

INSPECTION REPORT

**Cliviger Holme CE Primary School
Cliviger**

LEA area: Lancashire

**Unique Reference Number: 119432
Inspection Number: 187268**

Headteacher: Mr L Wyatt

**Reporting inspector: Mr I Hocking
1272**

Dates of inspection: 27th - 30th September 1999

Under OFSTED contract number: 707533

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INFORMATION ABOUT THE SCHOOL

Type of school:	Primary
Type of control:	Voluntary aided
Age range of pupils:	4 to 11
Gender of pupils:	Mixed
School address:	Burnley Road Cliviger Burnley Lancs BB10 4SU
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Appropriate authority:	Lancashire
Name of Chair of Governors:	Mrs J Lamb
Date of previous inspection:	March 1996

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Mr M Milwain, Lay Inspector		Equal opportunities Attainment and progress Special educational needs
Mrs C Cressey	English History Geography	
Mr M Hemmings	Science Information technology Art Music	Attitudes, behaviour and personal development Curriculum and assessment Pupils' spiritual, moral, social and cultural development

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MAIN FINDINGS

What the school does well

- It achieves high standards particularly in the core subjects of English, mathematics and science.
- It provides an outstanding ethos where all individuals are highly valued.
- The headteacher and staff are totally committed to the academic and pastoral welfare of pupils.
- Teaching is very good, resulting in pupils making very good progress.
- The school makes very good provision for pupils' personal development.
- Pupils are keen to attend school, they are highly motivated and their behaviour is very good.
- The headteacher, supported by the governors, provides very good leadership.
- Resources are managed very effectively and efficiently.
- The school provides very good value for money.

Where the school has weaknesses

Insufficient attention is given to development of pupils' awareness of different cultures.

This is a very good school whose many considerable strengths far outweigh the above weakness.

How the school has improved since the last inspection

Very good improvement has been made since the last inspection. The governors, headteacher and staff have worked hard to eliminate each of the weaknesses identified as key issues at the last inspection. In addition:

- I. standards have risen, especially in the end of key stage national test results;
- II. teaching quality has improved.

The school is well placed to continue to improve.

Standards in subjects

This table shows the standards achieved by 11 year olds in 1999 based on the National Curriculum tests:

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

Pupils' attainment in information technology is in line with that expected for pupils aged 11.

· **Quality of teaching**

Teaching in:	Under 5	5 – 7 years	7 – 11 years
English	Satisfactory	Very good	Very good
Mathematics	Satisfactory	Very good	Very good
Science		Good	Good
Information technology		Satisfactory	Satisfactory
Other subjects	Satisfactory	Good	Good

Teaching is at least satisfactory in 98 per cent of lessons. In over 44 per cent of lessons teaching is very good and in some cases outstanding. Teaching is judged to be unsatisfactory in two per cent of lessons.

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

· **Other aspects of the school**

Aspect	Comment
Behaviour	Very good behaviour in classes and around school. Pupils are highly motivated and relate well to others.
Attendance	Very high compared to other schools.
Ethos*	Excellent; there are high expectations of pupils' standards of work and relationships are outstanding throughout the school.
Leadership and management	Very good; the headteacher provides strong leadership and is ably supported by the senior management team, teachers and governors.
Curriculum	Good; a broad, balanced and relevant curriculum is enriched by very good residential and extra-curricular provision.
Pupils with special educational needs	Very good; pupils are fully involved in the curriculum and make good progress.
Spiritual, moral, social & cultural development	Very good; outstanding provision is made for pupils' moral and social development – there is very good provision for spiritual development and satisfactory provision is made for cultural development. However, insufficient attention is given to helping pupils learn about a range of cultures.
Staffing, resources and accommodation	Good; teachers' qualifications and experience are well matched to demands of curriculum; very good arrangements for staff training and good resources. The new building provides very good accommodation. The play facilities are limited.
Value for money	Very good.

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

The parents' views of the school

What most parents like about the school

Parents have positive views about all aspects of the school's work. In particular, the following statements were very strongly supported by parents:

III. I would find it easy to approach the school with problems or questions to do with my child(ren).

IV. The school's values and attitudes have a positive effect on my child(ren).

V. The school achieves a high standard of good behaviour.

VI. My child(ren) like(s) school.

What some parents are not happy about

No issues.

KEY ISSUES FOR ACTION

There are no key issues for the school to address but in the context of its many strengths, the following minor point for improvement should be considered for inclusion within the school development plan:

VII. to develop the opportunities for pupils to increase their awareness of the diversity of cultures within society.

INTRODUCTION

Characteristics of the school

1. Cliviger Holme CE Primary School is situated in the village of Cliviger on the outskirts of Burnley. The original school building houses most of the older pupils, and the school hall. A new wing was completed in 1997, to accommodate rapidly growing numbers of pupils, and includes four new classrooms, toilet facilities, reception and office areas, a medical room and two group rooms, one of which has been developed as an information and communication technology facility. There is a landscaped outside play area and the school has priority use of nearby, detached playing fields.
2. The area from which most pupils are drawn is semi-rural and its socio-economic circumstances may be described as above average. The number of pupils (four per cent) registered to receive school meals free of charge is below the national average and reflects the level of socio-economic status of the catchment area.
3. Currently, there are 204 pupils (98 boys and 106 girls) aged four to 11 on roll. At the time of the inspection 27 pupils were aged under five. Pupils are grouped into seven classes of similar ages. The school's intake has a broad range of ability but on entry to reception the vast majority of pupils have levels of skill in language and number which are marginally above average. The school has identified 20 pupils as having special educational needs, two of whom have a Statement of Special Educational Need. All pupils come from homes where English is spoken as the first language.

4. The school's stated aims are in keeping with those of Church of England primary schools in general. Its mission statement is "This Church School seeks to promote mutual respect and responsibility thereby allowing its members to develop their full potential through its Christian values, ethos, teaching, nurture of spiritual development and quality of care for the whole community."
5. Among the priorities the school has identified in its development plan are:
 - the introduction of the National Numeracy Strategy;
 - the implementation of the National Grid for Learning/develop information and communication technology;
 - preparation for the new National Curriculum 2000;
 - the development of questioning techniques;
 - the development of a system for monitoring/tracking the progress of pupils; and
 - the development of the science curriculum.

· **Key indicators**

1. **Attainment at Key Stage 1¹**

Number of registered pupils in final year of Key Stage 1 for latest reporting year:	Year	Boys	Girls	Total
	1999	17	11	28

6. National Curriculum Test/Task		Reading	Writing	Mathematics
Results				
Number of pupils at NC Level 2 or above	Boys	15	16	17
	Girls	10	10	11
	Total	25	26	28
Percentage at NC Level 2 or above	School	89	93	100
	National	82	83	87

6. Teacher Assessments		Reading	Mathematics	Science
Number of pupils at NC Level 2 or above	Boys	15	17	17
	Girls	9	9	10
	Total	24	26	27
Percentage at NC Level 2 or above	School	86	93	96
	National	82	86	87

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

2. **Attainment at Key Stage 2²**

Number of registered pupils in final year of Key Stage 2	Year	Boys	Girls	Total
for latest reporting year:	1999	9	12	21

7. National Curriculum Test		English	Mathematics	Science
Results				
Number of pupils	Boys	7	8	8
At NC Level 4 or	Girls	10	10	10
Above	Total	17	18	18
Percentage at NC	School	81	86	86
Level 4 or above	National	70	69	78

7. Teacher Assessments		English	Mathematics	Science
Number of pupils	Boys	7	8	8
At NC Level 4 or	Girls	10	10	10
Above	Total	17	18	18
Percentage at NC	School	81	86	86
Level 4 or above	National	68	69	75

7.

² Percentages in parenthesis refer to the year before the latest reporting year

8. **Attendance**

Percentage of half days (sessions) missed through absence for the latest complete reporting year:			%
	Authorised	School	4.2
	Absence	National comparative data	5.7
	Unauthorised	School	0
	Absence	National comparative data	0.5

8.

9. **Exclusions**

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

10. **Quality of teaching**

Percentage of teaching observed which is:		%
	Very good or better	44
	Satisfactory or better	98
	Less than satisfactory	2

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

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

10. **Attainment and progress**

3. The attainment of the majority of pupils when they start school is just above that expected nationally. By the time they leave the reception class the attainment of most pupils is in line with the nationally prescribed Desirable Learning Outcomes. The progress made by pupils under five is satisfactory.
4. The national tests for seven year olds in 1999 show that the proportion of pupils in the school reaching the expected levels at the end of Key Stage 1 was above average in reading and writing, and very high in mathematics. Teacher assessments for science indicate that pupils' performance was very high. The proportion of pupils reaching the higher levels was well below average in reading, and well above average in writing and mathematics. In comparison with other schools with pupils from a similar background, pupils' performance was above average in writing, well below average in reading, and well above average in mathematics. The test results for 1999 show that the school has again been successful in achieving high standards and continues the upward trend established over the last few years. Inspection findings show that attainment in English and mathematics is well above the national average, and in science above average.
5. In information technology the proportion of pupils reaching the standard expected for their age is average.
6. During Key Stage 1 the progress of pupils in English and mathematics is very good, and is good in science. Progress is satisfactory in information technology. In the non-core subjects progress in design and technology and physical education is very good and satisfactory progress is made in music and art. There is insufficient evidence on which to make a secure judgement on progress in geography and history.
7. The national tests for 11 year olds in 1999 show that the proportion of pupils in the school reaching the expected levels at the end of Key Stage 2 was above the national average in English and science and well above average in mathematics. The proportion of pupils reaching the higher levels was well above the national average in English and mathematics, and above average in science. In comparison with schools with pupils from a similar background pupils' performance in English and mathematics was well above average and below the average in science. Over the last few years trends have generally been upward. The 1999 test results show significant improvement on those attained in 1998. Inspection findings show that attainment in English and mathematics is well above the national average, and in science above the national average.
8. In information technology the proportion of pupils reaching the standard expected for their age is average.
9. During Key Stage 2 the progress of pupils in English and mathematics is very good. Progress in science is good. Progress is satisfactory in information technology. In the non-core subjects progress is good in geography and physical education, and satisfactory in music and art. There is insufficient evidence on which to make a secure judgement on progress in history and design and technology.

