with a good range in mathematics. The library provision is, however, barely satisfactory, and there are few historical artefacts.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

To improve the standards achieved by pupils in school the headteacher, governors and staff should:

- Improve the standards achieved in information technology by:
 - planning to cover all the required programmes of study for the subject;
 - ensuring that staff are confident to teach all aspects of the subject by providing appropriate training;
 - enabling the subject manager to monitor teaching and learning in the subject;
 - establishing effective assessment procedures so that attainment can be accurately measured.

- Further improve the standards achieved in English, mathematics and science by;
 - continuing to implement effectively the literacy and numeracy strategies and have systems in place to monitor this;
 - continuing the effective teaching in science and developing pupils' opportunities to plan their own experiments;
 - planning ways of developing all pupils' speaking skills and vocabulary in all subject areas;
 - in mathematics, developing pupils' skills in investigations and answering questions such as, "What would happen if ?"

- Develop and refine assessment procedures to define more closely what pupils know, understand and can do, but also to predict more accurately what pupils' attainment is likely to be at the end of a key stage.

Other issues which could be considered by the school and might be part of the governors' action plan:

- Review the management of the teaching of pupils for whom English is an additional language, in particular to decide if assessment procedures accurately identify the specific needs of these pupils.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	60
Number of discussions with staff, governors, other adults and pupils	39

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
2	13	50	35	0	0	0

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

Information about the school's pupils

Pupils on the school's roll	Nursery	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	23	147
Number of full-time pupils eligible for free school meals	0	56

FTE means full-time equivalent.

Special educational needs	Nursery	YR– Y6
Number of pupils with statements of special educational needs	0	5
Number of pupils on the school's special educational needs register	0	56

English as an additional language	No of pupils
Number of pupils with English as an additional language	97

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	12
Pupils who left the school other than at the usual time of leaving	16

Attendance

Authorised absence

	per cent
School data	7.2
National comparative data	5.2

Unauthorised absence

	per cent
School data	0.7
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
	1999	13	6	19

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	6	6	7
	Girls	4	5	5
	Total	10	11	12
Percentage of pupils at NC level 2 or above	School	53	58	63
	National	82	83	87

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	6	7	7
	Girls	5	5	3
	Total	11	12	10
Percentage of pupils at NC level 2 or above	School	58	63	53
	National	82	86	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
	1999	11	11	22

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	4	1	2
	Girls	5	2	3
	Total	9	3	5
Percentage of pupils at NC level 4 or above	School	41	14	23
	National	70	69	78

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	0	1	2
	Girls	4	4	5
	Total	4	5	7
Percentage of pupils at NC level 4 or above	School	18	23	32
	National	68	69	75

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

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	1
Black – African heritage	
Black – other	
Indian	
Pakistani	24
Bangladeshi	60
Chinese	
White	62
Any other minority ethnic group	

This table refers to pupils of compulsory school age only.

Exclusions in the last school year

	Fixed period	Permanent
Black – Caribbean heritage		
Black – African heritage		
Black – other		
Indian		
Pakistani		
Bangladeshi		
Chinese		
White	3	1
Other minority ethnic groups		

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

Teachers and classes

Qualified teachers and classes: YR Y6

Total number of qualified teachers (FTE)	8.5
Number of pupils per qualified teacher	17.2
Average class size	24

Education support staff: YR– Y6

Total number of education support staff	3
Total aggregate hours worked per week	51

Qualified teachers and support staff: nursery

Total number of qualified teachers (FTE)	1
Number of pupils per qualified teacher	23

Total number of education support staff	1
Total aggregate hours worked per week	32

Number of pupils per FTE adult	11.5
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FTE means full-time equivalent.

Financial information

Financial year	1999/2000
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Total income	391,352
Total expenditure	392,674
Expenditure per pupil	2,122
Balance brought forward from previous year	9,545
Balance carried forward to next year	8,223

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	190
Number of questionnaires returned	81

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	67	33	0	0	0
My child is making good progress in school.	56	41	1	1	1
Behaviour in the school is good.	47	48	1	0	4
My child gets the right amount of work to do at home.	36	35	7	1	21
The teaching is good.	62	36	0	0	2
I am kept well informed about how my child is getting on.	58	31	6	0	5
I would feel comfortable about approaching the school with questions or a problem.	54	40	0	0	6
The school expects my child to work hard and achieve his or her best.	60	33	0	0	6
The school works closely with parents.	52	41	4	0	4
The school is well led and managed.	59	30	2	0	9
The school is helping my child become mature and responsible.	53	43	1	0	2
The school provides an interesting range of activities outside lessons.	46	27	5	1	21

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. Entry to the Nursery is at the beginning of the year in which the children are four and they transfer to the reception class at the beginning of the year they will be five. A good programme of home visits, as part of the 'Ready for School Project,' and visits to the Nursery ensure that all children are familiar with the Nursery setting before they commence Nursery education. Weekly home visits are made by a teacher, employed by the Education Business Partnership, to work with the children on stories, counting and language development. A well-managed programme of visits also takes place prior to transfer to the reception class. The children's attainment on entry to the Nursery is well below that which would be expected for their age, with a significant number of children experiencing some difficulties with language, social skills and life experiences. When the children are assessed in the Reception class, attainment is below what is typical for their age.
65. The curriculum provides broad and balanced coverage of all the required areas of learning for children of this age. There is a good range of practical activities, which provide good first hand experiences relevant to the children's needs and understanding. Staff ensure that all children have good access to all activities through sensitive guidance, well planned, and matched tasks, which is an improvement since the previous inspection when activities were found to be too general.

