

INSPECTION REPORT

St John's C of E Primary School

Great Harwood

LEA area: Lancashire

Unique reference number: 119421

Headteacher: Mr D Ratcliffe

Reporting inspector: Mr J Lea
21193

Dates of inspection: 19 - 23 June 2000

Inspection number: 197489

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

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INFORMATION ABOUT THE SCHOOL

Type of school: Infant and junior

School category: Voluntary aided

Age range of pupils: 4 - 11

Gender of pupils: Mixed

School address: St John's Street
Great Harwood
Blackburn
Lancashire

Postcode: BB6 7ES

Telephone number: 01254 885926

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Appropriate authority: The Governing Body

Name of chair of governors: Rev B Darbyshire

Date of previous inspection: 15 September 1997

INFORMATION ABOUT THE INSPECTION TEAM

Team members		Subject responsibilities	Aspect responsibilities
Mr J Lea	Registered inspector	Science Design and technology Music Physical education Special educational needs Equal opportunities	How good is the school? How high are standards? What should the school do to improve further?
Mr D Heath	Lay inspector		Attitudes, values and personal development How well does the school care for its pupils? How well does the school work in partnership with parents?
Mrs V Roberts	Team inspector	Under-fives English Art Geography	How good are the curricular and other opportunities offered to pupils?
Mr K Saltfleet	Team inspector	Mathematics Information and communications technology History English as an additional language	How well are pupils taught? How well is the school led and managed?

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Inspection Quality Division
The Office for Standards in Education
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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

St John's C of E Primary School is situated in Great Harwood four miles from Blackburn. The main school building was built in 1887 and was scheduled for redevelopment on the Nuttall Avenue site in 1971. Only the first phase was completed at Nuttall Avenue. The reception and Year 1 class occupy this site. The number on roll in January 2000, 174, shows that the school is smaller than other primary schools when compared with the average size nationally of 226 pupils.

The majority of children live in close proximity to the school. Children enter the reception class in the September of the academic year in which they are five. Many have no pre-school education. Consequently attainment on entry for the majority of pupils is below the level of attainment generally expected of children rising five. When compared with the national picture the proportion of children relatively advantaged in socio-economic terms is below the national average. Unemployment levels for the area are above the average for the country.

The school is set within a strong local community. The parents of pupils at the school take a keen interest in the progress of their children. The percentage of pupils on free school meals, 31 per cent, is well above the national average. The percentage of pupils identified as having special educational needs, 19.5 per cent, is close to the national average. The percentage of pupils with Statements of Special Educational Need, 2.8 per cent, is above the national average. The number of pupils for whom English is an additional language at an early stage of language acquisition is 35.

HOW GOOD THE SCHOOL IS

St John's C of E Primary School is an effective school with good potential for further improvement. The school provides good opportunities for pupils under five. In both key stages and in all subjects most pupils attain standards expected of their age. For some pupils attainment is better and they achieve a higher level. The overall trend in the school's average National Curriculum points at the end of Key Stage 2, for all core subjects, is broadly in line with the national trend. The school gives good value for money.

What the school does well

- Pupils' achievements in English, mathematics and science are high.
- Teaching and learning throughout the school are good.
- Pupils' attitudes, behaviour and relationships are good.
- Provision for pupils' spiritual moral and social development is good.
- The school cares well for its pupils providing good educational guidance and personal support.
- There is a good partnership between school and parents.
- The school provides an environment in which pupils are encouraged to learn.

What could be improved

- Some aspects of information and communication technology.
- Opportunities for teachers to look at the teaching and learning in the subjects for which they are responsible.
- Procedures for securing better attendance.

- The governing body's overview of the school.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school has made good progress since the last inspection in its response to the key issues. It has ensured that its good features have been maintained. The quality of school improvement planning is of a much better standard and focuses more clearly on identified priorities. There are clear links between the development plan and the budget. Opportunities for the headteacher to monitor and evaluate teaching and learning have been introduced. A geography policy and scheme of work is now in place. Teachers' expertise, skills and knowledge in geography, information and communication technology and design and technology have improved through a planned programme of training. Guidelines are now in place to help parents support the work their children are given to do at home. Parents receive more information and have a clearer idea of the progress their children are making. The governing body is more actively involved in the life of the school.

STANDARDS

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

Performance in:	compared with				Key
	all schools			similar schools	
	1997	1998	1999	1999	
English	D	B	D	B	well above average A above average B average C below average D well below average E
Mathematics	B	A	B	A	
Science	A	A	C	A	

The children under five make good progress. The school effectively compensates for the lack of pre-school education. As a result most children achieve the Desirable Learning Outcomes in all areas of learning by the time they are five. In English, mathematics and science, most pupils at both key stages attain the levels expected of their age. There is a significant number who attain a higher level. Most pupils make satisfactory progress. In information and communication technology, attainment is satisfactory. In art, design and technology, geography, history, music and physical education attainment is in line with what is expected of pupils of this age.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils enjoy school and try hard in their lessons.
Behaviour, in and out of classrooms	Behaviour in and out of classrooms is good. Pupils have respect for each other and for adults.
Personal development	Pupils are encouraged to take responsibility. Relationships

and relationships	throughout the school are good.
Attendance	Is below the national average.

TEACHING AND LEARNING

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

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

The quality of teaching throughout the school is never less than satisfactory. Examples of good teaching were seen in all classes. The quality of teaching has improved since the last inspection. Overall the teaching is good. In 75 per cent of lessons seen the teaching is good or very good. In 25 per cent of lessons it is satisfactory.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The school curriculum is broad and balanced and meets the needs of all pupils.
Provision for pupils with special educational needs	Provision for pupils with special educational needs is satisfactory overall.
Provision for pupils with English as an additional language	Provision for pupils with English as an additional language is good.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Pupils' spiritual, moral and social development is good. Pupils' cultural development is satisfactory.
How well the school cares for its pupils	The school provides good care for all of its pupils.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The headteacher and deputy headteacher provide clear educational direction for the school and are supported by a hardworking team of teachers. All staff and adults make a good contribution to pupils' learning.
How well the governors fulfil their responsibilities	The governors fulfil their responsibilities satisfactorily.
The school's evaluation of its performance	The school is developing effective procedures for evaluating its performance.
The strategic use of resources	There are sufficient well qualified staff with good classroom support. Resources are satisfactory overall. Although the

	accommodation is satisfactory, it has some limitations in terms of access.
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The headteacher and deputy headteacher provide clear educational direction for the school. The school applies the principles of best value.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • Their children like coming to school. • The standards pupils' achieve. • The progress they make. • The good behaviour. • The good standards of teaching. • All staff are friendly and approachable. • The relationship with parents. • The school's expectations. • The way the school is managed. • Promotion of good values and attitudes. 	<ul style="list-style-type: none"> • The range of activities outside lessons.

The inspection supports the positive views expressed by the parents.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and achievements

1. Although the school admits across the full ability range, evidence taken from baseline assessment shows that attainment on entry to the reception class for children under five is generally below the expectation for children of this age. The school compensates for the lack of pre-school education in the area and children make good progress so that by the time they are five the majority are achieving the Desirable Learning Outcomes. By this age, some are already working within the National Curriculum Programmes of Study for English and mathematics.
2. Inspection evidence indicates that for the majority of pupils, attainment in English, mathematics and science at the end of both key stages is in line with the nationally expected levels. All pupils, including those with special educational needs, make satisfactory progress. However, in these subjects there are a significant number of pupils who achieve a higher level. This evidence does not entirely reflect the results of the 1999 National Curriculum Statutory Assessment Tests, particularly at Key Stage 1 where the percentage of pupils reaching Level 2 or above in reading and writing was below national averages but in mathematics, close to the national average. The percentage of pupils reaching Level 4 or above in English at Key Stage 2 was close to the national average.
3. Standards of literacy are satisfactory at both key stages and a high priority is placed on developing these skills. Throughout the school, pupils express themselves confidently and clearly. At Key Stage 1, they talk clearly when sharing stories with their teachers about the books they have read. Their choral speaking is good, particularly when linking a story line from a class circle of word cards. At Key Stage 2, pupils confidently express their understanding of the events they encounter in guided reading, although their use of complex vocabulary is not extensive.
4. By the time pupils reach the age of seven most are reading with good levels of accuracy. However only the highest attaining pupils demonstrate a good degree of fluency and expression when reading. In their literacy work most pupils develop an effective phonic knowledge and sight vocabulary. By the time they leave the school pupils' knowledge of book terms is impressive. They are interested readers whose levels of accuracy are high.
5. By the end of Key Stage 1, pupils write for a range of purposes. Punctuation is mainly accurate and script is clear and well formed. Spelling of commonly used words is generally accurate. Pupils continue to progress in their language skills in Key Stage 2, where learning experiences are extended through letter writing and exploring newspaper text. Higher attainers write in some volume producing clear, well punctuated script.
6. Standards of numeracy are good. In Key Stage 1, pupils build on their earlier work and develop an appropriate mathematical vocabulary and understanding of mathematical concepts. They can count to 20 with understanding and count in tens to 100. By the end of the key stage the majority of pupils have quick recall of addition and subtraction facts. At Key Stage 2, pupils' mental strategies continue to develop. They use and apply their mathematics skills well in their investigative work