10. In the non-core subjects, in both key stages, the common strengths of pupils are that they are good communicators and have good presentational skills. Pupils in each year group demonstrate initiative and independence when engaged in investigative work. Pupils are very willing to take full part in group and class discussions and show a firm knowledge and understanding of subject-related vocabulary. They show good collaboration skills when required to do so.
11. A common weakness is the limited application of information technology across subjects.
12. Most pupils have well above average skills of literacy. The majority of pupils can read a wide range of texts accurately and can recount stories and express preferences. Pupils can talk knowledgeably about books. Most pupils can use the library effectively and locate information using contents and index pages in non-fiction and reference texts. Pupils write in a wide variety of forms across the subjects of the curriculum. Standards in handwriting and spelling are very good. Most pupils take pride in their work and achieve a good standard of presentation. They often use word processing to present their work. Pupils have a well-developed vocabulary and punctuate their work correctly. Spelling standards are good and pupils use cursive script from Year 3 onwards. Oracy standards are well above average. Throughout the school pupils are confident communicators. They express their ideas clearly in class discussions and listen attentively to teachers and to each other. Pupils show a very good knowledge and understanding of subject-related vocabulary. The school is implementing the literacy strategy very well. All teachers show confidence in delivering the literacy hour activities which are having a positive effect on the standards achieved by pupils in English. These literacy skills are also being effectively used in other curriculum areas such as investigative research writing in science.
13. Throughout the school pupils have above average levels of numeracy. They have very good skills in written computation, including manipulation of decimals and fractions. Pupils at the end of Key Stage 2 have a sound recall of multiplication facts. They are able to mentally manipulate number and are becoming adept at explaining the strategies they use. Pupils make effective use of their mathematical knowledge and skills particularly in science, design and technology and geography.
14. When pupils start Year 1, emphasis is given in science to ensuring that practical tasks are used to help develop knowledge and understanding. As pupils pass through Year 2 they learn how to handle simple scientific equipment carefully and safely and how to make simple predictions. They also effectively develop the skills to record their findings in a variety of ways.
15. As they pass through Key Stage 2 pupils are able to learn how to use a wider range of scientific equipment. The skills of carrying out investigations are well developed. By the end of the key stage pupils are skilled in carrying out a fair test and have acquired a good scientific vocabulary which enables them to explain their work.
16. When pupils start Year 1, suitable attention is given in information and communication technology to developing pupils' knowledge, understanding and skills in the subject. As they pass through Year 2 pupils are given appropriate opportunities to use a range of information technology equipment and software in a variety of situations. At the end of the key stage most pupils are confident when using computers and show that they can use appropriate technological language to talk about what they have done.

17. As they pass through Key Stage 2 pupils further their understanding of the uses of different functions of databases, and of how to use the desktop publishing programs to combine text and pictures to create their own information pages. Although by the end of the key stage pupils can use information technology to suitably organise and present their ideas in other subject areas, opportunities to do so are limited.
18. The attainment of the majority of pupils with special educational needs is below average but inappropriate in terms of their prior attainment. Standards in speaking and listening are good with pupils making effective contributions to class discussions. The good progress made towards the realisation of the targets in their individual education plans is due to the very well-structured teaching received by pupils with special educational needs.
19. There are no significant variations in the attainment of pupils of different gender, ethnicity or background. All groups of pupils progress as well as others of similar attainment. Inspection findings and national test results confirm that the school is sustaining high levels of attainment.

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

20. Pupils' attitudes and behaviour continue to be very good and pupils enjoy coming to school. Pupils respond very well to the strong Christian ethos within a caring community. These features help to promote good progress and the high standards of attainment which are well above national expectations.
21. Children who are under five settle into school quickly. They are learning to behave well and to follow school routines. After only a short time in school they are developing positive relationships with each other and their teachers.
22. In Key Stage 1 and Key Stage 2 pupils behave exceptionally well. Pupils are happy to accept the discipline of the school community. They see any rules and sanctions as fair and there for the benefit of all. Pupils are often asked to set the rules for the class. For example in an art lesson pupils drew up the code of conduct for working with paint. They imposed realistic, sensible rules which all observed throughout the lesson. Pupils are very confident and keen to learn. In literacy and numeracy lessons they are eager to answer questions and rise to the challenge of interesting tasks and activities. They work particularly hard to improve their performance. For example, they show perseverance in handwriting lessons when they are learning to join their letters together and in history lessons when they are eager to develop their understanding of life in Burnley in the 1930s. They concentrate and persevere at difficult tasks and take pride in their work. Pupils behave well in the dining room, the playground and when moving around the school. They are very polite and courteous and hold doors open without prompting. They show a genuine interest in others, initiate conversations and listen politely to responses. There are no exclusions. No incidents of bullying were observed during the inspection. Pupils are aware of the procedures which are followed if bullying does occur. They have confidence in their teachers that bullies will be dealt with firmly and justly.
23. Relationships are excellent and make a significant contribution to the very positive attitudes pupils have to learning. Teachers and pupils enjoy each other's company and there is an atmosphere of mutual respect and care. Pupils respond well to the praise, support and encouragement they are given by their teachers. When working together, pupils take turns, share equipment and exchange ideas and opinions. In the achievements assembly pupils appreciate each other's successes both in and out of school. This is very apparent in the

assembly when pupils receive warm recognition from their teachers and friends for gaining such awards as swimming badges and dance trophies.

24. Personal development is very good. Older pupils have a strong sense of their responsibility to younger children, particularly at play time and dinner times. They take care of newcomers to the school, ensuring that they quickly make friends and settle into school life. In lessons higher attainers support those pupils with special educational needs to complete difficult tasks. When opportunities are provided pupils take responsibility for their own learning as for example, when using CD-ROMs for research and when creating their own designs for art.

32. **Attendance**

25. The attendance rate is very high in relation to the national average. No instances of lateness were seen during the period of the inspection. Class registers are correctly maintained and there are satisfactory procedures for dealing with unauthorised absences.

26. During the inspection, registration for the morning session took place after morning assembly. The school is aware that this practise raises some health and safety issues. Consequently, this procedure has been discontinued and registration now takes place at the start of the school day.

34. **QUALITY OF EDUCATION PROVIDED**

34. **Teaching**

27. Teaching is very good overall. In 98 per cent of lessons seen teaching was at least satisfactory; with unsatisfactory teaching occurring in two per cent (ie. one lesson). Teaching was good in 31 per cent of lessons, very good in 31 per cent of lessons and excellent in 13 per cent of lessons. This represents a significant improvement since the last inspection.

28. Teaching of the under-fives is satisfactory overall. Appropriate attention is given to the development of children's personal and social development. The reception class teacher and classroom support assistant effectively promote the school's caring ethos.

29. Language, literacy and mathematical development are promoted appropriately through the implementation of the literacy and numeracy strategies. The school provides a structured programme to develop children's understanding of sounds and correct letter formation and number recognition. However, these lessons often lack sufficient challenge and interest to promote and extend children's learning and build on what they already know. There is a lack of high quality opportunities for children to learn through well-planned, first hand experiences and purposeful play.

30. Staff work well together to give children support. However, activities are sometimes over-directed by the teachers and children are not encouraged sufficiently to be independent.

31. Lesson planning is good and teachers and non-teaching staff work effectively as a team when planning.

32. In Key Stage 1, teaching is very good overall with more than nine out of ten lessons being at least good. In six out of ten lessons teaching is at least very good. A design and technology lesson in Year 2 was deemed to be excellent. Teaching is very good in English, mathematics, design and technology, and physical education. The teaching of science is good. Teaching is

satisfactory in information technology. Insufficient lessons were seen in history, geography, art and music to make a secure judgement.

33. In Key Stage 2, teaching is very good overall. In almost half the lessons seen teaching was at least very good and of these lessons five were outstanding. Teaching is very good in English and mathematics. Teaching is good in science, geography and physical education. Teaching in information technology is satisfactory. Insufficient lessons were seen in history, music, art and design and technology to make a secure judgement.
34. The outstanding lessons occurred predominantly in Year 5 with one lesson in each of Year 2 and Year 6. These lessons were characterised by: the teacher's good subject knowledge and enthusiasm; skilful interventions; excellent class control and relationships with pupils; and the brisk pace with which the lessons proceeded.
35. All teachers have appropriate knowledge and experience to deliver the National Curriculum.
36. Almost all lessons are very well planned. Consequently, pupils are clear about what they are to learn. In most lessons, teachers have high expectations of pupils and provide them with work which is suitably matched to their prior attainment.
37. Lessons are well structured and appropriately paced. Pupils are provided with suitable resources. All teachers give clear instructions and explanations. They make good use of lessons and start them promptly. The issue of time slippage, identified at the last inspection, has been eliminated. Some good use is made of the new information technology suite but pupils need more opportunities to use information technology across the curriculum. Teachers conclude literacy and numeracy lessons by bringing pupils together to revise the main points and for pupils to share the outcomes from their work. Such occasions provide good opportunities for the development of pupils' speaking and listening skills.
38. Classes are well managed. Teachers and support staff deal fairly and consistently with pupils. This factor, together with the warm relationships which are a key contributory feature to learning in the school, earns them the respect of pupils.
39. Pupils with special educational needs are well taught. Teachers and support staff prepare work carefully and have good knowledge of their pupils. However, the specification of targets within individual education plans sometimes lacks precision.
40. Teachers mark pupils' work positively and conscientiously and often make clear comments to help pupils to improve their work.
41. A very good start has been made in meeting the demands of the National Numeracy Strategy. The National Literacy Strategy is already firmly embedded in the school's work.
42. The school has an appropriate policy for setting homework. The frequent practice of younger pupils taking reading books home contributes to a positive home/school partnership.
50. **The curriculum and assessment**