Personal and Social Development

66. Children make good progress in relation to previous learning. However, by the time they are five their overall attainment is below the nationally agreed targets for their age as described in the desirable learning outcomes in all areas of learning, except in their personal and social development which is in line with expectations by the time the children are five.
67. Provision for the children's personal and social development is good. The children make good progress in this important area of learning because the classes provide a welcoming and lively environment that help young children to settle in and feel part of school. Staff have good relationships with the children and help them to relate positively to each other. They are alert to promote this aspect of the children's development. The children are quick to respond to the routines of the class so that by the time they are five they show confidence and relate well to adults, with each other and their older peers. The classrooms are thoughtfully arranged so that resources are easily accessible for the children. They develop a good level of independence in selecting activities, in dressing themselves and in personal hygiene. They are taught to take turns and to share, "your turn's over – my turn". Children respond positively to the opportunities to take on class responsibilities and undertake responsibilities such as helping to tidy up, successfully. Staff stress sitting quietly when it is time to listen. They insist on the children putting their hands up when they have a contribution to make instead of calling out and they expect children to listen to each other. The children share their feelings and ideas and generally listen attentively to others. Children attend acts of collective worship with the rest of the school and this helps them to know other pupils in different classes.

They have opportunities to mix with older friends or siblings at break time and Nursery children have opportunities to mix with Year 6 pupils who help within the Nursery on a rota basis

Language and Literacy

68. Teaching in this area is good. The teachers provide for a range of social experiences, such as role-play activities in the home corner and the garden centre, sharing news, stories, and turn taking in speaking and listening sessions. The children are encouraged to become independent, and are provided with good examples by older pupils.
69. Children develop their language and literacy skills well, although by the age of five their attainment in this area remains below expectations.
70. The children contribute to discussion and share their ideas, feelings and experiences, however, many lack confidence. They are helped to understand new ideas, communicate effectively and extend their vocabulary, although many find it hard to frame questions and describe things.
71. Regular opportunities are provided to share and enjoy rhymes, poetry and stories. Teaching provides early opportunities, in the Nursery, to link sounds to letters and to see and read familiar words which is further developed in the Reception class. The higher attaining children read simple texts using pictures and letters sounds to help their understanding. Others recognise their name and some familiar words. The children enjoy sharing books during the literacy hour and many children know the meaning of words, such as, title and author.
72. Children develop satisfactory early writing skills and learn to form letters correctly. The low attaining children begin to confidently make marks on paper and copy letters or words that they can read back to an adult. While those of average and above average ability can write their own names and are starting to form simple sentences.
73. The quality of teaching is good overall. Opportunities are provided for children to develop their early speaking and listening skills through a range of activities provided. The children are enthusiastic to participate and take their turn to join in. However, staff do not make the most of some of the opportunities available to develop children's oral competence. For example, although they provide inviting settings for imaginative, physical and creative play they do not intervene sufficiently to enrich children's play and use it to promote their language development. There is, also, an over reliance on providing interpretation skills from the bi-lingual assistant for a small group of reception children. Teachers encourage children to share in all elements of the literacy hour. Focus is given to word and sentence work and as a result, children learn to connect the names and sounds of letters. The children in the reception class develop their own ideas with the teacher for a book entitled 'The Very Hungry Monster' following the reading of The Very Hungry Caterpillar. Teachers provide planned activities for children to develop their writing skills. For example, in formal sessions where they are taught to form letters correctly and more informally, such as providing the materials for children to write in the role-play area. Good support is given by support staff and the teachers during group activities. Together they ensure that all children receive appropriate individual attention.

Mathematics

74. In their mathematical development the children's rate of learning is satisfactory, in both the Nursery and reception class, with a small number of children achieving the level expected for this age. Basic counting is reinforced regularly by counting the number of children present in class, and the days of the week. Children sort, order and match objects, complete patterns and recognise number sequences. They count to ten, both forwards and backwards with growing confidence. They attempt to count, to at least twenty, with the teacher. All children learn to match the correct number of objects to a numeral. Children record their work in different ways according to their ability. Water and sand play experience extend children's understanding of size and capacity and they learn about value of money in the garden centre. They join in with number rhymes and song and develop their understanding of position and direction in other areas of learning, such as following instructions in physical education lessons.
75. The quality of teaching is good overall. Teachers provide the children with regular mathematical experiences through the daily routines and through activities selected to develop their mathematical knowledge and ability. As a result, children build on prior learning. There are planned opportunities for children to explore, think and develop their mathematical understanding through water and sand play, cooking, construction sets and sorting games as well as more structured mathematical activities.

Knowledge and understanding of the world

76. The provision for children to extend their knowledge and understanding of the world is good. This area of learning lays the foundation for later study of science, information technology, design technology, history and geography. The children make sound overall progress and by the time they are five the attainment of some of the children meets expectations. Children learn about their bodies and their senses. They have opportunities to taste food, to express preferences after smelling a range of soaps. They learn about their immediate environment and what materials are used to build houses. They have a sound understanding of living things and they know plants need water to survive. Children also become aware of past and present. They develop an awareness of time passing when observing the growth of seeds and the development of the class caterpillars. This is reinforced when watching a video of the butterfly cycle. Children use computers with confidence controlling the 'easy ball' mouse to move the cursor around the screen, and use fine control to click on icons.
77. The quality of teaching is satisfactory, and sometimes good, based on a wide range of activities involving first hand experience, exploration and discussion. Activities are imaginative and enjoyable, however, the adults do not sufficiently exploit opportunities to support and develop oral communication. Activities are adapted to meet the needs of the children, helping them deepen their knowledge and understanding. Sufficient opportunities are provided for children to explore for themselves in daily child initiated activities.