such as calculating numbers from a graph by dividing numbers on the vertical axis by those on the horizontal. In computation, pupils multiply and divide numbers by ten and 100. Pupils explore number patterns and understand how to use multiples, factors and squares and the equivalence of fractions and decimal fractions. By the end of the key stage pupils have a good knowledge of shape and continue to develop their work on symmetry. Many understand the concept of rotational symmetry.

7. In science, the youngest pupils in Key Stage 1 are developing exploration and investigation skills through first hand experience in the conservation area. All can carry out a fair test and record their findings in pictures, tables and charts. Most pupils are able to make accurate predictions of what would happen and suggest a reason for their predictions. In Key Stage 2, pupils identify a wide range of materials and have a good understanding of how they change under certain conditions. By the end of Key Stage 2 pupils talk confidently about the main organs of the body and can devise a healthy diet. All have a basic understanding of electricity and are able to construct a simple circuit.
8. In information and communication technology pupils attain standards appropriate to their age. At Key Stage 1, pupils use their developing word processing skills to present their work. Good mouse control is shown when using art packages to draw pictures. By the end of Key Stage 2, pupils can change the font, cut, copy, and paste and edit text. Many are beginning to use spreadsheets, entering numbers and text into cells and simple formulae to calculate the results. However, there is the potential to further raise standards particularly at Key Stage 2, for example, monitoring, using sensors for data logging, and simulations in cross-curricular work.
9. In the foundation subjects of art, design and technology, history, geography, music and physical education pupils make satisfactory progress and reach standards appropriate for their ages.

Pupils' attitudes, values and personal development

10. Pupils are keen and eager to come to school. They enjoy lessons and they take an interest in school life. A good example was seen when the older children, working in pairs using a spreadsheet to calculate a budget for a party were attentive, listened carefully to the teacher, and concentrated well in order to complete their work. The younger children also respond well to the teaching and in the literacy hour demonstrate good listening skills and show their ability to take turns.
11. In all classes behaviour is satisfactory and in the majority of lessons it is good. Between lessons, pupils enjoy their time in the playground, good relationships are evident and there is no sign of bullying or harassment. The majority of pupils act responsibly and observe the school rules but during the current year there have been four fixed period exclusions. Most of the parents agree that behaviour at the school is good.
12. In the dining room all children are well mannered and courteous and they are keen to speak to any visiting adults. The children enjoy music, especially singing, and they achieve a good standard by concentrating well and reacting quickly to the teacher's signals.
13. Pupils' personal development is satisfactory at both key stages. When they are given opportunities they act responsibly and take initiative. They grow steadily as

individuals, developing confidence and independence as they progress through the school. A strong feature throughout the school is the courtesy and respect the majority of pupils give to their teachers and other adults who work in the school. This results in a good climate for effective learning.

14. Attendance at the school is below the national average. The main reasons for absenteeism are sickness during winter months and holidays taken during term time.

HOW WELL ARE PUPILS TAUGHT?

15. The quality of teaching seen throughout the school is overwhelmingly good. To be more specific, in 25 per cent of lessons it is satisfactory, in 64 per cent of lessons it is good and in a further 11 per cent very good. There is little difference in the quality of teaching between the key stages. This shows an improvement since the last inspection when a significant percentage of lessons were unsatisfactory.
16. This consistency of good teaching impacts directly onto the standards achieved in both key stages and the good progress made by children under five. The context for this successful teaching is the high expectations of teachers and the good attitudes and behaviour of the pupils. Relationships are also good. This level of trust and respect underpins the values of the school and ensures that its aims are met and creates an effective learning environment. In the best lessons teachers let their enthusiasm show and make learning fun. They lead by example, challenge their pupils to succeed and this has a direct effect on maintaining pupils' interest and involvement. Most lessons move with good pace so that pupils work hard, often to capacity and cover a range of activities.
17. Pupils are managed very well with a quiet but effective authority. Procedures for promoting good behaviour and discipline make a significant contribution to pupils' attainment and progress. Teachers know their pupils well and succeed in matching work to the wide ability range in their classes. The needs of pupils with special educational needs are clearly identified and implemented through their individual education plans. Through effective planning and the support of specialist teachers, work is prepared to meet the needs of pupils with English as an additional language.
18. All teachers use a variety of approaches to classroom management including whole-class, mixed ability, paired and individual work. Teaching has its most impact when it is clearly focused on the skills to be taught through a range of well thought out strategies and activities. For example, the numeracy hour at Key Stage 2, is supported by individual work suitably differentiated to pupils' individual needs and giving good opportunities for them to work independently. This emphasis on developing pupils' good work habits is reinforced throughout the school with the result that when they leave they have confidence in their own ability and are able to use their own initiative.
19. Teachers' subject knowledge is good, particularly in the basic skills in literacy and numeracy, for example, in the teaching of phonics and mental arithmetic. Pupils are encouraged to discuss and evaluate their work, which in turn extends their vocabulary and confidence. A feature of these lessons is the good questioning in the introductory and plenary sessions. Teachers use this well to assess and evaluate pupils' learning. Its impact is to involve all pupils in the lesson, make them think and deepen their understanding. Throughout the school the productivity and pace of pupils' working is good. In the majority of lessons seen pupils have a

positive attitude and show good levels of concentration and independence. Most teachers use information and communication technology confidently in the classroom both as a support to pupils and as a medium for preparing lessons.

20. The marking of pupils' work is satisfactory. Overall, the quality and use of ongoing assessment is good. For example, using it effectively to monitor closely the progress of the under-fives. It is most effective when it is used by teachers to identify what pupils have learned in the lesson and to plan their future work. Homework is set regularly. At Key Stage 1 it mainly consists of pupils reading and talking about books with their parents. In Key Stage 2, there is more homework, which in general supports the core subjects, building up its momentum in Year 6.

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

21. The quality of the curriculum has improved since the last inspection. All policies and schemes of work are now in place and subsequent planning of the curriculum is having a significant effect on raising standards. National Strategies for Literacy and Numeracy are well established and the delivery of geography and information and communication technology is much improved. The school has had good advisory support and teachers have increased their skills in these areas, which now satisfy requirements. The school has an effective broad and balanced curriculum that meets the requirements of the National Curriculum.
22. The quality and range of learning opportunities for children under five are good. Imaginative activities are planned with a significant focus on basic skills in literacy and numeracy. Teachers successfully blend the areas of learning for under-fives which prepares them well for the next stage of the curriculum. As support levels are beneficial there are good opportunities equally for children who are registered for special educational needs and children for whom English is a second language.
23. The school provides a suitable range of opportunities within the National Curriculum for all pupils. Teachers' planning is now of good quality and has contributed to raising the quality of teaching in the school. Core activities and key vocabulary are carefully identified along with assessment opportunities and extension work planned. The school places a significant emphasis on the acquisition of skills in literacy and numeracy and has taken account of recommended schemes for foundation subjects. Personal, social and health education is taught throughout the curriculum and sex education is addressed where appropriate. The misuse of drugs education is a developing area within the school.
24. There is suitable access and opportunity within the curriculum for all pupils. Provision for special educational needs is appropriately in place and pupils make satisfactory progress against the targets set for them. Individual education plans are well matched to pupils' needs. Records are suitably collated and assessment conforms to the Code of Practice. Pupils for whom English is an additional language take good advantage of the opportunities offered to them and as a result make good progress overall.
25. Teachers have high expectations of pupils' behaviour and as a result pupils carry out their individual class responsibilities well. All classes have a list of monitors in their classrooms and school rules include making visitors welcome. Older pupils have wider responsibilities in assembly for setting up the overhead projector for

hymn singing and supervising the doors at play times. The split site hinders the development of initiative and independence to some extent across the school, as some classes are self-contained and key stages are significantly separated.