51. The curriculum for children aged under five is satisfactory and includes provision for all the areas of learning and experience expected for this age group. Strong emphasis is placed on literacy and numeracy and also on children's personal and social education. Children are suitably prepared for the Programmes of Study of the National Curriculum.
- 51.
43. The curriculum for Key Stages 1 and 2 is very good. It is broad and balanced and meets the statutory requirements to teach the subjects of the National Curriculum. The school is implementing the National Literacy Strategy very well and it is effectively helping to improve pupils' attainment and progress. The school has also made a very good start in implementing the National Numeracy Strategy. Additional time has been devoted to literacy and numeracy, which has resulted in there being less time available for other subjects. However, the school has worked very hard to address this problem and has been successful in maintaining pupils' access to all areas of the curriculum. There is good coverage of all the Programmes of Study. The requirements of the locally agreed syllabus for religious education are met in full. The school supports pupils' physical and personal development very effectively. There is very thorough provision for pupils to experience personal and social education, including health education and attention to drug misuse. The fact that health education is now effectively integrated within the science curriculum is an improvement since the last inspection. Another improvement is the way in which the school has been very successful in minimising the loss of teaching time, especially in Key Stage 2. The school provides sex education in a sensitive and supportive manner and emphasises family values within a church school community. Throughout the school, pupils are very well prepared for the next stages of education and for life in general.
44. The school is successful in ensuring that all pupils have equal access to the curriculum. Provision for pupils with special educational needs is good, and there are effective procedures for the identification and assessment of these pupils. All pupils with special educational needs have access to the full curriculum. Individual education plans are drawn up by the class teachers and used in planning lessons but, in some cases, lack specific detail. The co-ordinator for special educational needs organises provision very thoroughly and maintains a comprehensive register for identified pupils. The Code of Practice is fully implemented.
45. The school has a very good structure of long, medium and short-term planning in place to ensure continuity and progression in learning in all subjects. Long-term planning comprises schemes of work that provide a broad overview of the aspects of the National Curriculum Programmes of Study delivered to each year group. Long-term planning also contains specific details of what, and how pupils are to learn. Teachers draw their medium-term planning from these schemes and compile it in an agreed format to ensure balance and coverage. Short-term planning is drawn in turn, from the half-term plans and identifies the key learning objectives and skills to be taught. Short-term plans are now more focussed and include an opportunity to evaluate what pupils have learned in order to inform future planning. This represents an improvement since the previous inspection. The high quality of this planning has a positive effect on standards attained by pupils throughout the school.
46. There is a very good programme of extra-curricular activities, including competitive team games, to enrich the curriculum. These include choir, recorders, dance, information technology, technology club, football, cricket, cross-country, netball and rounders. A high number of teachers and pupils take part in these activities. The school gives pupils opportunity to take part in a wide variety of educational visits to enrich the curriculum. These include trips to the Eureka Science Museum in Halifax and the Museum of Science and Technology in Manchester. There have been theatre trips to see shows such as 'Les Miserables' and 'Oliver',

and pupils in Years 3 and 4 have visited Ribchester further to extend their historical knowledge and understanding of the Romans in Britain. Pupils in Years 5 and 6 are able to take part in annual residential visits to France or Belgium to develop their understanding of the lives of people in different countries.

47. Procedures for assessment are very good, and what is learned from assessment and testing is used very thoroughly to determine the next stage of pupils' learning. Very effective systems for assessing pupils' attainment enable teachers to set work that is very well matched to pupils' prior attainment. Since the last inspection the school has improved its records of reading progress to ensure that they contain sufficient detail of reading fluency. The school has made good headway in analysing end of key stage tests to identify areas for development. It has also introduced individual target setting for each pupil at the start of each year based on the previous year's assessments. Teachers make effective use of assessment information to influence their future planning. At the end of each half-term, teachers evaluate pupils' progress and plan the following half term's work in the light of these evaluations. Baseline assessment is in place and the information from these assessments is used effectively to plan subsequent learning experiences. Assessment information for pupils with special educational needs is used well to plan future work. The school has effectively developed collections of pupils' work to serve as exemplars of the required standards in the core subjects of English, mathematics and science. There is also a mentoring system that involves pupils in evaluating their progress and in setting their own manageable targets for improvement.

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

48. Since the previous inspection the school has been successful in maintaining standards in provision for pupils' spiritual, moral, social and cultural development. It remains very good.
49. Provision for pupils' spiritual development through the curriculum and acts of collective worship is very good and is a strength of the school. The school promotes spiritual development through the many planned opportunities for quiet, personal reflection given in assemblies and at other times of the day in lessons. There is a range of methods used for promoting meaningful prayer and lively depiction of faith and belief. All teachers greatly value pupils' ideas and efforts. This is shown in the range of attractive displays of work around the school and in classrooms. There are good examples of the spiritual commitment of staff and pupils in circle time and religious education lessons when they talk freely about their faith and beliefs. The school enables pupils effectively to learn about different values and beliefs and to gain an understanding of major religions such as Islam and Judaism. Strong links with the parish church enhance pupils' spiritual development. The act of collective worship makes a very good contribution to pupils' spiritual development. It provides opportunities for pupils to listen to music, sing hymns and to pray and reflect. This was seen in a whole-school assembly in which pupils' achievements were celebrated and pupils responded reverently to prayer. The school acknowledges that provision might be further improved by the creation of a visual focus, such as a cross or a lighted candle, during assemblies. The headteacher takes a leading role in developing pupils' spirituality in the school as was seen in his uplifting assemblies during the inspection. For example, in one assembly he linked the idea of good and evil in the Bible to the film of 'Star Wars Episode 1', and in so doing very effectively captured the pupils' interest and attention. During this assembly he gave pupils an excellent opportunity to take time to quietly reflect about the importance of their family and of caring for others.
50. Provision for moral development is outstanding. The school is a very orderly community and the vast majority of pupils clearly know right from wrong. Moral themes feature in many aspects of the curriculum and are an integral part of the school ethos. Pupils are encouraged to develop good moral values through the behaviour policy and through the excellent examples set by teachers. The staff very effectively promotes a sense of fairness among pupils and is successful in teaching them to be tolerant of each other whatever their differences. The school ensures that parents are fully involved in this area of provision and values their suggestions for further improvement. The school's code of conduct was drawn up with the collaboration of staff, pupils, governors and parents, and is based on the Christian principles of care and respect. Any incidences of misbehaviour are dealt with in a very sensitive manner that enables pupils to reflect upon the consequence of their actions upon others. In so doing the school is very effective in instilling in pupils a sense of self-discipline that has a very positive effect on their learning. Parents greatly appreciate the values and attitudes promoted by the school.
51. Provision for the social development of pupils is also outstanding. Pupils are encouraged very effectively to take responsibility for their actions and to work and play together with respect and tolerance. From the start of their time in school pupils are provided with very good opportunities for social development. The staff provides excellent role models and teach the values of honesty, fairness and respect. The school promotes pupils' social development by providing them with many opportunities for involvement in collaborative group activities in lessons. Pupils are also fully involved in support for the local community by, for example, singing carols to elderly residents at Christmas. The school has a splendid record of involving pupils in fundraising to help a variety of charities. This is especially evident in the support of children's charities and the response to worldwide disasters, such as the Bangladesh flood

appeal. Pupils with special educational needs are fully integrated into the school's provision, and social development targets are often included in their individual education plans. Pupils new to the school are warmly welcomed as members of the school family. Through the mentoring system older pupils are encouraged to look after younger pupils during playtimes and lunchtime activities. The very good programme of extra-curricular activities, including competitive team games, strongly promotes pupils' social development.

52. The school's provision for pupils' cultural development is satisfactory. Through stories, poetry, art and music pupils develop an appreciation of their own cultural heritage. Pupils have opportunities to visit Ribchester and the Photographic Museum in Bradford, and to travel on a narrow boat on the Leeds to Liverpool canal. These activities support their work in history. There are theatre trips to see shows such as 'Les Miserables' and 'Oliver', and pupils have opportunities to take part in local music festivals. A visiting artist helped greatly to develop pupils' skills in the use of watercolours to express their feelings in art. As a result of the annual residential visit to France good links have been made with a French school to help develop pupils' understanding of the French way of life. The school has increased its range of books in the library and classrooms to celebrate the diversity and richness of different cultural traditions. The school acknowledges the need to give pupils more planned opportunities through the curriculum to gain a greater awareness of cultural diversity.

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

53. The headteacher and his staff provide a caring and supportive environment and there are excellent relationships within the school. All pupils are fully supported and teachers respond promptly and sympathetically to the full range of individual needs. For example, physical difficulties which may impair learning are recognised quickly.

54. As a result of the good use of monitoring procedures, pupils in both key stages make very good progress. Teachers' very good use of assessment makes a positive contribution to pupils' learning. Homework is used to good effect in both key stages. Pupils with special educational needs are well supported and make good progress towards the targets set for them, though some of these are lacking in precision. All pupils have equal access to all aspects of school life including extra-curricular activities. The fact that there is a girls' football team is indicative of the school's commitment to equality of opportunity.

55. Pupils' achievements both in and out of school are celebrated at the monthly award assembly.

56. The school's procedures for child protection are satisfactory. There is a suitable policy and a designated teacher and governor for this area of pupils' welfare. Three members of staff are qualified in first aid.

57. The school's provision for promoting discipline is excellent. Pupils are very well behaved and are courteous to visitors. The staff works together as a team. This sets a good example for pupils and helps strongly to promote their personal development. This is exemplified by the operation of an informal and spontaneous 'buddy' system through which older pupils provide support and help whenever they see younger pupils experiencing difficulties around school.