Physical development

78. Achievement in physical development is satisfactory, and some children achieve the expected levels by age five. Children handle pencils and crayons, paintbrushes and scissors with control and other tools and materials safely. Children learn to manipulate a range of construction equipment. Most children change their clothes and get ready for physical education lessons independently. They develop coordination and body control and learn to handle a variety of equipment, for example, throwing beanbags and quoits into a hoop. Some children catch a beanbag and ball consistently. Children have the opportunity to play outdoors on a daily basis but this is limited to the resources available. There is a lack of suitable equipment for children in the Nursery to develop all their physical skills on climbing apparatus outdoors. However, children use a variety of wheeled vehicles which support them to develop satisfactory control and coordination in pushing, pulling and pedalling. They are developing a good awareness of space, themselves and others. They develop confidence when balancing on the low wall around the outdoor play area. Children in the Nursery throw, catch and kick balls of different sizes satisfactorily, but need support to develop accuracy with these skills.
79. Teaching is at least satisfactory. Staff encourage children to gain in confidence when using the space and equipment, although there are limited interventions by staff to promote language development through discussion of what they are doing and how they might extend their skills. There are suitable opportunities for children to develop fine motor skills during daily activities. All children have the opportunity to develop gross motor skills in planned physical education lessons. However, there are insufficient planned opportunities for children to be taught skills using climbing apparatus as a regular outdoor activity and as a result, children do not achieve higher levels of attainment by the time they are five.

Creative development

80. The children make good progress and some meet the expected level by the age of five for this area of learning. Creative play is satisfactorily developed through opportunities provided, including the role-play areas, and the use of small world play to enhance their imagination. When painting, children select colours and use the equipment available very carefully to create delicate work. For example, when Nursery children decorate filter paper with felt pens and when water is added the colours cross over providing the butterfly with matching wings; they also drop paint from a pipette on to spinning paper and observe the colour move to the edge of the circle. The children in the Reception class mix colours successfully to create different shades. They look carefully at flowers and make observational paintings of anemones and poppies. Children learn about artists, and displays show their efforts to recreate work in the style of Monet and Hunderwasser. Children enjoy and participate in rhymes and singing. They join in singing with the rest of their peers enthusiastically, and confidently sing the words they recall, such as, 'Five Fish Fingers'. The children play together happily with some imagination in the settings provided but staff intervene insufficiently to enrich their play and support language development.
81. The quality of teaching overall is good. Art activities are well matched to the children's interests and stage of development. Children are provided with a range of materials and activities, including different painting and drawing media. Accurate demonstrations are employed by staff to teach skills and show the children how to develop a technique.

ENGLISH

82. The overall attainment of pupils, by the end of both key stages, is below the national expectations.
83. The results of the 1999 national tests show that, at the end of Key Stage 1, pupils attain standards that are very low in comparison with the national averages and with similar schools in reading and writing. At the end of Key Stage 2 standards attained are well below the national average and similar schools in English. A large proportion of pupils at an early stage of learning English and several staff changes over the last two years means that attainment at both key stages is low. However, the current inspection findings indicate that recent stability in staffing, highly improved quality of teaching and successful implementation of the National Literacy Strategies are beginning to have a very positive impact on standards across the key stages. The present Year 2 and year 6 pupils are judged to be achieving higher than last year's cohorts and reaching standards that are closer to the national average. Examination of the current year's teacher assessment support this judgement and show that results are improving. Introduction and implementation of Additional Literacy Strategies and Phonics in Primary Schools (PIPS) also contributed positively to standards of attainment in English. It is therefore judged that pupils are making good progress across the key stages and standards in both key stages are rising. In both key stages, pupils' attainment in reading is an improvement on that seen at the time of the last inspection.
84. By the end of both key stages pupils' standards in speaking and listening are below the national expectations. However, pupils make good progress in both key stages. Pupils in Key Stage 1 respond confidently to questions in discussions and beginning to express their ideas and thoughts. They participate well in role-play and listen attentively to teachers' instructions and love listening to stories. Many recall the events in sequential order. However, many of these pupils do not develop a wide range of vocabulary and are unable to sustain conversation using correctly formed sentences. They do not always have sufficient opportunities to discuss their work and ideas in groups and as a whole class. They are beginning to present their work to the whole class during the plenary session. By the end of Key Stage 2, most pupils join in discussions confidently and respond to questions with increasing clarity. They demonstrate confidence in speaking to a larger audience when they present their work to the whole class. They share their ideas, give their opinions and value those of others. For example, in Year 6, pupils demonstrate increasing knowledge and understanding of tabloid and broadsheet newspapers and develop awareness of the effective use of language in journalistic writing.
85. In both key stages, pupils reach the nationally expected levels for their age in reading. In Key Stage 1, pupils acquire secure knowledge of initial sounds and by the end of Year 2, read simple texts and their own stories accurately and fluently, using phonic clues. They all take part in shared reading effectively and know the titles and authors of the texts they read. Some are able to discuss characters and plots in stories confidently. By the end of Key Stage 2, pupils develop a range of strategies to enable them to decipher meaning from print. They show clear understanding of a range of literature and discuss key features, themes and characters. For example, in a literacy lesson in Year 4, pupils studied stories from

different cultures and identified the key features of the text they read. Most pupils understand the purpose of a reference library and are developing skills for skimming and scanning books for information. Most pupils know how to use an index and glossary.