26. The school provides extra-curricular activities mainly confined to seasonal sporting pursuits, such as netball, football, cricket, and some cross-country events. Curriculum enrichment is planned through visits connected with individual subject areas such as visits to heritage centres where pupils role play in the period. Visits to residential units support the geography curriculum. The school invites visitors, for example, an author who showed young pupils how her book was illustrated, creating a 'big book' for pupils to read. Pupils comment favourably on the sporting activities in which they participate but would like more clubs within the school. However, photographic evidence suggests that a range of outdoor events have been experienced over recent years which pupils have enjoyed and participated in. Visits to the local secondary school, for example, for mathematical and science challenges are very successful.
27. The school has satisfactory links with partner institutions such as its feeder schools and schools to which pupils will transfer. Teachers in partner institutions share important information about pupils' learning and personal development. Subsequently pupils benefit from continuous support at each stage of their education.
28. The provision for spiritual, moral and social development continues to be a strength of the school. Cultural development is satisfactory. Daily school assemblies contribute to positive spiritual development of pupils in both key stages. A good atmosphere is created in moments of quiet and in the two part harmonies of some hymns. Assemblies are well planned by the headteacher and supported effectively by the Vicar of St Johns. Good presentations and demonstrations increase pupils' opportunities to reflect and understand the Holy Spirit. Pupils have to reflect on how the Holy Spirit is 'unseen but always there' and their prayers give confidence in sharing their feelings. Pupils write poems and prayers, which other pupils are able to read on display. Around the school good displays not only celebrate the Christian nature of the school but also the worthwhile endeavours of pupils' work in art and science. Models made in design and technology catch the interest by their intricate design and good finish. Younger pupils become aware of spiritual aspects of nature by understanding the loss of a guinea pig and the need for caring for its mate.
29. Christian teaching is part of the good moral foundation of the school. Pupils understand the rules displayed very well and are well aware of the difference between right and wrong. Teachers are good role models in terms of considering respect for one another and have good strategies for maintaining good behaviour in class. Pupils work well together and willingly share ideas with each other. Their good efforts in class and across the school are often rewarded and celebrated in the 'Good News Assembly'.
30. There is good social development amongst all pupils. They welcome visitors and talk easily with them. Although space is limited in the lower school pupils work co-operatively together and good will is evident. Teachers place a great emphasis on the ability to sit together sensibly and show courtesy to each other. Pupils for whom English is a second language are well integrated into the social fabric of all groups and boys and girls work collaboratively and purposefully together. Play times are

lively and appropriately boisterous and lunchtimes show pupils sharing interests with each other positively.

31. The provision for cultural development is satisfactory. Bilingual books are found in classrooms and the library and good book displays contribute a better understanding of the wider community. Religious education lessons that include exploration of other faiths, assemblies and experiences of celebrations such as Eid increase pupils' knowledge of cultural diversity. The good standards in art teaching make a positive contribution to pupils' cultural development as do the musical encounters pupils have in their lessons. Pupils have visited other places of worship including the mosque. Invited theatre groups specifically include cultural diversity within their presentations.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

32. The school is committed to working in its pupils' best interests to safeguard their welfare and promote their development. In short it takes good care of all the pupils, for example, several teachers, including the headteacher, have taken the trouble to train as first aiders. The school makes good arrangements to support children who suffer from asthma. There are good arrangements for the induction of new children including home visits by the reception class teacher. All teachers and staff know their pupils very well. The governors have a health and safety committee and they make regular inspections of the school premises. Child protection procedures follow the local authority guidelines; there is a named teacher and governor, all teachers are vigilant and any concerns are passed to the appropriate agency.
33. The school has satisfactory procedures that monitor the academic progress of the pupils. The procedures include meetings with parents, end of year reports, the use of end of year test results and baseline assessments for target setting and future planning. The pupils in Year 6 have weekly tests in mathematics, spelling and science. Records of pupils' progress are kept and the school uses up-to-date technology to measure yearly progress.
34. There are effective strategies to promote good behaviour and to discourage bullying or harassment. These strategies work well and the behaviour of pupils especially in class make an important contribution to their education. The school keeps good records of pupils' attendance and is effective in contacting parents to establish the reason for pupil absence but attendance at the school is below the national average and the school and parents need to work together to achieve better levels of attendance.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS

35. The school has a good range of informative and consistent links with parents. In their responses to the pre-inspection questionnaire parents show a good level of support for the school and they especially like the way that the school helps children to be mature and responsible. However, some parents recorded their disappointment at the range of extra-curricular activities provided by the school. Parents are well informed by the annual governors' report and the well presented prospectus. There are regular newsletters covering all aspects of school life and the school has recently set up a home/school agreement. Since the last inspection the school has improved the annual reports on pupil progress to show more details and targets for improvement. The school has an open door policy for parents and there are two formal parents' evenings a year. Parents are encouraged to be involved in the work of the school and a good number of parents provide valuable help by assisting with activities such as listening to readers, helping with art and craft and by repairing equipment. The school takes the trouble to visit parents at home in order to establish good links with parents and to support pupils. The links with parents have a positive effect on the standard of education provided by the school.

HOW WELL IS THE SCHOOL LED AND MANAGED?

36. The headteacher and his deputy are an effective team. They provide clear leadership for the school and are supported by a hard-working team of teachers and non-teaching staff. All staff and adults connected with the school make a valued

contribution in promoting a good learning environment for their pupils. The school has explicit aims and values, which are clearly reflected in its work. A good example is shown in the good relationships in school and the wish for everyone to work together as a team. A strength of the school is the shared commitment of the teachers and governors to its success with the potential to further raise standards. It is clear through the returned questionnaire that the vast majority of the parents clearly support the aims and values of the school. They agree that the school is successful in promoting a happy and caring ethos with a commitment to providing an effective learning environment for their children.

37. Since the last report was published the governing body has responded to the key issues and is much more actively involved in the life of the school. This improvement is measurable and appreciated by the headteacher and staff. The governing body fulfils its statutory responsibilities efficiently through a number of committees with delegated powers. Recently, individual governors have made links with specific subjects. This development provides them with the ideal springboard to build on their good work, for example, through planned visits to the school and to classrooms. The impact is to help further shape the direction of the school through a deeper understanding of its strengths and weaknesses.
38. At the last inspection monitoring of teaching was identified as in need of development. Whilst this has been fulfilled to some extent by the headteacher and senior staff and procedures are in place, there is a need to extend it further. Currently the monitoring of subjects by co-ordinators is limited to an overview of teachers' planning. There is a need to give them opportunities to monitor the effectiveness of teaching and learning in their subjects through classroom observations.
39. The school is developing effective procedures for evaluating its performance such as monitoring pupils' attainment and progress as they move through the school. Baseline assessments, standardised tests and statutory and non-statutory assessment tasks and tests give useful information in this respect. The governing body has set targets to measure improvement in the performance by pupils.
40. Effective procedures for the induction of newly qualified teachers are in place. For example, newly qualified teachers have good opportunities to visit other classrooms to see teachers in action. Induction procedures for other staff new to the school need to be developed. At present the school is not in a position to offer itself as a venue for teacher training although in the past students from St Martin's College, Lancaster have completed placements.
41. Educational priorities are well supported by careful financial planning. The school improvement plan is an effective working document and is a joint development between the headteacher, staff and governors. Key objectives and priorities are identified and linked to costs. The finance committee meets regularly to review spending and ensures that the full governing body is kept well informed.
42. Additional funds allocated through specific grants, for example, from the Ethnic Minorities Achievement Grant are used well and for their designated purposes. The school also enjoys the financial support of the local diocese. The school applies the principles of best value, for example, through its tendering procedures.