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

58. The school has an open-door policy which gives parents ready access to the headteacher and his staff. This enables parents to discuss any matters of concern with teachers and helps to

sustain a very good relationship between parents and the school. Parents are provided with a very good level of information about the school through a well-produced prospectus and a series of informative newsletters. The Wednesday coffee afternoon provides parents with a good opportunity to meet the staff and exchange information on a more informal basis.

59. Formal information on pupils' progress is provided through end-of-year reports and three parents' evenings.
60. The home reading scheme, and the good use made of homework at both key stages, gives parents a high level of involvement in their children's learning. Parents have also been given an opportunity to see literacy taught in school.
61. The school's links with the parish church contribute to the very good provision made by the school for pupils' spiritual development. Pupils show their concern for others through their donations to a range of charities which have included NSPCC, Comic Relief, and The National Children's Homes.
62. School visits and parental links with local businesses have extended some areas of the curriculum. The enthusiasm of the school's community links coordinator will ensure further development of this part of the school's life.

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

71. **Leadership and management**

63. The headteacher provides very good leadership which, together with the strong support from governors, leads to very clear educational direction for the school. The headteacher has successfully created a sense of teamwork amongst the staff, all of whom are totally dedicated to pupils' academic and pastoral welfare. He has the full confidence of staff, governors, pupils and parents.
64. Governors carry out their statutory responsibilities effectively through an appropriate set of committees and are highly committed to the school. They work collaboratively with the headteacher and are dedicated to the pursuit of high standards. Governors commended the headteacher's vision and resolve in the planning which led to the extended accommodation. The governors' curriculum committee is developing an appropriate level of involvement in curriculum development issues; this represents a significant improvement on the position reported in the previous inspection.
65. Curricular developments are appropriately evaluated and teachers' plans and samples of pupils' work are effectively monitored by the headteacher and by those teachers with subject or key stage responsibilities. Analysis of test data has enabled the school to identify areas for development and to measure the progress of groups of pupils. Meetings held regularly for the senior management team, key stage staff, and the entire staff provide appropriate opportunities for discussion and sharing of information.
66. The work of coordinators has been enhanced since the previous inspection. In addition, the headteacher has introduced systematic procedures for the monitoring of teaching which has enabled him to identify areas of very good practice and to identify areas where support may be required. Subject coordinators are well aware of the strengths and principal areas for development in their subjects. They are most enthusiastic and committed to their role. In

English and mathematics, for example, very good subject leadership has contributed to raised standards. Provision for pupils with special educational needs is very well organised and carefully managed by the coordinator.

67. The school development plan (SDP) is of good quality and is clearly linked to resources. It provides an effective tool for management. Its progress is monitored effectively and regularly by the headteacher and governors.
68. The school has responded very well to the National Literacy Strategy. Targets have been set for raising standards in literacy and progress is being monitored effectively. Similarly, even at this early stage of implementation, the school is successfully presenting mathematics lessons based upon the National Numeracy Strategy.
69. The headteacher provides an excellent role model which is emulated by his colleagues. This results in an outstanding ethos within the school. All individuals are valued and equal opportunities are presented to all pupils. There are very good professional relationships throughout the school community and excellent relationships between pupils. There is a clearly shared sense of commitment amongst the staff, especially towards helping each pupil to attain the highest possible standards. Parents are highly supportive and appreciative of the school's work.
70. The school is highly successful in implementing its aims, values and policies. All statutory requirements are met.
71. As a result of the very good leadership provided by the headteacher and governors, very good progress has been made since the last inspection. Each of the key issues identified for action in the previous OFSTED report has been addressed successfully. The school has established a good basis to sustain this improvement in the future.
80. **Staffing, accommodation and learning resources**
72. The school is appropriately staffed. There is a good range of experience amongst the teaching staff which includes a balance of new and experienced teachers. Teachers are appropriately qualified and suitably deployed. Each teacher is required to co-ordinate at least one curriculum subject and/or area of responsibility. Staff work very hard, are totally committed to their pupils, attend relevant courses and support their colleagues. Since the previous inspection, the role of coordinators has been extended and their subject knowledge enhanced.
73. There is a highly committed and enthusiastic coordinator for special educational needs. She has undertaken specialist training to extend her knowledge and has a positive impact on the quality of provision.
74. The quality of the support provided by educational support staff for pupils aged under five and for pupils who have special educational needs makes a significant contribution to their progress.
75. Staff development is capably managed by the headteacher. There is a detailed handbook to support staff in their daily tasks and to promote the smooth induction of staff new to the profession. Mentoring arrangements for newly qualified teachers are very good. Appraisal is firmly established in the school and, together with annually held staff reviews, informs professional development training.

76. Since the previous inspection, the school has considerably improved the quality of accommodation. The building meets health and safety requirements. Considerable work and expense has been required to upgrade and extend the buildings. Outdoor space is satisfactory; and has been enriched by an attractive landscaped area. However, the indoor hall used for physical education is an unattractive and unwelcoming environment for learning in general and for physical activity in particular. There is suitable provision for pupils with mobility difficulties.
77. There is a satisfactory area designated for the occasional withdrawal of small groups of pupils with special educational needs. The library and class libraries are adequately stocked with good books of good quality. The school is exceptionally well cared for by the staff and pupils. The diligent work of the caretaker and staff ensures that high levels of cleanliness are maintained in classrooms and elsewhere in school. Teachers improve the aesthetic quality of classrooms and corridors by providing good quality displays of pupils' work. The school has improved provision by installing blinds and carpeting in classrooms and by improving toilet and cloakroom facilities.
78. The level of resourcing is at least satisfactory in all areas of learning. There is a wide range books of good quality to support all areas of the curriculum throughout the school. Resourcing for pupils with special educational needs is good. Several subject areas, in particular, information technology and mathematics, have benefited from additional resourcing since the previous inspection. Resources are very well organised and readily accessible.
87. **The efficiency of the school**
79. The school's resources are well managed. Financial management by the headteacher and governors is good and ensures that available funds are appropriately targeted towards the school's identified priorities. This has resulted most recently in considerable enhancement to the school's accommodation and in the provision of an information and communication technology suite. Furthermore, prudent expenditure and forward planning have enabled the school to retain an appropriately balanced budget.
80. The school development plan is a well-constructed and useful tool for school improvement. Areas for development include clear targets, details of associated costs and success criteria. Progress towards these targets is monitored effectively and governors are informed about progress made, thus enabling them to determine the effectiveness of their spending decisions. Several governors are also kept well informed, on an informal basis, through their involvement with the parish church.
81. Secure systems of budget control are in place, as indicated in the latest audit report. Financial housekeeping is carried out most effectively and efficiently by the school secretary. She also provides very efficient day-to-day administration and presents a welcoming image of the school.
82. Staff are deployed in a highly efficient manner so that their skills are used to maximum effect. For example, some teachers with particular subject expertise teach classes other than their own. Subject co-ordinators are responsible for auditing resources and for spending within their curriculum subject. Their work has had a favourable impact on standards of teaching and on pupils' progress throughout the school.

83. The school purchases consumable items with due regard to value for money. Accommodation and learning resources are used efficiently and effectively and are treated most carefully by pupils. The funds allocated for pupils with special educational needs are spent effectively and efficiently. Consequently, these pupils make good progress towards their individual targets.
84. When taking into account the low level of income received per pupil, the very good quality of education provided and the high standards attained by pupils, the school provides very good value for money.

93. **PART B: CURRICULUM AREAS AND SUBJECTS**

93. **AREAS OF LEARNING FOR CHILDREN UNDER FIVE**

93.

85. Children under the age of five are taught in the reception class where the curriculum is based on the Desirable Learning Outcomes. Good provision is made for personal and social development and appropriate emphasis is placed on developing language, literacy and mathematics. However, provision lacks first hand experiences and sufficient opportunities for children to develop their knowledge, skills and understanding through well-planned play activities.

86. The overall attainment levels of most children entering the reception classes are just above those found nationally. Most children make satisfactory progress enabling them to meet the Desirable Learning Outcomes by their fifth birthday.

95. **Language and literacy**

87. Staff provide a range of appropriate activities to develop children's spoken language. Children are learning to listen carefully to their teachers and each other. They enjoy stories and rhymes and are encouraged to talk about their experiences. They choose books as an activity and are aware that print carries meaning. Structured activities using commercially produced worksheets are used to promote early reading and writing skills. Emphasis is given to correct letter formation and sound recognition. Some children are given help to trace over their names whilst others are already writing their names independently using upper and lower case letters. Children are able to copy simple sentences using upper and lower case letters but have insufficient opportunities to write and draw independently using familiar sounds and words. There are some missed opportunities to extend and develop children's skills through a range of first hand experiences and focussed adult intervention and encouragement. Activities sometimes lack the necessary challenge and interest to extend children's skills and understanding.

96. **Mathematical development**

88. Through a range of teacher-directed activities, worksheets and games children learn to match, sort, order sequence, count and do simple addition and subtraction. Mathematical language of shape and measurement are introduced appropriately. During the inspection children were developing their understanding of taller and shorter through comparing the size of their teddy bears. Many children are able to count accurately to ten and beyond. They recognise numbers and match them to sets of objects. There are some missed opportunities further to promote mathematical development through challenging games, activities, daily routines, and role-play situations.

Knowledge and understanding of the world

89. Children learn about the passage of time through the celebration of birthdays and festivals and by talking about the days of the week and changing seasons. They observe similarities and differences through observing the changes that occur when porridge is cooked. Through a topic on 'Bears' children were learning to locate places on the map where different kinds of bears came from. Children have insufficient opportunities to develop independence in skills in cutting, folding and joining. These activities are very over-directed by teaching staff and this

limits children's competency. During the inspection children were beginning to use the computer to extend their learning.

