

INSPECTION REPORT

**ST. CHARLES ROMAN CATHOLIC PRIMARY
SCHOOL**

Rishton, Blackburn

LEA area: Lancashire

Unique reference number: 119650

Headteacher: Mrs D. Casey

Reporting inspector: Stafford Evans
21217

Dates of inspection: 16th-19th October 2000

Inspection number: 225253

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Infant and junior
School category:	Voluntary aided
Age range of pupils:	4 to 11
Gender of pupils:	Mixed
School address:	Knowles Street Rishton Blackburn Lancashire
Postcode:	BB1 4HT
Telephone number:	01254 886110
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Appropriate authority:	The governing body
Name of chair of governors:	Fr. Ian Farrell
Date of previous inspection:	4 th November 1996

INFORMATION ABOUT THE INSPECTION TEAM

Team members		Subject responsibilities	Aspect responsibilities
Mr S. Evans (OIN 21217)	Registered inspector	Under fives Mathematics Information and communication technology Physical education Equal opportunities	What sort of school is it? How high are standards? How well are pupils taught? How well is the school led and managed?
Mr W. Twiss (OIN 9986)	Lay inspector		Attendance How well does the school care for its pupils? How does the school work in partnership with parents? Staffing, accommodation and learning resources.
Mrs S. Russam (OIN 10228)	Team inspector	Science Art Design and technology Special educational needs	How good are curricular and other opportunities? Assessment
Mr R. Linstead (OIN 19041)	Team inspector	English Geography History Music	Pupils' attitudes, value and personal development Provision for pupils' spiritual, moral, social and cultural development

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

St. Charles is a Roman Catholic junior and infant school. There are 209 pupils on roll. This is about the average size of a primary school. Attainment on entry is in line with the national average. Thirty-one pupils are identified as having special educational needs. This is broadly average in relation to national figures. Seven pupils have statements of special educational need (double the national average).

The school admits all Roman Catholic pupils from the parish of St. Charles. The school has 100 per cent Roman Catholic pupils. Pupils who attend the school come from a range of social and economic backgrounds. This includes both well off families and those who are socially and economically disadvantaged. The percentage of pupils entitled to free school meals is below the national average. There are no pupils from ethnic minority backgrounds and none for whom English is an additional language.

HOW GOOD THE SCHOOL IS

This is an effective school with good and very good features. It gives satisfactory value for money. Standards are broadly average by the time pupils leave the school at 11 years of age. They attain above average standards in English and mathematics. The quality of teaching ranges from excellent to satisfactory and is satisfactory overall. The leadership and management of the school are good.

What the school does well

- Pupils, by the time they leave the school, make good progress and, therefore, achieve well in relation to their prior attainment in English and mathematics. The good quality of teaching of these subjects and leadership of the subject managers make a significant contribution to these good standards.
- Pupils' attitudes to school, their behaviour, personal development and relationships are very good. This positively affects pupils' quality of learning. They like school and their attendance is above the national average.
- Provision for pupils' spiritual and moral development is very good and it is good for their social development. This has a positive impact on pupils' personal development and the relationships they form with one another.
- The school provides good educational and personal support and guidance for pupils which are based on very good procedures across the school for monitoring their academic performance and personal development.
- The headteacher provides good leadership and is ably supported by the governing body.

What could be improved

- Attainment in science, by the time pupils leave the school, is below the national average. Therefore, pupils make unsatisfactory progress in science during their time at the school.
- The achievement of higher attaining pupils across the school in science is unsatisfactory and it is also unsatisfactory in some lessons in mathematics.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The improvement since the last inspection is good. The school is well placed to maintain the improvements and build upon them further. Pupils' standards of attainment in English, mathematics and information and communication technology are higher. The number of staff to support lower achieving pupils has increased significantly - a key issue from the last inspection. The quality of this support is also good. There is no unsatisfactory teaching now, although there was 14 per cent at the time of the last inspection. The amount of very good teaching has more than trebled to 14 per cent now compared with the previous inspection findings. The quality of lesson planning by teachers has improved significantly - another key issue from the last inspection. The role of subject co-ordinators has improved markedly. This was another weakness identified in the previous report. The quality of teaching and the amount of resources for the teaching of information and communication technology have improved significantly.