43. The school has established sound internal financial procedures to ensure the reliability and accuracy of its spending. Systems of financial control are in place and the school secretary carries out day-to-day administration effectively. The use of computerised systems enable easy access to budget information. The overall conclusions from the last auditors' report in 1997 were that the systems of financial control were satisfactory. The school has carried out the recommendations made.
44. Teachers have access to computers and regularly use them in their preparation, for example, when making worksheets. The school has an appropriate number of suitably qualified and experienced teachers who provide a satisfactory balance of expertise and experience overall to teach the curriculum effectively. Classroom assistants provide good support for pupils with special educational needs. There is effective support for pupils with English as an additional language although the school is looking to increase this provision. All staff relate well to each other and offer mutual support. All teachers have job descriptions; their professional development is based on school priorities and their personal needs.
45. The school occupies a split site. Although the curriculum is effectively delivered, the accommodation has limitations. The under-fives and Key Stage 1 pupils are taught in a separate annexe approximately 500 yards from the main school. It is a modern building, with a large grassed field and hard play area although it lacks a separate area for the children under five. Pupils from both sites use both facilities and time is lost when travelling and in inclement weather the journey represents a challenge to the youngest pupils. The main school building has its own internal problems. Classrooms are on different levels within the building and some classrooms and the library cannot be accessed from inside the school itself. The split-level nature of the school site, for example, the steep steps from the playground, would make the school inaccessible to physically disabled pupils.
46. The school has satisfactory resources in most subjects. Some are new and have been bought to support the newly organised curriculum, for example, a wide range of big books and guided reading material to support the literacy hour. The school library has a range of fiction and non-fiction books. Provision for information and communication technology is good with a good number of multimedia computers, with access to the Internet.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

47. **The governing body of the school, in conjunction with the headteacher and staff should take the following action to further raise standards in the school:**
 - (1) Provide more opportunities in information technology for pupils to use sensors and simulations at Key Stage 2. (*paras 8 and 101*)
 - (2) Make provision for co-ordinators to monitor and evaluate the quality of teaching and learning in their subjects. (*para 38*)
 - (3) The governing body to build on their good work in order to gain a deeper understanding of the school's strengths and weaknesses. (*para 37*)
 - (4) Improve procedures for encouraging good attendance. (*paras 14 and 34*)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	37
Number of discussions with staff, governors, other adults and pupils	19

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	25	64	11	0	0	0

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

Information about the school's pupils

Pupils on the school's roll	Nursery	YR - Y6
Number of pupils on the school's roll (FTE for part-time pupils)	0	174
Number of full-time pupils eligible for free school meals	0	54

FTE means full-time equivalent.

Special educational needs	Nursery	YR - Y6
Number of pupils with statements of special educational needs	0	5
Number of pupils on the school's special educational needs register	0	34

English as an additional language	No of pupils
Number of pupils with English as an additional language	35

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	9
Pupils who left the school other than at the usual time of leaving	5

Attendance

Authorised absence

	%
School data	7.3
National comparative data	5.4

Unauthorised absence

	%
School data	0.1
National comparative data	5.4

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

Attainment at the end of Key Stage 1

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	1999	15	10	25

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	10 [6]	9 [9]	12 [9]
	Girls	10 [10]	10 [12]	8 [12]
	Total	20 [16]	19 [21]	20 [21]
Percentage of pupils at NC level 2 or above	School	80 [76]	76 [76]	80 [84]
	National	82 [80]	83 [81]	87 [84]

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	10 [10]	12 [9]	12 [9]
	Girls	10 [12]	10 [12]	10 [13]
	Total	20 [22]	22 [21]	22 [22]
Percentage of pupils at NC level 2 or above	School	80 [88]	88 [86]	88 [84]
	National	82 [81]	86 [85]	87 [86]

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

Attainment at the end of Key Stage 2

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	1999	12	14	26

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	7 [8]	10 [9]	10 [10]
	Girls	11 [11]	11 [11]	13 [11]
	Total	18 [19]	21 [20]	23 [21]
Percentage of pupils at NC level 4 or above	School	69 [82]	81 [86]	88 [96]
	National	70 [65]	68 [59]	78 [69]

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	7 [9]	10 [9]	10 [10]
	Girls	11 [11]	12 [11]	14 [11]
	Total	18 [20]	22 [20]	24 [21]
Percentage of pupils at NC level 4 or above	School	69 [86]	85 [91]	92 [96]
	National	68 [65]	69 [65]	75 [72]

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

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	0
Black – African heritage	0
Black – other	0
Indian	0
Pakistani	31
Bangladeshi	0
Chinese	1
White	117
Any other minority ethnic group	0

This table refers to pupils of compulsory school age only.

Teachers and classes

Qualified teachers and classes: YR - Y6

Total number of qualified teachers (FTE)	6.4
Number of pupils per qualified teacher	27
Average class size	29

Education support staff: YR - Y6

Total number of education support staff	7
Total aggregate hours worked per week	101

Qualified teachers and support staff: nursery

Total number of qualified teachers (FTE)	0
Number of pupils per qualified teacher	0

Total number of education support staff	0
Total aggregate hours worked per week	0

Number of pupils per FTE adult	0
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FTE means full-time equivalent.

Exclusions in the last school year

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

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

Financial information

Financial year	1999/2000
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	£
Total income	346,867
Total expenditure	325,916
Expenditure per pupil	1,975
Balance brought forward from previous year	6,504
Balance carried forward to next year	27,455

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	130
Number of questionnaires returned	71

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	63	32	4	0	0
My child is making good progress in school.	52	42	4	0	1
Behaviour in the school is good.	44	46	4	0	6
My child gets the right amount of work to do at home.	38	44	14	1	3
The teaching is good.	63	31	1	1	3
I am kept well informed about how my child is getting on.	42	39	11	1	6
I would feel comfortable about approaching the school with questions or a problem.	75	20	3	0	3
The school expects my child to work hard and achieve his or her best.	63	37	0	0	0
The school works closely with parents.	45	48	4	0	3
The school is well led and managed.	63	31	0	0	6
The school is helping my child become mature and responsible.	65	34	1	0	0
The school provides an interesting range of activities outside lessons.	39	34	11	7	8

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

AREAS OF LEARNING FOR CHILDREN IN THE FOUNDATION STAGE

48. There are five children in reception who will reach their fifth birthday during the current term. Provision for the under-fives is good. All children have a wide range of learning experiences, which are linked with the Desirable Learning Outcomes. Good teaching prepares the children well for statutory education by linking the Desirable Learning Outcomes skilfully with the demands of the National Curriculum. Attainment on entry is low. However as a result of well-structured planning and good levels of support, by the age of five most children reach expected levels in all areas of learning with a significant proportion achieving higher standards in language and literacy, personal, social and physical development. The majority of children make good progress. Children are identified well in regard to special educational needs and make satisfactory progress against the targets set for them. Those for whom English is an additional language make good progress as a result of good targeted support from a bilingual assistant.

Personal and social development

49. By the age of five children attain standards expected of their age in personal and social development. The quality of learning is good. Children understand class routines well and know how to form a queue quietly and sensibly in restricted areas when preparing for assembly. They are confident and eager to establish new relationships with visitors. They sit quietly in an orderly way in a variety of different settings for story, activities and snack time and give a courteous response to others who hand their milk to them. In physical activities they dress and undress independently, place their garments in a neat pile and wait quietly for the lesson to begin. They participate in activities with enthusiasm and where necessary take turns well aware of what is fair practice when working with groups. When observing the behaviour of the guinea pig that has lost its mate, they show sympathy but are positive in understanding how it will recover by caring for baby guinea pigs. The quality of teaching is good. There are clear expectations of good behaviour and as a result there are good relationships between teaching staff and children. There is clear planning related specifically to personal and social development. A good understanding of the needs of this age range is evident and careful organisation ensures children understand the teacher's intentions.