98.

Creative development

90. Planning indicates that children experience an appropriate range of experiences in art, music, story and imaginative play. They have opportunities to select and use materials in a variety of ways and explore colour, shape and texture. However, experiences are not of a sufficiently high quality to further extend learning and children have insufficient opportunities to develop their creativity and imagination.

99. Physical development

91. A structured programme of physical education lessons supports children's physical development. Children have insufficient experiences to develop precision and control when handling tools, construction toys and malleable materials. Activities are of poor quality and insufficient in number and availability. Activities lack challenge and interest and do not build on children's prior attainment.

Social and personal development

92. Children's personal and social development is given high priority. Children are eager to come to school. They learn to concentrate and to follow class routines. Most respond positively to encouragement and reminders of acceptable behaviour. They are happy to follow the class rules such as waiting their turn to speak and sharing toys and games. Children have very good self-help skills. They change quickly for physical education lessons and need only the minimum of help. Relationships are very good and children are open and friendly to each other, their teachers and visitors.

101. Teaching

93. Teaching of the under-fives is satisfactory overall. Appropriate attention is given to the development of children's personal and social development. The reception class teacher and the classroom support assistant promote the school's caring ethos well. Staff encourage children to behave well and daily routines and reward systems are appropriate in developing good behaviour. This forms a good basis for the positive attitudes to learning that pupils develop as they move through the school.

94. Language, literacy and mathematical development are promoted appropriately through the implementation of the literacy and numeracy strategies. The school provides a structured programme to develop children's understanding of sounds and correct letter formation and number recognition. However, these lessons sometimes lack sufficient challenge and interest. They do not adequately promote and extend children's learning by building on what they already know. There is a lack of high quality opportunities for children to learn through well-planned, first hand experiences and purposeful play.

95. Staff work well together to give children support. However, activities are often over-directed by the teachers and children are not encouraged to be independent.

96. Medium-term planning is satisfactory but short-term planning lacks sufficient detail about what children are to learn in relation to the Desirable Learning Outcomes. Staff use questions, comments and observations to assess children's knowledge and understanding and record these regularly. However there is no system in place to record the progress that children make towards the Desirable Learning Outcomes.

105. **ENGLISH, MATHEMATICS AND SCIENCE**

105. **English**

97. On entry to Key Stage 1, the majority of pupils have attained the levels of language and literacy expected for their age. The results of the 1999 National Curriculum tests for 11 year olds show that the overall performance of pupils in English was well above the national average and above that of similar schools. The percentage attaining the expected level was:

- above the national average for all schools;
- in line with the national average when compared to similar schools.

1. The proportion reaching the next higher level was;

- well above the national average for all schools;
- in line with the average when compared to similar schools.

1. The results of the 1999 National Curriculum tests for seven year olds show the performance of pupils to be above the national average for those achieving the expected level. When the school's results in reading and writing are compared with similar schools, attainment is average. Teacher assessment in speaking and listening for seven year olds indicates that pupils' attainment is above the national average.

2. The inspection findings reflect a similar picture of high standards and sustained very good progress in both key stages. A high percentage of pupils are on target to attain well above the expected level, with a significant number on target to achieve at the higher level.

3. Literacy is given a high priority throughout the curriculum. Emphasis is placed on reading and writing in a variety of contexts. Pupils of all attainment levels use a rich and appropriate vocabulary. They use their reading and writing skills well in other areas of the curriculum, when, for example, writing up investigative research in science lessons or when making comparisons between life in Cliviger and life in a village in Kenya.

4. Speaking and listening skills in both key stages are very good. All pupils make very good progress and by the end of Key Stage 2 standards are well above those expected nationally. As recorded in the previous inspection report, pupils are confident and articulate speakers. In assembly even the youngest pupils are able to stand in front of the whole school and explain why they have received awards and certificates. By the end of Key Stage 1 they are very confident speakers, eager to answer questions and to talk about their work. By the end of Key Stage 2 pupils are able to discuss texts and ideas clearly in class discussions. They initiate conversations with adults and listen with interest to other people's comments and points of view. Pupils use subject specific vocabulary and express themselves well using interesting and grammatically accurate language. Year 6 pupils are able to adapt their style and type of language according to the audience. During one lesson pupils acted the part of a famous footballer while other pupils asked mature, searching questions.

5. In both key stages pupils make very good progress in reading. Pupils in Key Stage 1 are aware of authors and illustrators and are able to identify the main characters and events in their favourite books. Younger pupils read simple books with increasing accuracy and understanding. Older pupils read library books with fluency and accuracy. They use a variety

- of means to help them recognise unfamiliar words, such as letter patterns and sounds, context and pictures. They observe punctuation when reading aloud and retell a story in sequence.
6. Pupils take books home regularly and family members hear their children read. This has a very positive effect on pupils' standards and progress. In Key Stage 2 pupils continue to make very good progress and are able to read a range of texts fluently and accurately. Older pupils express a preference for particular authors such as Roald Dahl. They choose books because of particular interests such as animals or adventure stories. They are able to understand plot, setting and characterisation. Higher attaining pupils discuss books by Tolkien and Charles Dickens. They show a very mature understanding of different writers' styles and accounts and are able to make deductions and inferences from their reading. Pupils are developing very good independent research skills. They use dictionaries, thesaurus, encyclopaedias, and CD-ROMS. Pupils have good library skills and can locate books on different subjects.
 7. Standards in writing have improved since the last inspection. Pupils make very good progress in both key stages and standards are now well above national expectations. By the end of Key Stage 1 the majority of pupils are spelling common words correctly and making robust attempts to spell more complex words. Year 2 pupils use dictionaries, word lists and word clues to help them develop independence in writing. They record results from science experiments using appropriate layout and vocabulary. Pupils observe the rules of punctuation, using full stops, capital letters, question marks and apostrophes. In Key Stage 2 pupils progressively develop their ability to write for different purposes writing neatly using a range of styles. They write poems, book reviews, scripts, character portraits, letters and scientific, geographical and historical accounts. Writing is very well organised, using paragraphs, correct punctuation, complex grammatical structures and rich appropriate vocabulary. Information technology is used effectively to support and develop drafting and re-write skills across both key stages.
 8. The rate of progress of pupils with special educational needs is not dissimilar from that made by their classmates. The literacy hour has a very positive effect on pupils' progress. Teachers and pupils are aware respectively of the skills they are teaching and learning; lessons have an atmosphere characterised by hard work and commitment to high standards.
 9. Behaviour is very good. Pupils show very favourable attitudes to learning and enjoy very positive relationships with their teachers. This makes a considerable contribution to their rate of progress and the high standards of attainment achieved. Most pupils are very eager to learn, and show very good levels of independence and concentration. Pupils work very hard to improve their handwriting and presentation skills. Pupils show pride in producing work of a high standard. Opportunities to work collaboratively and to develop personal study using the library and information technology are used well. Pupils enjoy English lessons and respond very positively to the structure of the literacy hour.
 10. In Key Stage 1, teaching is very good. In Key Stage 2, teaching is very good but more variable; two out of five lessons were satisfactory, one out of five was very good and two out of five were outstanding. All teachers are confidently implementing the literacy hour. Teaching is carefully structured and well planned to meet the needs of all pupils. Spelling, punctuation and grammar are given a particularly high priority. Opportunities for extended writing are made within the curriculum to ensure that progress in this aspect of English is maintained. Teachers use praise, comments and questions effectively to check understanding and extend thinking. When teaching is very good, expectations are particularly high and the teacher's enthusiasm, explanations and knowledge have a very positive effect on attainment and progress. When teaching is excellent, lessons are also imaginative and exciting and teaching

moves pupils' learning on at a fast pace. Pupils are constantly reminded of the strategies they need to improve their work such as good handwriting, correct spelling and punctuation. Relationships are excellent and teachers have high expectations of pupils' behaviour and attainment which results in very good discipline and high standards. Pupils are encouraged to believe in their own ability to succeed. Provision for pupils with special educational needs is good. Individual education plans are in place and work is appropriately matched to set targets. Teachers use a range of appropriate and high quality published schemes to support the school's own schemes and the National Literacy Strategy. This has a very positive effect on the quality of the provision, making the teaching and learning of English challenging and interesting.

11. Assessment and record keeping are very good. Since the previous inspection the school has improved reading records. These are now informative and useful, indicating what pupils need to improve their reading skills. National Curriculum tests and other published tests are used very effectively to set individual targets for pupils, to raise standards, and to identify areas for school development. Teachers mark work on a regular basis and pupils are often given helpful suggestions on how they can improve their work. Homework is set to extend work done in lessons and to check that pupils have fully understood new learning.

118. **Mathematics**

12. The majority of pupils enter Key Stage 1 with the expected levels of attainment. Pupils' attainment in the 1999 national tests for seven year olds was well above average both when compared to national performance and when compared to similar schools. Overall, when taking into account present performance, attainment at the end of Key Stage 1 is well above average. During the key stage they make very good progress in all areas of mathematics. In Year 1, they learn about ordinality of number and the fundamentals of place value. They develop a growing vocabulary of mathematical terms. In Year 2, pupils acquire a good range of vocabulary, such as 'estimate' and 'rounding' and apply this knowledge and understanding appropriately. Many pupils can perform mental computations involving adding or subtracting ten from two digit numbers. Most pupils have a clear understanding of the operation symbol for addition and can apply it in number problems.
13. Pupils' attainment in the 1999 national tests for 11 year olds was well above average when compared to national performance and above average when compared to similar schools. Overall, when taking into account present performance, pupils' attainment at the end of Key Stage 2 is well above average. Pupils continue to make very good progress through Key Stage 2. In Year 3, they build upon previous learning; for example, they consolidate their understanding of place value of numbers. They also learn a range of vocabulary such as 'total', and 'altogether' and begin to understand that addition of numbers can be performed in any order. Pupils in Year 4 continue to extend their competence in mental manipulation of numbers. For example, they can double and round numbers to the nearest ten. In a Year 5 lesson, where the teaching was outstanding, pupils rapidly became adept in the use of Napier's rods to perform multiplication. By Year 6, most pupils have acquired the computational skills necessary to perform long multiplication. Mental skills are satisfactorily developed so that most pupils can mentally add and subtract numbers up to 100. Most pupils have a secure grasp of tables' facts and show reasonable speed of recall.
14. Pupils apply their mathematical skills competently in other subjects such as geography, science and design and technology.