STANDARDS

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

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

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

Inspection evidence indicates that the high standards of 2000 in English have been maintained. Standards in mathematics by the age of 11 are now above the national average. This is because in most lessons work for the higher attaining pupils is accurately matched to their needs and this means they attain even higher. This raises the overall attainment of pupils. However, standards in science remain below the national average. A significant weakness in science is the underachievement of the higher attaining pupils. The school identified this weakness prior to the inspection and is well placed to make the necessary changes to raise attainment.

Standards in all other subjects are like those found in most primary schools, except for singing, which is above national expectations. Pupils achieve satisfactorily across the school in relation to their prior attainment. Some higher attaining pupils do less well than they should in mathematics.

The school assembles a range of information on pupils' prior attainment to set appropriate targets.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils like school and have very good attitudes to their work.
Behaviour, in and out of classrooms	Pupils' behaviour in and around the school is very good.
Personal development and relationships	Pupils' personal development is very good and they enjoy very good relationships with one another.
Attendance	Pupils' attendance and punctuality are good. Their rate of attendance is above 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	satisfactory	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.

Teaching is satisfactory or better in all lessons. It is excellent in 2 per cent, very good in 12 per cent, good in 36 per cent and satisfactory in 50 per cent. The quality of teaching is good in English and mathematics. The quality of teaching of pupils identified as having special educational needs is good. Teaching of literacy skills across the curriculum is good and it is satisfactory for the teaching of numeracy skills across the curriculum. The strengths of the teaching are the management of pupils' behaviour, which is very good, the teaching of basic skills and the effective use of an appropriate range of teaching methods. There are weaknesses in some lessons in that the expectations of what pupils are to learn are not high enough. Therefore, the work planned for the higher attaining pupils is not always hard enough for them.

The quality of the pupils' learning ranges from excellent to satisfactory. It is satisfactory overall. Strengths of learning are pupils' willingness to work hard and concentrate for appropriate lengths of time. A particular strength of pupils' learning amongst seven to 11-year-olds is the knowledge of their own learning. Thus, they are closely involved in their own target setting.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The curriculum for the under fives is planned satisfactorily and covers all areas of learning appropriate to children of this age. The school provides a broad range of work that is relevant to pupils aged five to 11 years. There is an appropriate statutory curriculum in place. The National Literacy and Numeracy Strategies have been introduced well.
Provision for pupils with special educational needs	Support in lessons for pupils with special educational needs is good. It is effective in enabling pupils to participate fully and with confidence in all their learning.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Provision is good overall, with provision for pupils' spiritual and moral development very good, good provision for their social development and sound provision for their cultural development.
How well the school cares for its pupils	Pupils are cared for very well. Members of staff know the pupils very well and treat them with understanding and respect. Procedures for child protection are in place. Assessment procedures are effective in identifying pupils' strengths and weaknesses and monitoring their progress. The school promotes and monitors attendance very well.

Parents have a high regard for the school. Effective links with parents have a positive impact on the work of the school. The quality of information the school provides for parents is good.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The headteacher provides good leadership. The English, mathematics, information and communication technology and early years co-ordinators also provide good leadership. Other key staff provide satisfactory leadership.
How well the governors fulfil their responsibilities	Governors provide good support for the school and work closely with the staff in their efforts to improve educational provision. They have a sound understanding of the strengths and weaknesses of the school.
The school's evaluation of its performance	Staff and governors monitor the school's performance closely and evaluate it effectively. The headteacher accurately identifies areas that require improvement. Effective action is generally taken to secure improvement. The weakness is in the action taken to raise standards of attainment in science.
The strategic use of resources	Resources are managed well. The principles of best value are applied effectively.

The school is adequately staffed and the quality of accommodation is satisfactory. There are adequate resources to support pupils' learning.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • Their children like school. • The school enables their children to make good progress. • Their children behave well at school. • The teaching is good. • The school is easy to approach with concerns. • Staff have high expectations for their children. • The school is well led and managed. • Their children's personal development is promoted well by the school. 	<ul style="list-style-type: none"> • Some parents have concerns about the provision of homework. • The range of extra-curricular activities. • The amount of information they receive about their child's progress. • Links between school and parents. • Parents of pupils in the large class in the juniors are concerned about the progress their children make.