Language and literacy

50. In language and literacy children attain standards expected by the time they are five and the quality of their learning is good. They listen with enjoyment to the traditional stories they hear. When they hear how Billy Duck learnt to swim they join in the dialogue enthusiastically and make lively predictions of what will happen next. They like talking about the books they enjoy and choose favourite books readily from the book collection. Most have a good understanding of simple key words and clearly read pre-reading booklets - 'A little book I can read'. Their book knowledge is good and they benefit positively from the links their curriculum has with the National Literacy Strategy. Most children can point to the title and author and they begin to recognise the structure of a traditional story by its beginnings and endings. Children write their name independently on new pieces of work and can spell out the sounds of their names. By correctly copying appropriate key words, they begin to write

meaningful sentences such as 'I am a queen because I am dressing myself up'. Their writing is clear and well formed for children of this age. The quality of teaching is good. The teacher plans a wide variety of learning experiences in reading and writing, as well as in speaking and listening which are briskly delivered. Children are organised carefully in small and large groups to enjoy shared reading. There is constant reinforcement of the basic skills pupils need to succeed comfortably in language and literacy. Support staff are deployed well and make a good contribution to the quality of children's learning. There is good provision for children whose acquisition of English is not well established. By the time they reach the age of five the majority of these children have made good progress in language and literacy.

Mathematical development

51. In mathematics, five year old children reach levels expected for their age group. They use mathematical language such as 'bigger than' and 'smaller than'. They use positional language correctly when exploring the internal environment. Most have a well-established understanding of simple shapes such as circle, square and triangle and can draw these recognisably. Displays such as 'we know these shapes', record the shapes they encounter. Children are familiar with number stories such as the 'three bears'. They count easily to ten and most can count beyond. When working with scissors and pencils they recognise the correct number that will match the group. They select coins, from 5p to 50p and return them to their containers correctly. Teaching is good. Teachers uses a variety of practical activities well to increase children's mathematical understanding and link these well with the other aspects of the under-five curriculum. Their mathematical learning is good, and they join in mathematical activities with enthusiasm. Photographs where children experiment with capacity show interest and concentration on task.

Knowledge and understanding of the world

52. Children's attainment in knowledge and understanding reaches the level expected of five year olds. Well prepared questions and activities test their visual skills as well as encourage their curiosity about their immediate world at different levels. Children explore the immediate environment of the lower school in some detail, internally and externally, and recognise significant features around the school and the materials they are made from. They record their observations clearly with good support from support staff and parent helpers, not only where features are located, but also why safety has to be observed - 'because the pipe is hot'. Children paint figures and seasonal designs clearly and can talk simply about their understanding of weather throughout the year. In information technology children enjoy programming the Roamer. They understand that they need to programme the mobile to make it move. When exploring materials, they select and cut different materials for their collage and carefully contribute to the larger murals on display. Happy, industrious pupils are seen in photographs making pizza and producing carefully constructed calendars. A good start is made for children's entry to the National Curriculum in this area through good planning and teacher support. The teacher has high expectations and makes purposeful links with other areas of the curriculum to extend children's knowledge and understanding of the world.

Physical development

53. In physical development children attain levels which are expected for their age. In the outdoor play children ride the large wheeled vehicles enthusiastically and at

some speed. They are generally well controlled and can stop on demand. They enjoy sharing their vehicle boisterously with a friend. In indoor lessons children have to walk to the upper school and are very well controlled and aware of the need to be self disciplined in a new environment. Children move confidently into their own space to practise their 'warm-up'. They have a simple directional vocabulary for stretching exercises, balance well on their toes for their age and stop on command. Most children are well co-ordinated during 'jumping jacks' and can jump astride to a set rhythm. When working with bat and ball they readily find partners and, with a few exceptions, collect their equipment sensibly. They control a rolling ball with a small bat very carefully and direct it successfully to their partner. When using smaller equipment in the classroom children handle pencils and scissors with good levels of control, cutting paper into recognisable shapes. They handle construction toys with confidence and are very confident in folding their clothing. The levels of the writing, where print is often well formed and recognisable for their age, show good pencil control. Teaching of physical development is good overall. The management of pupils is particularly good and as a result children are well aware of the their bodies in space during active movement. Good preparation and direction ensure that children know what is expected of them and subsequently they perform well. However there is insufficient structure to outdoor play activities. These mainly take place alongside older children in the playground and consequently the activities for under fives to use mobile toys are often diminished and teaching opportunities are lost. The need to walk to the upper school has disadvantages in the use of time and difficulties encountered in inclement weather.

Creative development

54. By the time children are five attainment reaches expected levels in creative development and the quality of their learning is good. Displays and photographic evidence indicate that the children's opportunities are extensive and closely linked with the stories and activities they encounter. Colourful representations of animals of the season, and fruits and vegetables show good examples of children's creative activity. With good support they learn colour mixing to contribute to the large displays for the corner shop and carefully paint the large figures which are part of the display. They use a variety of materials well to make puppets, cards and calendars which celebrate festivals across the year. Children sing their songs with enjoyment and share their action rhymes readily with each other. Many of their rhymes are linked with basic skills learning and pupils know them well. With older children they sing hymns in their assembly robustly and tunefully sing a prayer at the end of the morning. The teaching of creative development is good and well linked to all aspects of the curriculum for under-fives. It is well planned for a wide range of creative opportunities, which involve the use of a variety of materials and the use of musical instruments. Teaching is inventive and prepared well to encourage a good result from the activities.
55. The provision for children under the age of five is good overall. As a result their learning is good and they achieve well, despite some limitations of the accommodation. Presently teachers have to set priorities for the use of space. There is insufficient space for adequate sand and water play for all children within the foundation stage but arrangements on some occasions are potentially precarious. A review of the information and technology and storage areas is advantageous. Teachers within the foundation stage plan well to give children a good range of opportunities to learn many different skills. They progressively support the reinforcement of the necessary skills with detailed planning and

establish good work habits by managing their children well. Children have a good foundation for entry into the National Curriculum.

ENGLISH

56. Since the last inspection attainment to expected levels has been maintained at both key stages. Indeed a significant number of pupils attain a higher level in reading and writing.
57. The majority of pupils, in both key stages, reach levels in oracy that are in line with those expected of their age. They listen carefully to instructions and speak clearly when sharing stories with their teachers. They can talk about the main points in the story of 'Clyde Klutters' room' and talk about aspects of the character's behaviour. Higher attainers are sufficiently confident to offer opinions on the books of different authors they have read with their teacher and pick up the humour in the story whilst listening attentively. Most choral speaking is good, particularly when linking a story line from a class circle of word cards. Pupils for whom English is an additional language equally express themselves clearly and can focus on the main points they have read with their teacher. By the end of Key Stage 2 pupils speak clearly and readily to visitors. They have good recall when discussing their art work and listen quietly to their teachers and other pupils. The majority of pupils confidently express their understanding of the passages in guided reading but their use of vocabulary is not extensive.
58. By the time they are seven most are well launched into reading and reach the expected level. They read with accuracy but their levels of expression and fluent reading are not so well developed, particularly those pupils for whom English is an additional language. However their recall is good and understanding of what they read is good. Their book knowledge is well grounded and pupils understand how published text is used to give emphasis. They are developing effective phonic skills.
59. By the end of Key Stage 2 the majority of pupils attain levels in reading that are in line with the national average. They understand the difference between fiction and non-fiction books and the differences between the use of a glossary and an index. Generally they are interested readers whose levels of accuracy are high but their powers of expression have not progressed as well. However, their recall is good and where their personal book choices are well made they respond to the humour and characterisation in the stories they read. At both key stages there is a significant number of pupils who achieve a higher level. Pupils with special educational needs make good progress against the targets set for them in reading. Reading skills develop well through a well-structured programme in school and regular practice at home. Younger pupils enjoy their reading and older pupils make good choices as they become increasingly independent readers. Their reading aloud becomes progressively better and more lively from their own choices or from non-fiction books than from the books in their reading scheme. Pupils' research skills are developing satisfactorily at both key stages.
60. Standards in writing, at both key stages, mirror overall attainment. By the age of seven most pupils write for a range of purposes, for example, writing recipes. They use these skills well in narrative work such as 'My Bedtime Drink' - "suddenly I was shrinking....shrinking". Their use of punctuation is mainly accurate and several pupils use speech marks successfully. The presentation of work is often good. Pupils' handwriting is clear and well formed.
61. By the end of Key Stage 2 pupils continue to progress, for example, exploring the text in newspapers for complex vocabulary used in work on pollution. They respond

with consistent accuracy when writing for information purposes. Higher attainers write in some volume showing clear, well-punctuated writing that is correctly paragraphed but they do not always do as well as they could. Pupils do not always choose to use known vocabulary which will colour their writing. The presentation of work is good overall. Most pupils work hard at producing well-formed, joined script. The majority of pupils develop and understand the conventions of story writing well through a regular exercising of these skills. During Year 6 the level of progress in the use of descriptive writing is greater for higher attaining pupils.