15. In both key stages, pupils with special educational needs receive good quality support and make good progress towards their individual education plan targets.
16. Pupils have very positive attitudes and take great pride in the presentation of their work. Behaviour in lessons is very good and occasionally exemplary. For example, in a Year 5 lesson pupils took on responsibility for helping each other understand the use of Napier's rods. Relationships with all adults are always at least good and often excellent. Pupils listen attentively to their peers and their teacher whilst explanations or answers are being given. High levels of motivation result in pupils concentrating on their work even when they are working independently of the teacher. Pupils enjoy mathematics and are keen to learn. They co-operate fully when required to do so, when, for example, they share resources and when they work together to solve problems.
17. Teaching is very good in each key stage. Teaching is at least satisfactory in all lessons. In Key Stage 1, teaching is consistently very good. In Key Stage 2, whilst teaching is very good overall it is more variable though outstanding in one Year 5 lesson. Throughout the school, teachers create a positive ethos for the learning of mathematics. Lessons are very well prepared and very good use is made of teaching aids and learning resources, including judicious use of published schemes. Teachers' subject knowledge is never less than secure and is usually strong. Pupils are informed about what they are expected to learn, explanations are clear and tasks are invariably matched well to build upon the pupils' prior attainment. Teachers' warm relationships with pupils and high expectations of behaviour lead to very good class control. In the best lessons, the teachers' enthusiasm transfers to pupils; there are frequent high quality discussions where correct subject specific vocabulary is prominent and where the teachers have high expectations of pupils. Even at this early stage, the school has made a very good start to the implementation of the National Numeracy Strategy. However, the teachers will need to agree upon a whole-school approach for reinforcing pupils' acquisition of key technical vocabulary.
18. Appropriate homework is set throughout the school and contributes to pupils' progress and strengthens the partnership between home and school.
19. The school follows a good quality scheme of work, which ensures that pupils experience the requirements of the National Curriculum. Teachers' very good quality planning is appropriately based on the National Numeracy Strategy and makes clear what pupils are expected to know, learn and do. Opportunities are frequently presented for all pupils to practise mental arithmetic and to explain their strategies. At present, insufficient use is being made of computers.
20. Teachers mark pupils' work thoroughly and positively. Although there are occasions when pupils are rightly given responsibility for marking some aspects of their work, this practice should be extended.
21. Record keeping and reports to parents are good. The school has a very useful portfolio of pupils' work which exemplifies National Curriculum standards and which enables teachers to make consistent assessments of pupils' work.
22. Subject leadership is very strong. The coordinator is well qualified and enthusiastic. Her work in leading colleagues has contributed to improved standards.
23. Resources for learning are of very good quality; they are well managed and used efficiently and

effectively. Classrooms are enhanced by attractive displays of pupils' work, posters and visual aids all of which help pupils in their learning.

130. **Science**

24. This school's results in the 1999 national tests for 11 year olds indicate that the percentage of pupils attaining the expected level was above the national average. The percentage of pupils achieving the higher grades in the tests was also above the national average. In comparison with similar schools pupils' performance in science was close to the national average. These results are confirmed by inspection findings that show that the attainment of pupils currently nearing the end of Key Stage 2 is above average. The attainment of the majority of pupils at the end of Key Stage 1 is above the national expectations. The test results for 1999 show that the school has again been successful in achieving high standards and continues the generally upward trend established over the last few years. The progress that pupils make in both key stages is good.
25. While pupils are in the reception class they are given opportunities closely to observe living things and objects and to ask questions to find out more information about them. When pupils start Year 1, emphasis is given to ensuring that practical tasks are used to help develop their knowledge and understanding. This was seen in a lesson in which pupils were investigating and recording findings on the properties of different materials in terms of their propensity to float or sink in water. As pupils pass through Year 2 they learn how to handle simple scientific equipment carefully and safely. Within these activities pupils develop their skills in making simple predictions. An example of this was seen in a Year 2 lesson in which pupils were investigating a variety of sources of sound. They also develop the skills of identifying similarities and differences between living things and the skills needed to record their findings in a variety of ways. There are sometimes opportunities missed to effectively develop the skills of carrying out a fair test. The school recognises that there is a need to more systematically teach pupils these skills. By the end of Key Stage 1 the majority of pupils know that pushes and pulls are forces which can change the shape of an object. They show a good understanding about what conditions are needed for the healthy growth of plants. In a Year 2 lesson pupils showed good ability to recognise and name a range of sources of sound. Pupils showed they were able to talk about what they were doing and well able to employ an extensive scientific vocabulary. When they were involved in investigations pupils showed that they could work collaboratively. Their ability to record their findings in a variety of suitable ways is good.
26. Pupils continue to make good progress as they pass through Key Stage 2. Pupils in Year 3 learn about the structure and function of human teeth and the need for a healthy diet. In Year 4 they develop their skills in carrying out a fair test by investigating how to separate iron filings from sand. In Year 5 pupils were seen making good progress in their knowledge and understanding of food chains and food webs. They also have opportunities to develop their understanding about the harmful effects of drugs. In Year 6 pupils learn about the Earth in space and the differences between solids, liquids and gases. As they pass through the key stage pupils are able to learn how to use a wider range of scientific equipment. The skills required to carry out investigations are developed well. Throughout the key stage there is limited development of pupils' use of information technology to enhance their work in science. The school acknowledges that this is an area for further development. There is good development of pupils' scientific vocabulary to enable them clearly to explain what they are doing. By the end of Key Stage 2 pupils demonstrate a good knowledge and understanding of the forces of gravity and friction. Pupils have investigated circuits and can confidently record their findings using circuit diagrams. They are skilled in carrying out a fair test and have developed a good

scientific vocabulary to explain their work. This was seen in a Year 6 lesson in which pupils were effectively investigating different powders to find out which would dissolve in water and which would not. The school recognises the need to provide more opportunities for pupils to be involved in activities that develop the investigative skills of making evaluations and conclusions based on prior scientific knowledge. The school is keen to develop these skills to further raise standards.

27. The progress of pupils with special educational needs is good throughout the school as a direct result of work being carefully matched to their individual needs. Pupils are given good support that enables them to make good progress towards the targets set for them. This was seen in a Year 6 lesson when the extra support given to a group of pupils resulted in their making good progress in their skills of carrying out a fair test when investigating solutions. Pupils are encouraged to develop their speaking and listening skills. Consequently, they are able to make effective contributions to class discussions during science lessons.
28. In both key stages pupils make satisfactory use of literacy skills when engaged in investigative report writing in science. A good example was seen in Year 6 where pupils were making notes about their scientific investigation into different solutions. Another example was seen in a Year 1 lesson in which pupils were writing sentences to record their findings of their investigations into floating and sinking. This followed a literacy lesson in which these pupils had been learning how to write a sentence using a capital letter and a full stop. Pupils in both key stages show that they are able to make effective use of their numeracy skills in science. This is seen in practical work in which pupils can accurately take a range of measurements, including the use of information technology for some data handling.
29. The majority of pupils have very positive attitudes to learning and their behaviour in lessons is very good in both key stages. Pupils show much curiosity and interest when involved in practical activities. During these activities they sustain concentration, apply themselves willingly and show a great deal of enjoyment. This was particularly evident in a Year 6 lesson in which pupils were finding out about different solutions, and in a Year 2 lesson on investigating sound. Pupils handle scientific equipment carefully with due regard for safety. Pupils' good behaviour has a positive effect on their learning. They show good collaborative skills and are able to show initiative and take responsibility during investigations.
30. The quality of teaching is predominantly good in both key stages. Teachers show they have secure subject knowledge in the way that they use correct scientific vocabulary and by their effective use of questioning to find out what pupils understand and can do before they begin teaching. This was evident in a Year 6 lesson concerned with finding out about different solutions and in a Year 1 lesson on floating and sinking. Teachers prepare their lessons thoroughly and the quality of planning is very good. Classroom management and organisational methods are good. The use of time in lessons is usually good, although there are times when introductions are too long. Pupils are given positive feedback and encouragement during lessons. In all lessons seen activities built well upon pupils' previous knowledge and understanding and suitably challenged all pupils. In most lessons the activities were motivating and the teaching effective in developing pupils' scientific knowledge, understanding and skills. This was especially the case in a Year 6 lesson on investigating solutions in which the teacher effectively allowed pupils to show initiative. In both key stages, teachers make limited use of information technology to enhance pupils' work in science.
31. The subject is well managed. The newly appointed co-ordinator is committed to raising standards although her monitoring role needs further development. Long-term planning is

currently in a transitional phase but still provides continuity and progression in pupils' learning. Medium-term planning provides even balance and coverage. Short-term planning has been improved since the previous inspection. It is now more clearly focussed and enables teachers both to evaluate what pupils have learned and use it to inform planning. This has a positive effect on standards in science. Procedures for monitoring attainment and progress are very effective. End of key test results are used to identify areas for development and to enable teachers annually to set individual targets based on each pupil's prior attainment. At the end of each half term teachers evaluate pupils' progress and plan new work in the light of it. In this way, assessment is used to inform planning. A portfolio of pupils' work is used to exemplify standards. Resources are adequate, well managed and readily accessible. Accommodation is fit for purpose.

138. **OTHER SUBJECTS OR COURSES**

138.