86. By the end of both stages, standards attained in writing are below the national expectations. In Key Stage 1, most pupils know the letter sounds and are able to blend them into words. They spell familiar words correctly and are beginning to recognise simple spelling patterns. They are beginning to write for different purposes, using simple sentences. Punctuation skills are not sufficiently developed. Handwriting is usually correctly formed and evenly sized, although few pupils are using a joined script. In Key Stage 2, pupils plan and draft their work systematically. They are beginning to write in a variety of forms, showing an increasing awareness of writing for different purposes, such as letters, 'persuasive writing' and stories. For example, in Year 3, pupils learn to write poems using 'alliteration'. In Year 6, pupils write news of their school which is to be published in a local newspaper. However, a significant number of pupils are not able to write developing ideas in a sustained and interesting ways. Their spelling skills are developing satisfactorily and handwriting is generally legible, joined and well formed.
87. Pupils make good progress through both key stages in speaking and listening, reading and writing. Speaking and listening skills develop through the discussions and presentations at the plenary sessions. Pupils make good progress in reading through the provision of a wide range of books from various genres within the literacy project. The consistent approach, through the national literacy strategy has a positive impact on progress throughout the school. Overall the progress made by pupils with special educational needs is good. Targets in individual education plans are addressed and activities are appropriately matched to individual abilities supporting these pupils well to acquire skills at an appropriate level. Pupils who are at the early stages of learning English, when supported, make good progress.
88. Pupils' attitudes to English and their behaviour in lessons are very good throughout the school and this contributes positively to the progress made. They respond well to the structure and organisation of the literacy hour. They are positive about their work and happy to discuss it with adults. In both key stages pupils are able to work co-operatively, maintaining concentration on the set task. They listen with respect for others and show pride in their ability. The relationships between staff and pupils are very good and contribute significantly to the good behaviour observed.
89. The quality of teaching is good in both key stages, with some examples of very good and excellent teaching. The teachers have a good understanding of pupils' learning needs and plan effectively. They use good questioning techniques that keep pupils' interest well. The good use of support staff means that pupils are supported well and, therefore, make good progress. Teachers manage pupils very well so that they listen attentively and are well behaved. At both key stages, teachers have a secure knowledge of the requirements of the National Literacy strategy and this is a strength which supports pupils' progress. Teachers plan lessons effectively with relevant learning objectives and organisation that provides for progress and encourages all pupils to use and extend learning skills. Assessment procedures are good and used effectively to plan for future work. Although there are some examples of good marking it is not consistently followed throughout the school, with constructive comments to help pupils improve their

work. Homework is set regularly, mostly for reading, so that pupils consolidate and extend reading skills.

90. The management of the subject is very effective. The co-ordinator has very secure subject knowledge and she supports staff, including the newly qualified teachers, very well. The literacy hour has been introduced successfully and staff training is well organised. The co-ordinator monitors planning and teaching consistently to consolidate good practice. Resources are well developed, to deliver the subject effectively, as required by the literacy project. However, the library is inadequately resourced and is in need of updating. The co-ordinator is aware of this and plans to acquire adequate resources, including dual language texts, in the current financial year.

MATHEMATICS

91. The results of the national end of key stage tests in 1999 for pupils aged 11 at the end of Key Stage 2 indicate that pupils' attainment was very low when compared with the average for schools nationally and schools with a similar number of pupils entitled to a school meal free of charge.
92. The results achieved by the Year 2 pupils at the end of Key Stage in the 1999 tests were very low when compared with the national average and well below those of similar schools.
93. However the standards of current Year 2 and Year 6 pupils are considerably better than the 1999 results. The standards of attainment at the end of both key stages are closer to the national expectations. Pupils of all levels of attainment, including those with special educational needs are generally making good progress in both key stages. Progress is best where teaching is consistently good or better, in particular in Key Stage 2. Teachers' assessments show a significant increase in the number of pupils who have achieved the nationally expected standards and this is supported by inspection judgements.
94. There are two main reasons for this general improvement. Firstly, the introduction of the National Numeracy Strategy this school year has improved pupils skills, particularly in working with number. There has been considerable staff training for the strategy and the recently appointed subject co-ordinator has been able to support teachers in class and monitor the work they are doing. This has made teaching more effective. Secondly, after a period of staff changes, the school now has a very capable teaching staff fully supporting the headteacher in his attempts to raise standards. The effective teaching means that, in most lessons, pupils are making good progress and achieving appropriate standards.
95. Pupils are developing a good understanding of number and are generally working well with numbers mentally. They learn to apply their knowledge to solve problems in real life situations. Year 2 pupils use their understanding of the value of 10 when they add or take away 9 and 11, or 19 and 21. Many of them add or take away 10 or 20 and then add or take away one to complete the sum. Pupils in Year 1 use the "minus" sign accurately to identify, for example, what has to be done to nine to make seven, "We take away 2". Year 3 pupils accurately work out the cost of items from a shopping list by using their knowledge of the value of numbers. They know that 85p is the same as £0.85 and higher attaining pupils use this knowledge to add up the shopping bill. Year 4 pupils extend their number skills as many of them calculate answers to questions

involving thousands, hundreds, tens and units. By the time pupils reach their final year in school they understand how numbers can be shown as fractions, decimals and percentages. Higher attaining pupils readily convert from one to another. Most know that $\frac{1}{4}$ is the same as 0.25 or 25 per cent.