62. The quality of teaching is good. Teachers know the pupils and their needs well and plan a structured curriculum which increases their language skills appropriately. They consistently reinforce taught skills through regular exercise on well-matched work sheets. Planning is good and consistent in form throughout the school with clear learning objectives. Teachers use the reading scheme well and flex it towards the reading needs of pupils, which contributes to the good progression in reading of all pupils. They have high expectations, which encourages the good presentation from the majority of pupils. The assessment of pupils' work in class is good and often their work has good supportive and targeted comment.
63. The literacy hour is well established and resourced. Teachers are sufficiently familiar with the strategy to begin to exercise some flexibility, which will support time for extended writing. There are clear class targets for improvement and the school has analysed its results well and targets match appropriately.
64. The school runs a good range of activities alongside requirements to exercise all aspects of the framework. Staff enrich the English curriculum with book fairs, visiting writers and library visits. The library is well referenced and pupils have regular lessons on library skills. However, it is located on one of the lower levels of the site and can only be accessed through the playground.

MATHEMATICS

65. Standards of attainment at the last inspection showed that standards in mathematics were high. Inspection evidence confirms this positive picture and that the majority of pupils at both key stages make satisfactory progress and reach the expected levels for their age. There is a significant minority of pupils who reach a higher level. At both key stages, standards of numeracy are good. The school sees the raising of standards in these skills as a high priority.
66. In Key Stage 1, pupils build on their earlier work and develop an appropriate mathematical vocabulary and understanding of mathematical concepts. They can count to 20 with understanding and count in tens to 100. This satisfactory progress continues as pupils move through the key stage. In their investigative work they estimate the capacity of different containers and whether they will hold a litre. In their work on shapes they recognise and can name two-dimensional and three-dimensional shapes such as squares, circles and triangles, and cube and cuboid. They are developing a satisfactory understanding of simple symmetry. Younger pupils use non-standard and standard units in their measurements; older pupils are beginning to recognise the need for more standardised measurements. By the end of the key stage the majority of pupils have quick recall of addition and subtraction facts, for example, numbers to 20, and multiplication by two, five and ten. Pupils handle money with confidence and understand concepts of simple fractions such as a quarter and a half.

67. At Key Stage 2, pupils' mental strategies continue to develop well. They are developing a working knowledge of multiplication tables and by the time they leave the school these are secure and pupils recall facts easily. They use and apply their mathematics skills well in their investigative work such as calculating numbers from a graph by dividing numbers on the vertical axis by those on the horizontal. In computation, pupils multiply and divide numbers by ten and a 100. They are confident in the four rules of number and use these skills well when using decimals, for example, when solving problems involving money or measurement. Pupils explore number patterns and understand how to use multiples, factors and squares and the equivalence of fractions and decimal fractions. They have a good knowledge of shape and continue to develop their work on symmetry; older pupils understand the concept of rotational symmetry. They draw and measure angles accurately and can calculate the area of a variety of shapes, including rectangles and triangles, and the volume of cubes and cuboids. They also have an understanding of negative numbers. Pupils can record and retrieve information from pie charts and block graphs, and draw and interpret line graphs accurately. They are confident with simple probability and use its associated language effectively. For example, "It is unlikely that I will get £100 pocket money next week". Homework is used well to support learning.
68. Throughout the school pupils enjoy their mathematics lessons as they are actively engaged in their learning. They particularly enjoy the challenges set in their mental mathematics sessions. Pupils listen carefully to their teachers, share ideas as they explain their reasons or thinking, and work hard. In most lessons, pupils are able to work well independently. They sustain concentration and interest and are very supportive of one another. The standard of presentation at both key stages is consistently good.
69. Overall, the quality of teaching is good in both key stages. Lessons are well planned, based on clear learning objectives, using the guidelines of the National Numeracy Strategy. Teachers have good subject knowledge, and this is particularly effective in teaching mental mathematics. This has a positive impact on pupils' attainment. Work is planned to cover the full ability and age range of the class. A feature of most lessons is the good use of questioning to recap earlier lessons and to reinforce the work in plenary sessions. Management of pupils is generally good with clear instructions about the work to be covered. Pupils' work is marked regularly.

SCIENCE

70. Standards of attainment at the last inspection showed that standards in science were high. Inspection evidence confirms this positive picture. At both key stages the majority of pupils achieve levels expected of their age and a significant minority achieve a higher level. All pupils, including those with special educational needs make satisfactory progress. For some pupils progress is good.
71. Pupils in reception explore and recognise features of living things and make observational drawings, for example, of the class goldfish. The youngest pupils in Key Stage 1 are developing exploration and investigation skills through first hand experience in the conservation area. For example, they can recognise the main parts of flowers and plants and know that new plants can be created from cuttings and that both need water and light to grow. They study animals, mammals and minibeasts, for example, the life cycle of a frog from spawn to release in the

conservation area, and make observational drawings. Older pupils identify the properties of common materials and know they have uses according to their properties. All carry out a fair test, articulate similarities and differences, and record their findings in pictures, tables and charts. Their understanding of friction is sound, for example, they test objects throughout the school to see which has the best grip and use toy cars to measure which surfaces have the least friction. Most pupils are able to make accurate predictions of what would happen and suggest reasons for their predictions. By the end of Key Stage 1, pupils have a good understanding of living things and what is required to sustain life. They have a good knowledge of the five senses, for example, they know that sound travels through the air and becomes fainter the further it travels from the ear. They construct a simple circuit and name objects that conduct electricity. Most pupils accurately name and describe the main organs of the body. They have a good knowledge of the skeleton and can draw comparisons with other living things, for example, worms, centipedes and beetles. All pupils understand the importance of a healthy diet.

72. The youngest pupils in Key Stage 2 can identify a wide range of materials and have a good understanding of how they change under certain conditions. For example, pupils can make good predictions of what happens to wax, chocolate, eggs and water when heated and use scientific terms, for example, evaporation and condensation to describe changes. They are beginning to understand that some changes are irreversible. In their work on forces pupils test the air resistance of a variety of materials and organise data to plot graphs and interpret and draw conclusions. Indeed, throughout the school pupils are well acquainted with experimental and investigative procedures. They develop an increasing scientific vocabulary and can describe aerodynamics and drag. They understand that the earth rotates once a day and spins on its own axis and that the moon is a satellite of earth. Most pupils discuss the composition of bones on a skeleton, talk about the main organs of the body, describe the circulation of blood, and have some understanding of the respiratory system. They have a satisfactory knowledge of the digestive system and can devise a healthy diet. All have a basic understanding of electricity and are able to construct a simple circuit and use the knowledge acquired to construct working models in design and technology. By the end of Key Stage 2 pupils use and apply science practically in real life situations, for example, baking cakes and buns for the church fete.
73. Pupils enjoy their science work, and show good levels of curiosity and interest, particularly when working on practical tasks. They form positive relationships with teachers and with each other. Most pupils get on well together when working as a whole class or in groups and these factors contribute significantly to their social development. For example, when investigating reversible and irreversible materials, pupils in Years 2 and 3 discuss their work sensibly and take turns in sharing materials. All pupils are keen to learn and work with a good degree of independence.
74. The quality of teaching in science is good. A strength of the teaching is the way in which teachers use experimentation and investigation to help pupils learn. Teachers have clear learning objectives; lessons are well planned and directly linked to the National Curriculum Programmes of Study. Good links are made with other subjects such as art, design and technology and mathematics, for example, their observation of symmetry in the life cycle of a butterfly. They make good use of the wild life conservation area and areas further afield, for example, the badger set, and these facilities enhance the science curriculum.