138. **Information technology**

32. Pupils' attainment is average at the end of both key stages and progress is satisfactory. The school has made significant improvements in its provision for information technology since the last inspection. This has included the creation of a purpose-made computer suite of ten computers and training for staff to improve their subject knowledge and expertise.
33. During their time in the reception class children are given suitable opportunities to use information technology to support their learning. When they start Year 1 suitable attention is given to developing pupils' knowledge, understanding and skills in the subject. Pupils are taught that computers can be used to make words and pictures and to assemble text. In a Year 1 science lesson, pupils were seen using the CD-ROM of 'Grandma and Me' to support their work on floating and sinking. As they pass through Year 2, pupils learn how to change the type and size of text. They are given appropriate opportunities to use a range of information technology equipment and software in a variety of situations. Pupils learn how to explore the use of computers in everyday life. Most pupils show confidence when using computers and can use them to word process stories and edit texts. Pupils in Year 2 show they have suitable knowledge and understanding of the layout and use of the computer keyboard. They can use appropriate technological language to explain what they have done.
34. Progress throughout Key Stage 2 continues to be satisfactory. In Year 3 they learn how to use a database to record information about themselves. In Year 4 they further their understanding of the uses of different functions of databases. As they pass through Year 5 pupils learn how to use the desktop publishing programme 'Microsoft Publisher' to combine text and pictures to create their own information pages. In Year 6 pupils were seen learning how to change aspects of an image using a range of tools in the 'Microsoft Paint' package. By the end of the key stage pupils can use information technology to enhance some of their work in subjects such as English, mathematics, science, history and geography. In these activities they are able to use information technology to organise and present their ideas. Pupils can compose straight onto the computer rather than copying from previously handwritten work. The school acknowledges the need to further integrate information technology into the curriculum and to provide more opportunities for pupils to be involved in activities better to develop pupils' skills in the area of control technology.
35. Pupils' attitudes to learning in information technology in both key stages are very positive and their response in lessons is very good. They are very well behaved and are able to sustain their concentration for lengthy periods of time. When working in pairs on the computer they collaborate well and treat equipment with respect.
36. The quality of teaching in both key stages is satisfactory. The quality of planning is very good and includes clear learning objectives and activities that build well on previous learning. Teachers give pupils positive feedback and encouragement during their information technology activities. Specialist teaching is used in Key Stage 2 where the co-ordinator delivers lessons in the computer suite. In these lessons the teaching was of good quality and pupils received direct teaching that effectively improved their skills. The teacher demonstrated very good exposition skills and high expectations of what his pupils could achieve. Pupils were encouraged to show initiative and take responsibility for their own learning. Teachers make some use of information technology to enhance pupils' work in other areas of the curriculum. This was seen in a Year 1 science lesson when pupils were seen using the CD-ROM of 'Grandma and

Me' to support their work on floating and sinking. The school recognises that information and communication technology is an area that needs further development. There is also a need to further develop teachers' subject knowledge and expertise so that the skills learned in the information technology suite are used more effectively when pupils return to the classroom.

37. The subject is well managed by a co-ordinator who is committed to further raising standards throughout the school. The scheme of work is effective in ensuring continuity and progression in pupils' learning. Assessment procedures are well developed and teachers have a clear view of pupils' attainment in the subject. There is very good resource provision both in terms of hardware and software. Resources are well managed and maintained in a good condition. There has been significant improvement in accommodation by the creation of the computer suite that is used effectively during the afternoon sessions for pupils in Key Stage 2. However, the suite is not used in the mornings and the school is to investigate ways of ensuring a more efficient use of this valuable resource.

144. **Art**

38. Due to timetabling arrangements there was only opportunity to observe one lesson during the inspection. However, scrutiny of pupils' work and teachers' planning, and interviews with staff and pupils, indicates that pupils make satisfactory progress as they move through both key stages.

39. In reception, pupils are taught to hold a brush and pencil properly and are provided with opportunities to practise a variety of skills. In Year 1 pupils develop their painting skills as shown in their work on creating landscapes by using paint and wax resist techniques. In Year 2 pupils have opportunities to learn about colour mixing and to mix two colours to make a third. In Key Stage 1 pupils have many opportunities to use a variety of media to express their ideas and feelings. As pupils pass through Key Stage 2 there are many opportunities for them to develop their skills in drawing by attending to the way in which they develop line, tone, texture, colour and form. They are able to use these elements in their own work. There is appropriate further development of pupils' skills in colour mixing to achieve different colours. Pupils also learn about the work of famous artists. For example, in Year 3 pupils show that they are able to use a range of media to create pictures in the style of Van Gogh. In Year 4 pupils show they are able to work collaboratively to create a painting after studying the work of Klimt. In Year 5 pupils develop their understanding of art in other cultures through their work on Celtic designs. In Year 6, pupils were seen learning how to change aspects of an image by using a range of tools in the 'Microsoft Paint' package. They have also produced good quality observational drawings using art pencils and watercolours. Pupils demonstrate that they can experiment with a variety of materials with increasing control. They can express their ideas and feelings visually using a range of media and different techniques. Pupils show that they can appraise their work as it develops. The school has introduced sketchpads in Key Stage 2 to support improvement in pupils' drawing skills. Although pupils have carried out some three-dimensional work, such as the aboriginal masks made in Year 6, this kind of experience is limited. The school acknowledges the need to give pupils more opportunities to be involved in activities which further their three-dimensional skills. Pupils with special educational needs are fully involved in art activities and make satisfactory progress.

40. Pupils' attitudes to learning are very positive. Their behaviour in the single lesson observed was very good. Pupils are fully engaged with the activities presented and show interest and enjoyment in their work. They listen carefully and are very willing to answer questions. Pupils collaborate well and are willing to listen to the views of others. They handle art resources and

equipment with care.

41. It was not possible to make a secure judgement about the quality of teaching as only one lesson was observed. In this lesson, in Year 6, the teaching was very good. Planning was very thorough with clear learning objectives and activities which took good account of pupils' prior knowledge and skills. Classroom management and organisational skills were very good. The teacher had good subject knowledge and expertise and was able to demonstrate to pupils techniques which effectively improved their knowledge, understanding and skills in the subject.
 42. There is good subject leadership by an able co-ordinator who has good subject knowledge and expertise and who is able effectively to support and advise his colleagues. He has developed with the help of the county advisor a scheme of work, which supports continuity and progression throughout the art curriculum. Individual pupil assessment records are kept and passed on to receiving teachers. As a way of further raising standards the school recognises the need to create collections of pupils' work to serve as exemplars of the required standards. There are adequate resources for learning that are well managed and used effectively throughout the school.
149. **Design and technology**
43. All pupils, including those with special educational needs, make very good progress in Key Stage 1. In Year 1, pupils are able to make effective plans for wooden boats by using simple illustrations. In Year 2, pupils learn about the purpose of prototypes in the process of designing musical instruments. There is evidence of pupils making rapid gains in the skills and knowledge of planning and making. At the end of Key Stage 1, pupils show they can design and make artefacts to a good standard. They use a variety of materials and join them successfully by, for example, using glue, in order to achieve their objective.
 44. Insufficient lessons were seen in Key Stage 2 for secure judgements to be made about the quality of teaching or pupils' progress. Although only one lesson was seen in Key Stage 2, namely in Year 4, it is evident that pupils continue to develop their skills, knowledge and understanding. Pupils in the Year 4 lesson made good progress in the skills of evaluation of products. From their examination of a range of purses and wallets they made evaluative comments, based on set criteria, on the quality of the items. Pupils made some valid and perceptive evaluations which were well articulated to the rest of the class. Previously made artefacts, such as marionettes and clocks, provided fine examples of the high quality of work produced by pupils in this key stage.
 45. Pupils in both key stages respond very well to design and technology. They have positive attitudes to their work and are highly motivated. Behaviour is excellent and is attributable to warm relationships with teachers. Pupils are keen to be involved in practical activities; they enjoy both planning and making artefacts. When they are called upon to work together, pupils co-operate well and share tools and materials fairly.
 46. In Key Stage 1, the quality of teaching seen was very good and, in one case, outstanding. In Key Stage 2 only one lesson was seen but here the quality of teaching was also very good. Lessons are particularly well planned and well prepared. All lessons observed were characterised by: very good planning; high expectations of pupils' abilities; clear instruction and effective questioning by the teacher; excellent class organisation; and excellent relationships. In addition, the outstanding lesson was notable for the quality of the teacher's timely interventions and her prompts to aid pupils' learning. Teachers have good knowledge of

the subject.

47. Equal opportunities are provided for all pupils.
48. There is a policy document of good quality which underpins the teaching of the subject. Design and technology activities are planned, where appropriate, within meaningful contexts for pupils. For example, the making of instruments in Year 2 had clear links to work in science and music. Such links promote and reinforce pupils' progress.
49. Leadership of the subject is very good. The co-ordinator is most enthusiastic and uses his expertise in several classes across the school. Resources are good. They are well organised and are in good condition. Accommodation in the new building is generally spacious. Although it is somewhat restricted in the original building it does not impede pupils' progress.