96. Pupils are making sound progress in their knowledge and understanding of shape, space and measures. Children in the reception class are already recognising and naming solid shapes such as a sphere, pyramid and cube. Pupils in Year 2 are measuring accurately in centimetres. Year 3 pupils begin to identify which shapes will fit together, squares and triangles; and which won't, circles. Year 4 pupils use the squares in their books to find the area of shapes in square centimetres. Year 6 pupils use their knowledge of co-ordinates to accurately place shapes on a grid. They identify which angles are less than a right angle, acute; and which are larger and are called obtuse.
97. Pupils' make satisfactory progress in handling data. Younger pupils make "tally" charts to record information. They are developing the ability to produce block graphs to show information such as the colour of the eyes of the pupils in the class. Older pupils extend their skills. Year 6 pupils for example, look at the likelihood of things happening. They are certain that some things will happen and some things will not, but, recognise that some questions will have a "possible" or "probable" answer. They are developing the ability to place an answer in a range from certain to impossible.
98. Pupils throughout the school, are taught relevant vocabulary and have a sound understanding of appropriate mathematical language. In both key stages, pupils have limited opportunities to develop their investigative skills. The school has recognised that this is an area which needs to be developed further. However, there are mathematics sessions where this is done well. The Year 6 group work with dominoes to build a bridge. They recognise that to build a bridge one domino long they need three dominoes, two dominoes long will take five, and so on. They work on this and identify a formula to work out the number of dominoes needed to build a bridge of any length, this would be $x \times 2 + 1$. So a bridge 1000 dominoes long would need 2001 dominoes!
99. Pupils have very good attitudes to mathematics and respond very well in lessons. This has a positive impact on their learning. They are enthusiastic learners when teachers give them interesting and challenging tasks to do. Pupils answer questions confidently during class mental mathematics sessions and listen carefully to their teacher's instructions. They generally move sensibly from one activity to another without wasting any time. Pupils work very well in groups and they collaborate well. This makes a good contribution to their social development. Their behaviour in lessons is very good.
100. The quality of teaching is good overall. Some very good teaching was observed in Key Stage 2. This good and very good teaching has a positive effect on the standards now being achieved by pupils. Teachers make their high expectations clear to their pupils and explain, at the beginning of the lesson, what pupils are going to learn. This motivates and challenges pupils very effectively and has a positive effect on their learning and the standards they achieve. There are some common strengths in the teaching throughout the school. Teachers' have a clear understanding of the way the Numeracy Strategy should be used and this enables them to give clear explanations and to extend and challenge pupils' mathematical thinking. They plan lessons well. Teachers have very good relationships with pupils and maintain good discipline. Consequently they are able to concentrate their efforts on moving their pupils on in their learning. Lessons generally proceed at a good pace. Teachers use day-to-day assessment well and sometimes adapt future lessons as necessary in the light of their

assessments of pupils' learning. The quality of marking of pupils' work is sound. The most useful marking indicates what pupils need to do to improve and learn from their mistakes.

101. The leadership and management of the subject are good. The subject leader, with the headteacher and deputy, has been active in supporting teachers as the National Numeracy Strategy has been put into place. He is aware of the standards achieved in school and the areas which need to be improved. Procedures to assess pupils attainment have been put into place but the co-ordinator recognises that more detailed analysis of results is needed to identify which topics need more emphasis in teaching and to set targets for individual pupils.
102. The accommodation includes shared areas between class bases and these are used effectively by groups working with support staff or independently. Considerable additional resources have been acquired to support the introduction of the Numeracy Strategy and these have had a positive effect on the progress pupils make.

SCIENCE

103. In the 1999 Key Stage 1 National Curriculum teacher assessments, pupils' attainment was well below average in terms of those reaching the expected level 2. In terms of those pupils reaching the higher level 3, they were below average. In the National Curriculum tests at the end of Key Stage 2 the number of pupils attaining the expected level 4 was well below the national average, while the number attaining the higher level 5 was also well below the national average. The test results over the last four years, despite fluctuations, show only a slight improvement and the trend over time is broadly in line with the national picture.
104. Inspection evidence indicates that higher standards are now being achieved than previously. However, whilst the majority of pupils achieve appropriately in terms of previous attainment, they are still attaining below expectation. This is however, an improvement at Key Stage 2 since the last inspection.
105. In order to improve overall attainment tasks set need to more closely match ability when planning for the higher attaining pupils. Assessment also needs to be improved to provide sufficient information about performance and progress so that it is clear what it is each individual pupil should be taught in order to improve. The school places a high emphasis on first hand investigation in science, and this has a positive effect on attainment, but to improve further pupils need to work more independently and have opportunities to make predictions and design their own investigations.
106. By the end of Key Stage 1, some pupils achieve a satisfactory knowledge of science and a satisfactory understanding of all elements of the curriculum. Teachers build on prior learning to establish skills of scientific inquiry. Pupils develop an understanding of the principles of making a prediction and that investigations need to be scientifically 'fair'. Pupils in Year 1 learn about the human body and that taking exercise and eating certain foods help humans to keep healthy. They learn that animals, including humans, move, breathe, eat and grow. They also learn that plants need light and water to grow. They sort living things into groups and use the information collected to make a graph of plants and creatures to determine which

are animals. Pupils in Year 2 make simple and reasoned predictions from their experience of growing seeds. They explain satisfactorily the conditions necessary for growth. They discuss the movement of cars on a ramp and explain it clearly in terms of speed and distance. Pupils make simple recordings of their experiments with careful drawings and labelling, although average and higher attaining pupils are not always encouraged to provide sufficient detail from their own first hand experience or use the correct terminology when reporting findings.