ART

75. Whilst there were limited opportunities to see art being taught the range of work on display and teachers' planning show that the school continues to maintain standards in art at expected levels at both key stages. Pupils are given a good range of opportunities which link well with their topic work. They handle a broad range of materials, and also use information technology well, to demonstrate their art skills. There are strong connections with design and technology and an emphasis on skills, which encourage positive progress. This results in a well-established skills base, in the use of colour. From an early stage, pupils work successfully with colour mixing and simple brushwork. Their colouring of large figures for display shows care and control. Free painting is bold and colourful. There are good opportunities for design work and the use of materials in the making of puppets and cards for seasonal festivals. By the end of the key stage, through well-planned activities, they begin to understand the principles of design. When looking at the work of Clarice Cliff, they pick out the prominent patterns, lines and colours separately in order to recreate their own design in a similar style.
76. By the end of Key Stage 2 the emphasis on careful presentation shows in the work pupils do on stained glass representation with coloured transparencies and black paper. They make careful observations of shells and create good line drawings for three-dimensional effects with string and foil. Paint programs are used by pupils to recreate artistic effects in the style of Kandinsky and care and good use of colour is obvious in presenting a good finish for models made in design and technology. With prompts, pupils successfully recall the work of other artists.
77. The quality of teaching and learning in art is good overall. Teachers' planning for art is good and they are adept at blending artistic skills with other demands of the curriculum. Younger pupils have good opportunities for observational drawing linked with science and use a magnifying glass to look for detail. Teachers know their subject well and endeavour to maintain high standards when art activities are related to other subjects. Consequently pupils develop a good art foundation in knowledge, skills and understanding for entry into the next key stage. Teachers' good management of pupils leads to consistent concentration and a will to perform well. As a result pupils are creative in the use of pattern and show keen concentration when copying abstract designs from a computer printout. Teachers respect their pupils and praise their creative ideas that emerge during their exploratory artwork. Good evaluation of artwork was observed in Year 2 when pupils identified the designs selected by others and matched them to the originals.
78. Pupils enjoy art across both key stages. They are enthusiastic about what they encounter in art and work hard to create the best effects when using new materials. This was particularly evident in year Year 3, when pupils glued string to create a textural, fossil like picture of a shell. Where necessary pupils work well together in groups and are willing to share materials and ideas.
79. Artwork across the school makes a good contribution to the spiritual and cultural development of all pupils.

DESIGN AND TECHNOLOGY

80. No lessons were seen in design and technology during the week of inspection. However from the evidence obtained through discussions with teachers and pupils, a scrutiny of planning and samples of work it is possible to draw positive conclusions about standards in the subject. At both key stages pupils reach standards appropriate for their age. All pupils, including those with special educational needs, make at least satisfactory progress throughout the school. It is clear that there have been significant improvements since the last inspection.
81. The youngest pupils in Key Stage 1, have acquired skills in a range of activities including making models from a range of recycled materials and construction kits. They use these skills to design robots, initially on paper and then on a computer graphics programme. As a follow on from logo, they use roamer to devise routes for their robots. They understand the importance of making structures strong, stable and safe. Older pupils make models for a purpose and link them with other areas of the curriculum, for example, musical instruments. All pupils are able to use a variety of materials well, for example, felt, clay, salt-dough, card and disposable cartons. They can estimate, measure, mark out and cut simple shapes in a range of materials accurately.
82. By the end of Key Stage 1, most pupils use a range of techniques to successfully join materials and make judgements about the end product of their work.
83. In Key Stage 2, pupils use papier maché to make Egyptian amulets and construct Tudor boats in connection with their history topics. They design and make a variety of moving fairground toys. They know that the mechanism that makes a toy work is a cam and that the rotary motion of a cam results in linear action. By the end of the key stage, all pupils can investigate, evaluate and discuss individual ideas leading to a design. For example, they discuss how to make electrically motored objects. They construct simple switches to control buzzers and lights in circuits, for example, when designing and making an illuminated house. A good example of designing and making was a lighthouse complete with windows and flashing lights. Most pupils are able to research, plan, measure, test and evaluate with an appropriate understanding of all the processes involved.
84. Pupils have good attitudes towards design and technology. They talk about their designs and models with enjoyment and enthusiasm. The quality of finished products shows that pupils take a pride in their work.
85. Evidence suggests that the quality of teaching is good. Teachers' planning and organisation ensures full coverage of the subject. Teachers take every opportunity to link work across the curriculum, for example, in reception where pupils design and make a pizza in connection with healthy eating in science. Resources are sufficient to meet the requirements of the National Curriculum with a good range of large and small commercial construction kits. There is also a good selection of tools for measuring, marking, cutting and joining.

GEOGRAPHY

86. The planning and delivery of geography has significantly improved since the last inspection and meets the requirements of the National Curriculum. A policy and scheme of work is in place and the subject is clearly planned in detail in order to raise pupils' standards in geography.

87. Opportunities to see geography taught during inspection were limited. As with most foundation subjects the time available to teach the subject is affected by the need to deliver literacy and numeracy strategies. However from discussion with teachers and pupils, inspection of pupils' work and teachers' planning, standards in geography are at expected levels by the end of both key stages. The majority of pupils achieve well and those with special educational needs make satisfactory progress against the targets set for them.
88. From an early stage pupils investigate their immediate locality on walks around the school environment. They locate identifiable features from photographs within the school and complete a list of information on the exterior of the school. This prepares them well for early fieldwork and subsequent simple planning related to the classroom and the school. By the end of Key Stage 1, pupils can follow directions, and work well with co-ordinates on a simple island map. By the end of Key Stage 2 pupils mapping skills are well developed and they read maps accurately from their atlas. They identify continents, principal countries and major canals, accurately. They have a good knowledge of their locality that extends to understanding further aspects of their county and how localities change. They have a clear understanding of the use of the index in an atlas and can use grid references well. Using the computer, they select a contrasting locality and collect a wide range of information related to a country they have visited.
89. Teaching is good at both key stages. Teachers prepare good resources that support the clear delivery of geography during lessons. Their subject knowledge is good and well related to the Programmes of Study. As a result pupils have a clear understanding of how to approach the task set for them and their learning progresses well from Key Stage 1 to Key Stage 2. Teachers consistently reinforce basic vocabulary and imprint a sound geographical vocabulary particularly by the end of Key Stage 2. Learning is good at both key stages. As a result of detailed planning pupils gain good levels of geographical understanding particularly in regard to their locality. Their mapping skills are well developed through the good fit of activities to the capability of the pupils at the appropriate stage. They make good links with other aspects of the curriculum for example when working on an historical location in Year 2 pupils used an aerial photograph and line diagram to identify different historical locations. Pupils work hard at producing well-drawn and labelled work particularly at Key Stage 2.
90. The standard of work produced by pupils indicates that attitudes are mainly good. All pupils are confident in their description of the work they do and speak of their activities with enthusiasm.
91. The subject has had good advisory support to make the 'best fit' for a subject constrained by other demands of the curriculum. There are developing opportunities for fieldwork and the subject is enhanced by extra-curricular visits.

HISTORY

92. Evidence from lessons observed, displays around the school and a scrutiny of work shows that at both key stages pupils reach standards appropriate for their age. Progress for all pupils, including those with special educational needs is satisfactory.