156. **History and geography**

50. Insufficient evidence was available to form a judgement on teaching and pupils' response and progress in history or geography in Key Stage 1 and on history in Key Stage 2. Inspection judgements in Key Stage 2 are based on a limited number of lessons, scrutiny of pupils' work, scrutiny of teachers' planning and interviews with pupils.
51. In Key Stage 2 pupils make good progress in geography. Younger pupils are able to recognise the features of their own village. They are developing an understanding of how features such as rivers change landscapes and affect the way people live and work. They use geographical terms and understand source, meander and tributary. Older pupils in Year 6 show a good development of these skills. They contrast farming in Cliviger with that in a Kenyan village. They show a mature understanding of the effects of climate and poverty on farming methods.
52. The one history lesson seen was outstanding. Pupils showed a very good understanding of the difference between primary and secondary sources. By comparing Burnley in the 1930s with the present day they were discovering the impact of new industries and technology on people's lives. Pupils discussed sensibly the positive and negative features resulting from change. They were very aware of environmental issues such as pollution and could relate them to methods of transport.
53. Pupils enjoy immensely their history and geography lessons. They have very good attitudes to work and are eager to contribute to class discussions. Pupils are particularly interested in how people lived in past times. They are keen to explore new ideas and exchange them with each other. Pupils were fascinated by an excellent display of artefacts from post-war Britain. They enjoyed examining a 'de-mob' suit, letters, photographs, pay books and medals. They produced their own excellent time-line which represented a period from 1930 through to the end of the millennium. Important events were documented such as man's first voyage into space, the Treaty of Rome and the Falklands war. Children used primary and secondary sources to illustrate their time-line.
54. Although only a limited number of lessons were observed in Key Stage 2, teaching in geography is very good and there was an excellent example of teaching in history. Teaching is particularly good when words and first hand materials bring the subjects alive. In history, teaching successfully recreates the past for pupils and the pupils become engrossed in people and events from a bygone age.

161. **Music**

55. Only three music lessons were observed during the inspection. However, scrutiny of pupils' work and teachers' planning, and interviews with staff and pupils, indicates that pupils make satisfactory progress in both key stages.
56. In Key Stage 1, pupils learn to sing a range of songs from memory and in so doing demonstrate reasonable rhythm and pitch. They handle instruments appropriately and work together well when performing. In Year 2 pupils develop the ability to keep a constant rhythm with voice and body and how to recognise when a rhythm speeds up and slows down. In one lesson they showed suitable ability to clap a rhythm with a rest in it, and showed appropriate control of their voice when learning to sing a new song 'John Kanaka-naka'. In Key Stage 2 pupils sing clearly, tunefully and with enthusiasm and are able to listen to and respond well to music. This was seen in a Year 3 lesson in which pupils listened carefully to the 'Story of Petrouchka' and then effectively expressed their feelings about it. They were also able to pick out a repeated rhythm and then play it using percussion instruments. In Year 5 pupils learn how to use a model of an American chant as a basis for their own musical compositions. During this lesson pupils were able to use suitable musical vocabulary to answer the teacher's questions. By the end of the key stage pupils can sing expressively with controlled phrasing. They are able to appraise their own performance and that of other pupils in a constructive way. Pupils with special educational needs are fully involved in musical activities and make satisfactory progress.
57. Pupils' response to music is very good. The majority of pupils show much enjoyment in their singing and when experimenting with sounds. Pupils behave well, listen very attentively and are keen to follow the teachers' instructions. Pupils are very willing to listen to and appreciate the musical talents and contributions of other pupils. They handle musical instruments with great care.
58. There is insufficient evidence on which to make a secure judgement about the quality of teaching. The quality of teaching was good in two of the lessons observed and very good in the other one. Teachers' planning is thorough and relationships with pupils are very good. Teachers are well organised and ensure that suitable resources are available. Teachers are confident and emphasise the correct use of musical terminology. The very good teaching was seen in a Year 5 lesson in which a model of an American chant was used as a basis for pupils' own compositions. In this lesson the teaching was very motivating. Pupils were encouraged to work collaboratively, to show initiative, and to take responsibility for their own learning.
59. The leadership of the subject is good. The co-ordinator has secure subject knowledge and is able confidently to support and advise her colleagues. The scheme of work is effective in promoting progression and continuity in pupils' learning. Pupils are given opportunities to take part in a range of musical performances in the school, and also to sing in the annual Burnley Schools' Music Festival. Pupils are able to participate in visits to various musical and theatrical productions. These activities have included theatre visits to Manchester to see 'Les Miserables' and 'Oliver'. There is a good range of extra-curricular activities, including choir and recorder groups, that enriches the curriculum. There are visiting peripatetic teachers for trumpet and clarinet tuition. Resources are adequate and enable a suitable range of musical activities to take place.

166. **Physical education**

166.

60. Pupils make very good progress in Key Stage 1. They make very significant gains in their ability to combine a sequence of actions and learn to perform them in time to music. Older pupils in Key Stage 1 also make noticeable gains in their movement skills which they successfully link together to form a sequence of gymnastic actions. They are able to make sensible use of space and have an awareness of health related aspects of physical education.
61. Pupils make good progress in Key Stage 2. In Year 3 pupils showed satisfactory gains in their awareness of the quality of their body shape in travelling and while balancing. Year 5 pupils made dramatic gains in performing a corporate dance, in response to inspirational teaching. The outcome was a most impressive performance by the whole class. These pupils showed clearly that they could apply initiative and creativity to the planning of a co-ordinated performance. They are also able to explain the rationale of warm-ups before undertaking strenuous physical movement. Virtually all pupils in Year 6 are able to swim to the standards expected in the National Curriculum.
62. Pupils have very positive attitudes to physical education. They behave well and co-operate fully with the teacher. When pupils are required to collaborate with others they do so sensibly and make thoughtful suggestions. Pupils handle equipment with due regard to the safety of others.
63. In both lessons observed in Key Stage 1 teaching was very good. In a Year 1 lesson, a taped programme was used very successfully as a stimulus for dance. In the Year 2 lesson the teacher made judicious selections of pupils to demonstrate movements to the rest of the class. In both lessons the teachers' enthusiasm and well-delivered teaching points promoted pupils' very good progress.
64. Teaching in Key Stage 2 was good and, in the case of a Year 5 dance lesson, outstanding. In this lesson, the teacher made skilful interventions during pupils' activity to draw their attention to the good work of others or to make teaching points which enabled pupils to advance their skills. The teacher's very good subject knowledge, enthusiasm and injection of pace were key factors in motivating the pupils.
65. All teachers present good role models for pupils by dressing appropriately for physical education. Lessons are well planned and clearly state what the pupils are intended to do and learn. Lessons proceed at a lively pace and teachers skilfully manage the behaviour of pupils. Clear instructions are given and lessons are carefully structured. Pupils are given sufficient opportunities to use equipment. Teachers have very good control of their classes and have warm relationships with pupils.
66. All pupils experience equality of opportunity and a suitable range of physical experiences. The newly appointed coordinator has appropriate expertise. He is most enthusiastic and is committed to raising standards. He has spent funds appropriately on improving the resources for games. As yet, due to the school's greater priorities, there has been no opportunity for the coordinator to observe and work alongside colleagues to support their work.
67. Resources for pupils are adequate but though the floor surface of the hall is kept very clean it is nonetheless an uncomfortable and cold surface for pupils to use.
68. Physical education lessons and the extra-curricular provision, including competitive sport, made possible by the dedication of teachers to their pupils, make a considerable contribution to pupils' personal development.

175. **PART C: INSPECTION DATA**

175. **SUMMARY OF INSPECTION EVIDENCE**

69. The inspection of Cliviger Holme CE Primary School was undertaken by a team of four inspectors who, over four days, completed a total of 14 inspector days in the school and also:

- .45 lessons or part lessons were observed, as were a number of registration periods and assemblies;
- .observations were made of pupils arriving at school, during breaks and lunchtimes and leaving school;
- .a meeting with the staff was held prior to the inspection;
- .during the inspection there were discussions with the headteacher, members of the governing body, and with the teaching and non-teaching staff;
- .there were daily meetings between the reporting inspector and the headteacher;
- .in addition to the classroom observations, the inspection team examined the written work of many pupils. All the available written work of a representative sample of three pupils from each year group was inspected;
- .during lessons, informal discussions were held with pupils from each year group throughout the school;
- .a representative sample of pupils in the school, across each year group, was heard reading and questioned on their knowledge and understanding of books;
- .documentation provided by the school was analysed;
- .attendance registers, the records kept on pupils, teachers' planning documents and minutes of the Governing Body meetings, were inspected;
- .before the inspection, the reporting inspector held a meeting with 28 parents.

· **DATA AND INDICATORS**

177. **Pupil data**

	Number of pupils on roll (full-time equivalent)	Number of pupils with Statements of SEN	Number of pupils on school's register of SEN	Number of full-time pupils eligible for free school meals
YR - Y6	204	2	18	8

177.

Teachers and classes

178. **Qualified teachers (YR - Y6)**

Total number of qualified teachers (full-time equivalent): 8
Number of pupils per qualified teacher: 25.6

178.

179. **Education support staff (YR - Y6)**

Total number of education support staff:	4
Total aggregate hours worked each week:	46.5

180. **Average class size**

Average class size:	29.3
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181. **Financial data**

Financial year:	1998 - 1999
	£
Total income	286,228.00
Total expenditure	280,777.00
Expenditure per pupil	1,403.89
Balance brought forward from previous year	29,329.00
Balance carried forward to next year	34,780

182. **PARENTAL SURVEY**

Number of questionnaires sent out: 154
 Number of questionnaires returned: 101

Responses (percentage of answers in each category):

	Strongly agree	Agree	Neither	Disagree	Strongly disagree
I feel the school encourages parents to play an active part in the life of the school	46	50	4	0	0
I would find it easy to approach the school with questions or problems to do with my child(ren)	64	34	0	2	0
The school handles complaints from parents well	21	60	17	2	0
The school gives me a clear understanding of what is taught	23	60	12	4	0
The school keeps me well informed about my child(ren)'s progress	33	54	9	3	1
The school enables my child(ren) to achieve a good standard of work	42	53	4	1	0
The school encourages children to get involved in more than just their daily lessons	27	54	14	5	0
I am satisfied with the work that my child(ren) is/are expected to do at home	35	51	7	5	2
The school's values and attitudes have a positive effect on my child(ren)	55	44	1	0	0
The school achieves high standards of good behaviour	52	47	1	0	0
My child(ren) like(s) school	66	30	4	0	0