107. By the end of Key Stage 2, most pupils know what constitutes a fair test and why it is necessary to change only one variable at a time. They build on what they have learned during Key Stage 1 and know how to record experiments accurately. Although they provide a clear account of what they have found out, this seldom originates from investigations they have designed individually or collectively. There are limited opportunities for them to use their knowledge to evaluate the results of independent experiments. Pupils in Years 3 and 4 are beginning to understand that there are forces of repulsion and attraction between magnets and magnetic and non-magnetic materials. They also carefully observe different habitats, identify insects, and classify them according to their specific features. Pupils in Years 5 and 6 have a satisfactory knowledge of the human skeleton and the major organs of the body. They explain how the heart acts as a pump and how blood is circulated in the body. They understand the effect of exercise and rest on the pulse rate. They are aware of the causes of shadows and use scientific vocabulary such as 'translucent' and 'opaque' in the correct context.
108. Teaching and learning is satisfactory in Key Stage 1 and good in Key Stage 2. When teaching is most effective teachers display good subject knowledge, provide clear explanations, and present material imaginatively. Consequently the pupils are fully aware of what they are trying to achieve. However, questioning is not always sufficiently challenging and focused. When teaching is less effective higher attaining pupils are insufficiently challenged and do not engage in their own research to the extent that might be expected. Class relationships are good which contributes to the good attitudes the pupils show towards science. Pupils concentrate well on the tasks set and generally work sensibly in pairs or groups, sharing resources and apparatus. In most lessons behaviour is good and pupils are enthusiastic about the work.
109. Planning for science is satisfactory and is currently being revised in line with national initiatives. There are strategies in place for assessment, but these are not developed far enough and the results of assessment are not always reflected in planning for the need of pupils with different levels of prior attainment. The co-ordinator has a clear view of the subject's future needs.

ART

110. The standard of work matches that which is expected for pupils of this age. Satisfactory progress is seen throughout the school.
111. By the end of Key Stage 1 pupils have experience of using a variety of artistic techniques. They use pencil, crayon and paint effectively. They have used their skills well, for example, in Year 2 when they carefully paint the model cars they have made in a technology lesson.
112. By the end of Key Stage 2 pupils produce a variety of models using clay well. They model clay masks after a design lesson and paint them well. Year 6 pupils use two

techniques effectively as they produce portraits of Queen Victoria in connection with their history topic. One group uses sketching pencils well to draw a portrait, they use shading well to suggest the features of the face. Another group understand the way a silhouette is used well. They cut out the outline portrait in black paper to stick onto a white background. Many pupils show a good understanding of the proportions of the human head to produce good pictures. Both groups then frame their work using cut paper effectively to produce Victorian style decorative frames.

113. As the pupils move through school they experience a good range of artistic activities. They make satisfactory progress. Pupils in Year 1 accurately cut out and stick pictures of plants onto paper. Year 3 pupils have been looking at patterns. After identifying patterns using stripes or shapes, they work well "extending" a wrapping pattern to the rest of their paper. They use pencils and felt-tip pens accurately and use their artistic skill to choose colours which complement the printed paper. Pupils from Years 4 and 5 have looked at objects from nature such as daffodils, dandelions and seashells and have produced effective observational picture using crayons or paint. Pupils in a number of year groups are using the 'Paint box' program on the computers to produce patterns or pictures.
114. Pupils' attitudes to art lessons are generally good. They listen carefully to their teachers and are eager to contribute to discussion. They gain an insight into other ages and cultures when they study the work of artists such as the French Impressionists.
115. In the small number of lessons seen, teaching was always satisfactory or better. Teachers have a secure subject knowledge and prepare their lessons well. The subject co-ordinator gives advice to colleagues and monitors the work informally. There is a policy in place which identifies the topics which might be covered in each school year. The school recognises that more detailed advice on the skills to be taught will be needed when the new curriculum comes into place in September.
116. Most of the work on display in the corridors and classrooms is of a good quality. Resources are adequate to meet the demands of the curriculum.

DESIGN AND TECHNOLOGY

117. Pupils make satisfactory progress and, by the end of both key stages their work is of a typical standard for their age. Standards appear to have improved since the last inspection.
118. Pupils develop sound design skills. In Key Stage 1, they draw pictures of how they want their models to look before making them. Older pupils in Year 3 develop their ideas by thinking about the materials they will need and how they will fit them together to make a Roman Chariot. By the time they reach Year 6 they use planning sheets effectively. In this year they have thought carefully about the greeting cards they are going to make. They have noted the methods and materials they intend to use and, in their drawings, have clearly identified the materials they are going to use for different parts of the product.
119. Pupils' ability to make products develops satisfactorily. They undertake a suitable range of work, including sewing, three-dimensional constructions with commercially produced kits and models with moving parts. They learn to measure, cut, shape and join a range of materials. Pupils in the Reception class use paper shells and make ladybirds. They paint them carefully to produce a good finish. Pupils in Year 2 have used their "making" skills in a science topic. They produced wheeled vehicles for their work on the way a

slope affects the distance vehicles travel. In Year 4, pupils have used a variety of ways of joining pieces of material together, including sewing and stapling, to make their "belt bags". Year 6 pupils find out how pieces from a commercially produced construction kit fit together. They follow the instructions carefully learning skills which they will use when building vehicles from their own designs.