93. In Key Stage 1, pupils develop an understanding of chronology. They effectively use their own lives as a starting point, for example, a timeline showing the months of their birthdays. Stories are used effectively to develop a vocabulary of time and sequencing skills. They study events in British history such as the Gunpowder Plot and the Great Fire of London. Pupils can retell stories about the lives of famous people in British history such as Guy Fawkes and Florence Nightingale. By the end of the key stage, pupils are developing a sense of the past by contrasting life today and in the past. For example, they use photographs of Great Harwood in the early twentieth century and compare it with today. Using this type of evidence they are effectively developing their historical enquiry skills and are beginning to recognise the reasons why people acted as they did.
94. In Key Stage 2, pupils build on their solid foundation. Their experiences are effectively widened to cover a broader range of topics. They study in detail ancient civilisations such as the Egyptians. Pupils understand the importance of the River Nile to the lives of everyday people. They make comparisons with today, for example, using hieroglyphics and the burial of Tutankhamun. In their study of British history they cover in depth the lives of the Tudors. Visits to local sites are used well, for example, to Ribchester to support work on the Romans. The visit to Smithills Hall, with its opportunities for pupils to suspend their disbelief and enter into the Tudor world through role-play, allows pupils to deepen their understanding and bring their work to life.
95. Pupils enjoy history lessons. They enter into discussion sessions enthusiastically and confidently share their ideas. The quality of teaching is consistently good. Lessons are planned imaginatively, suitably differentiated to meet the demands of teaching mixed aged classes. A common approach at both key stages is to give pupils opportunities to use and handle artefacts with the impact of making history more accessible to them. Writing with quill pens makes even the most reluctant pupil eager to learn. Good use is made of questions to recall previous work and to develop pupils' knowledge and understanding. Classroom support assistants are used well to help those pupils with special educational needs. There are close links with local studies. The school building itself and the nearby church are important resources when studying the Victorians. There are effective planned links with other subjects, for example, geography and design and technology. History makes a positive contribution to literacy and to pupils' cultural development. Information and communication technology is effectively used to support lessons. Pupils confidently use CD-ROM encyclopaedias to find information. There are plans to further develop this approach through extending the use of simulation programs.

INFORMATION TECHNOLOGY

96. There has been a considerable improvement in information and communication technology since the last inspection. Staff are now more confident in teaching the subject although the teachers are now looking closely at their individual needs. The National Grid for Learning initiative has allowed the school to renew its resources. These are of good quality and easily available in the classrooms. A scheme of work effectively supports teachers' planning.
97. Standards of attainment in information and communication technology are satisfactory at both key stages. All pupils, including those with special educational needs, make satisfactory progress. At Key Stage 1, pupils use their developing word processing skills to present their work. Good mouse control is shown when

using art packages to draw pictures. They use it to click and drag, moving objects round the screen.

98. A good example was seen when pupils were drawing pictures in the style of Kandinsky. They use the tool bar in graphic programs well and use it to rotate, enlarge, reduce and reverse shapes. They collect information in a simple database for example; surveys about what are the most common types of shoe fastener, and confidently print their results in a graph. In control, pupils use simple procedures well to move a floor robot forward and backward.
99. This satisfactory progress continues as pupils move through Key Stage 2. There are opportunities for pupils to further develop their graphic skills, for example, to make repeating patterns when designing wrapping paper. They use their word processing skills confidently, for example, when writing their ideas on how to stop environmental pollution. They can change the font, cut, copy, and paste and edit text. The oldest pupils are beginning to use spreadsheets, entering numbers and text into cells and simple formulae to calculate the results. CD-ROM encyclopaedias are used to support work in other subjects, in geography for example, to find facts about the Mississippi River.
100. It is clear that pupils enjoy working with computers. Most direct teaching was seen at Key Stage 1 and this was of good quality. A feature of this teaching is the emphasis given to developing pupils' skills. These are taught on a whole-class basis and subsequently reinforced in small group and individual cross-curricular work.
101. Information and communication technology continues to be a developing area and there is the potential to further raise standards, particularly at Key Stage 2. For example, monitoring, using sensors for data logging, and simulations in cross-curricular work. When it is fully working the Internet link will provide excellent opportunities for research and communication both locally and further afield.

MUSIC

102. Few lessons were seen in music during the week of inspection. However, from the evidence obtained through observing music in assemblies, discussions with pupils and with teachers it is possible to draw positive conclusions about music.
103. Standards of attainment in music throughout the school are appropriate to pupils' ages and all pupils, including those with special educational needs, make at least satisfactory progress. Provision covers the requirements of the National Curriculum in performing, listening, appraising and composing.
104. In both key stages, pupils listen to and understand a good range of music from other places, for example, Scotland and Wales. They are familiar with some instruments and music from different cultures, for example, steel bands from Jamaica and the sound of reggae. By the end of Key Stage 1 pupils listen to music, for example, Lennon and McCartney's Yellow Submarine and sing a good range of songs confidently and tunefully. Most talk fluently about sounds and understand how musical sounds are made in different ways. They appreciate the difference between loud and soft tones and how these can express character and mood. They have a sound grasp of musical elements and are able to keep time and recognise rhythm. Most can compose simple percussion pieces using, for example, cymbals, wood blocks, tambourines and

castanets. In Key Stage 2 pupils listen quietly to a good range of music, for example, The Dance of the Flowers by Tchaikovsky and music in connection with their topic work. They recognise pieces by famous composers, for example, Bach, Beethoven and Mozart. By the end of the key stage most pupils are beginning to identify musical ideas and understand words, such as, pitch and tempo. They understand note values and can read simple notation. Many pupils can hold and compose a rhythm, follow dynamics, perform together and practise and perfect pieces.

105. Throughout the school pupils have good attitudes to music. They enjoy participating in musical activities both individually and in groups. All are given the opportunity to play an untuned instrument and enjoy demonstrating their achievements.
106. The quality of teaching in music is good. Lessons move at a good pace. They maintain pupils' interest and often challenge them to make their own interpretations of sounds. A good example was seen when pupils built up a musical score, based on the sounds of a steam train, and performed the composition. Teachers ensure that all pupils take part in music making and encourage them to be self critical of their performance. They provide good opportunities for pupils to sing and perform music in the local church of St John's, at school concerts and during morning assembly. The programme of visitors to the school, for example, Accrington college who demonstrate South America rhythms to pupils, is good. The curriculum, particularly in Key Stage 2, is greatly enhanced by the programme of extra-curricular provision, for example the visit to the Liverpool Philharmonic and the Preston Guildhall Wind Band. There is a good supply of musical instruments and other resources. These are easily accessible and well maintained.

PHYSICAL EDUCATION

107. Only a few lessons were seen in physical education during the week of inspection. However, evidence from these lessons together with evidence of teachers' planning and from discussions with teachers and pupils it is possible to draw positive conclusions about physical education. Standards of attainment in physical education throughout the school are in line with what might be expected of pupils of this age, and all pupils, including those with special educational needs, make satisfactory progress. Pupils are taught games, gymnastics, athletic activities, outdoor activities and swimming. By the time pupils leave the school, all are confident swimmers. Dance takes place in the form of country dancing and music and movement.
108. The youngest pupils in Key Stage 1, travel on the floor and on apparatus using a variety of methods, for example, running, jumping, hopping, turning, balancing and swinging. They move around the hall on their toes, jogging, striding, skipping, and stop on command. All pupils can find a space and perform a series of controlled movements, for example, travelling with a partner, passing and dribbling a ball. Most can throw and catch a ball with a good degree of accuracy. All pupils are aware of each other's movements and can look and move in relation to everyone else. By the end of the key stage pupils work successfully with a partner and observe and comment on their partner's performance. A good example was seen when Year 2 pupils performed a variety of movements to the music of 'Mrs Armitage'. By the end of Key Stage 2, pupils practise, improve and refine their performance through increasingly complex sequences of movements in individual activity, working in pairs and working in groups. They develop good co-operative skills in athletics and appreciate a winner in a game. In all games activities, most

pupils throw and catch well, and can judge the flight and direction of a ball accurately.

109. Pupils have good attitudes to physical education and respond enthusiastically in lessons. All pupils wear appropriate dress, behave well, concentrate on their work and show confidence in performances. They answer questions willingly and are keen to show their expertise to the teacher and other pupils. From an early age pupils are taught to put out and tidy away items of equipment and this assists the organisation and pace of lessons. It also makes them aware of the safety rules and the need to give other members of the class due consideration. This subject is much valued and enjoyed by the pupils.
110. The quality of teaching is good. Teachers work hard to provide interesting opportunities for pupils, for example, games and competitive sport with other schools. Close attention is given to all aspects of health and safety. The subject is supported by an adequate policy document and a new scheme of work is being developed. There is an adequate range of resources with an appropriate range of moveable apparatus. Extra-curricular activities, for example, football, netball, cricket, rounders and the residential visit to Robin Wood help to sustain and enhance provision.