120. Throughout the school, pupils are taught to evaluate their work. Older pupils are beginning to identify what is good about their work and how they think it could be improved. Good attention is paid to the appearance of the products they make and, throughout the school, pupils decorate and finish their models to a good standard for their age.
121. Some of the tasks pupils undertake in design and technology are linked effectively to work in other subjects. For example, when pupils in Year 2 are testing how far cars travel down a ramp in a science lesson, they use their design skills to make the cars they use. Pupils in Year 3 link design to their history topic when making Roman chariots.
122. Pupils have very good attitudes to their work in design and technology. They listen very sensibly to instructions from their teachers. They work well in groups, co-operating and sharing resources sensibly. Their positive attitudes and good behaviour in lessons contributes well to the progress they make.
123. Few lessons were seen during the inspection week, however from observation of these lessons and scrutiny of work the quality of teaching is satisfactory overall and often good. Planning now identifies the topics to be covered by each class, each term. This helps teachers and is an improvement on the situation reported in the last inspection report.
124. Because on the recent appointments of staff this subject does not have a teacher in charge. However a co-ordinator has been nominated to take responsibility in the new school year. There are sufficient resources available to cover the topics which are to be done each term.

GEOGRAPHY

125. By the end of both key stages, the standards of attainment are broadly in line with that expected for pupils at this age. Pupils make satisfactory progress in their learning. This is an improvement on that found at the last inspection in 1997.
126. In Key Stage 1, pupils develop their knowledge and understanding of their own and other surrounding localities and compare sensibly the similarities and differences. They identify the special features of Haslingden and construct an accurate model village showing the roads and rivers. They study the changes in the countryside and identify their impact on human life.
127. In Key Stage 2, pupils develop their mapping skills and learn to use keys to show the roads, railways, bridges, churches, buildings and vegetation. They use atlases effectively to locate the cities, rivers and mountains in the outline maps of Europe, Africa, Asia and Latin America. They study the plan of a classroom to assess the best use of space and learn to measure distance in a map using the measurement

by the scale. A visit to Wales by Year 6 pupils enhance their geographical knowledge.

128. The quality of teaching is satisfactory overall, with some very good teaching in Key Stage 2. Teachers are enthusiastic and well informed about the subject. They plan the lessons in detail, match the activities to the understanding of all the pupils and use a range of resources to maintain their interest.
129. Pupils enjoy geography. In lessons they work well together and contribute enthusiastically to discussions with relevant comments and ideas.
130. There is no co-ordinator for geography at present, mainly due to high staff turn over during the last two years. The teachers follow the school's existing scheme which is in need of updating. The school plans to revise the scheme with reference to the Quality Curriculum Assurance (QCA) documentation. Resources are generally satisfactory.

HISTORY

131. Only two lessons were observed during the inspection. However, from observation of these lessons, scrutiny of displays and pupils' work and discussions with teachers, the standards are judged to be in line with the expected level at the end of both key stages. Pupils make satisfactory progress in their learning. This is an improvement on that found at the last inspection.
132. Pupils at Key Stage 1 learn well about the past from sources such as books and photographs. For example, in Year 2, pupils study the photographs from 1920 and identify the similarities and differences, such as those in transport and lifestyle. In reception, pupils develop a sense of chronology effectively through the observation of the life cycle of a butterfly over a period of time and are beginning to understand the difference between 'now' and 'then'.
133. At Key Stage 2, pupils further their understanding of chronology and life in past times by studying famous people, such as Winston Churchill and Florence Nightingale. They study about Victorian society and history of 'Britain since 1930' and learn about Second World War.
134. The teaching is good in the lessons observed. Good questioning was used very effectively to assess pupils' progress. The teachers have very secure subject knowledge. In reception good cross curricular links with literacy and science consolidated pupils understanding of past and present effectively. In Year 6, a role-play by the teacher himself was used very efficiently to give pupils opportunities to gain knowledge about the working life of a factory worker through an interview. The use of "Why?" and "How?" questions have a beneficial effect on learning. Full advantage was taken of the plenary session to consolidate what has been learned. This has positive effect on the extent to which pupils gain knowledge and understanding.
135. There is no co-ordinator for history at present. Teachers follow a scheme which is in need of updating. However, the school plans to implement QCA scheme of work in the near future. Resources are satisfactory.

INFORMATION TECHNOLOGY

136. By the end of both key stages standards of attainment in information technology are below expectations. At the end of Key Stage 1 pupils have some knowledge of text handling; they enter text and choose the size of the print they are to use. They use art software appropriately to select brush size, colour and paint simple pictures. Pupils have no experience or knowledge of handling data, or exploring a computer program which allows them to make choices. Year 2 pupils have some experience of controlling a programmed toy. At the end of Key Stage 2 pupils have some limited ability in handling text and art software. Year 6 pupils word process items for a reference book they are developing. They input text and some can move it around the screen. They are insecure in the use of graphics, and few possess the ability to join pictures to words on the computer. Pupils undertake some very basic artwork. They have no experience of data work, and are unable to sort and search data. Pupils are not able to monitor the environment nor control events through information technology.
137. At the time of the last inspection pupils in Key Stage 1 were attaining standards in line with national expectations and pupils' attainment in Key Stage 2 was below national expectations. There has been no improvement since the last inspection. The pupils in both key stages are now not meeting the national expectations.
138. The school's lack of a scheme of work has resulted in erratic and uncoordinated use of information technology throughout the school. The pupils are not taught information technology skills in any coherent or logical sequence and thus make poor progress. During the last two years the school has acquired two laptops and has been connected to the internet in the end of Key Stage 2 classroom. However very few other changes are evident in the delivery of this subject since the last inspection, although the role and requirements of information technology have developed significantly in the interim. It is clear that the school has been failing to keep pace with these developments.
139. During the inspection little direct teaching of information technology was seen. The subject does not feature in an adequate way in school planning. This has an adverse effect on the progress and attainment of pupils.
140. The use of information technology to support and enrich the wider curriculum is very underdeveloped and the activities that are undertaken do little either to enhance the particular subject or to develop appropriate skills. Internet use is not consistently developed across all classes and pupils' limited information technology skills do not allow this powerful resource to be exploited to its full educational advantage. The lack of a fully co-ordinated and coherent record keeping system does not permit pupils' progress to be monitored.
141. The co-ordinator has had limited impact on the subject to date. Both he and the senior management team are aware of the shortcomings in provision for this core subject. Many of the issues are addressed in the school development plan, which contains a major financial commitment to updating hardware and software. There is a planned development of an existing room to become a computer suite. The school

has carried out a needs analysis to establish the level of information technology capability among the staff who will be undertaking a comprehensive training programme through the 'New Opportunities Fund' initiative. Currently, standards achieved are not effectively monitored and the school does not teach all the aspects of the subject required by the National Curriculum.

MUSIC

142. Standards of attainment are broadly in line with expectations at the end of both key stages. This is an improvement since the last inspection when attainment in Key Stage 2 was below expectation.
143. In Key Stage 1, teachers provide many opportunities for pupils to sing within classrooms. Early in the key stage this is frequently linked to other subjects, for example singing number rhymes to practice counting skills. The pupils sing songs enthusiastically from memory and maintain a rhythm. They keep time with the piano or a tape and sing tunefully, using everyday objects for un-tuned percussion, such as stones, chopsticks and spoons. Pupils are given opportunities to explore sounds and make simple compositions and follow pictorial notation. Pupils recognise how sounds in music are used to achieve particular affects. They know and recognise a variety of instruments of the orchestra and whether they belong to the string, brass or percussion sections.
144. No music lessons were observed in Key Stage 2 during the inspection, although singing together during a hymn practice provided an opportunity for all the key stage to sing together with obvious enjoyment. Pupils in Years 5 and 6 are introduced to a variety of styles of music and know about some well-known composers. They listen to examples of music, such as, the 'Musical Joke' by Mozart, then pick out instruments and describe what they appeared to represent. Close observational drawings are made of woodwind, string, brass and percussion instruments.
145. Music is an area where some developments have been made since the last inspection, with the introduction of a scheme of work for Key Stage 2 which has made a positive contribution and provided continuity to the teaching and learning throughout the school. Some assessment takes place during lessons, but a whole school recording system is not yet in place.
146. The quality of teaching in Key Stage 1 is satisfactory and sometimes good. Lessons are well planned and pupils have opportunities to work collaboratively and demonstrate their developing skills. Recorded music is used to good effect to encourage responses and to develop skills in using a range of instruments.
147. Hand bells and singing are extra curricular activities which contribute well to broadening the pupils' experience. They have a growing repertoire, concentrate very well and take a pride in their playing as evidenced at a rehearsal for the end of term concert, although the instrumentalists have limited opportunities throughout the year to demonstrate their developing skills to the whole school.
148. The enthusiasm shown by the co-ordinator, and the implementation of a progressive scheme of work throughout the school, place the subject in a good position to improve standards.

PHYSICAL EDUCATION

149. By the end of Key Stage 1, standards are in line with national expectation and above national expectation by the end of Key Stage 2. This is an improvement at Key Stage 2 since the last inspection.
150. At Key Stage 1 pupils are aware of the need to warm up and cool down before and after physical activity. They also understand the need for changing clothes. In gymnastics they improve their co-ordination and ability to anticipate the movements of others. Pupils can put together a sequence of movements travelling at different levels and combine floor and apparatus work. They develop and refine their skills of throwing, catching and batting, and work co-operatively as a team and understand the rules of games they play. At Key Stage 2 in outdoor and indoor lessons pupils benefit from taking part in strenuous activities, including running. They practice and refine their swing and shoulder movements when throwing a beanbag into a hoop. Pupils improve their skills in sprinting short distances and passing the baton. In cricket pupils carefully watch the ball when bowling and batting to improve their technique. They work extremely well in teams co-operating and constantly striving to improve their overall performance. A high percentage of Year 6 pupils are able to swim twenty-five metres by the end of the key stage.
151. The quality of teaching overall is good and this results in good learning. Teaching is most effective when teachers display good subject knowledge, plan lessons well, maintain a lively pace in lessons, are able to demonstrate the skills they are teaching and have high expectations. In all lessons observed good attention was paid to health and safety by pupils and teachers. Pupils show enthusiasm for their work, concentrate well and make a good physical and creative effort to meet the demands and challenges of the subject.
152. The range of learning experiences is enhanced by a good range of extra-curricular activities, which include opportunities to receive some specialist coaching, in for example, football. Good links are made with the community, with Morris and Maypole dancing performed at local events. Pupils participated in the Preston Folk Fiesta 2000, as examples of this. The co-ordinator has good oversight of the subject and gives good leadership