Inspectors generally support the parents' positive views. However, expectations are not high enough in some lessons for the higher attaining children. The annual report on pupils' progress gives the parents a clear picture of what the pupils can do. The teachers meet formally with the parents three times each year so that they can discuss their children's achievements and any concerns. Parents are welcome to visit school informally to discuss any concerns they have about their children. It is the inspectors' judgement that parents are well enough informed about their child's progress. The extra-curricular provision is similar to that found in most primary schools, although there is only limited provision for music. Inspection evidence indicates there are good links between school and parents. The school makes the parents aware of its policy on homework, useful guidance is given so that they know what to expect. As a result, the use of homework is good and several of the pupils talked enthusiastically of being helped at home with things like spellings and reading.

The progress of pupils in the large junior class is satisfactory. The arrangement of deploying two teachers to the class for three mornings is very effective. Pupils in the lessons during these mornings make at least good progress and sometimes very good. In other lessons pupils' progress is generally satisfactory. In physical education most pupils make good progress. The weakness is in science attainment (a whole school issue) and the work set for higher attaining pupils in some lessons is not hard enough (another whole school issue). The school takes effective action to ensure pupils in this class are wherever possible not disadvantaged.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and achievements

1. In the 2000 national tests for pupils aged seven, standards were in line with the national average in reading, writing and mathematics. In the teacher assessment for science, results were also average. In comparison with similar schools standards of attainment were average. Standards over the last four years have remained more or less the same. The only exception was in the 1999 tests when standards were well below the national average. The cohort of pupils who completed the 1999 tests contained a much higher than usual (38 per cent) proportion of pupils with special educational needs of which three pupils had statements of special educational need. The percentage of pupils in 2000 who attained above the expected level for seven year olds was low.
2. Inspection evidence indicates standards attained by pupils aged seven are broadly the same in writing and reading as they were in the 2000 national tests. Mathematics standards have improved. The reason for this is in Year 2 teacher expectations of the standard of work expected of the higher attaining pupils have increased significantly. They now attain in lessons far higher than pupils did in the 2000 tests. Standards in science are below the national average. Overall standards are broadly the same as at the time of the last inspection.
3. In the 2000 national tests, standards of attainment for pupils aged 11 in English were above average, average in mathematics and below average in science. In comparison with similar schools standards were above average in English, average in mathematics and well below average in science. English standards were better than the 1999 test results, the same in mathematics, but lower in science. Over the last four years standards in English have been above average, average in mathematics and have declined in science to below average from above average four years ago.
4. Current inspection evidence indicates that by the age of 11, pupils' standards in English and mathematics are above average, but below average in science. The improvement in mathematics standards compared with the test results of 2000 has been brought about for the same reason as that for pupils aged seven. Namely, teachers have increased their expectations of what higher attaining pupils should attain. This has brought about an increase in their attainment and thereby raised overall standards. Standards in English and mathematics are higher now than at the time of the last inspection. Science standards are lower. Across the school the successful introduction of the National Literacy and Numeracy Strategies and the good leadership of the subject co-ordinators positively affect standards in English and mathematics. In science the shortage of time allocated to the subject, too low expectations by teachers of what pupils should attain and some teachers' insecure subject knowledge have contributed to the decline in standards. There is no significant difference in the attainment of boys and girls across the school.
5. By the ages of seven and 11 standards in information and communication technology are in line with national expectations. Standards are higher than at the time of the last inspection. A considerable investment has been made in time and money, staff training and better resources. This has contributed significantly to the improvement. Furthermore, the co-ordinator provides valuable support and expertise and leads the subject well.

6. Pupils aged seven and 11 attain in line with national expectations in art, design and technology, geography, history, music and physical education. In music, pupils attain well in singing and in physical education there are some pupils attaining higher than expected standards in gymnastics and games skills. By the time pupils leave the school at 11 years of age they have achieved satisfactorily in relation to their prior attainment. The school's programme of support for pupils with special educational needs is satisfactory. It is effectively organised to identify pupils who need additional help in class. This ensures they make similar progress to that of their classmates. Arrangements for supporting pupils who have statements of special educational need are effective and ensure they attain standards that are in line with their prior achievements. Pupils who have individual education plans do not make adequate progress in meeting their targets; therefore their attainment in relation to these targets is unsatisfactory. Pupils who are withdrawn from class to receive additional help with literacy gain competence in basic reading, writing and spelling skills.
7. By the time they reach the age of five at the end of the foundation stage, children attain above expectations for their age in personal, social and emotional, mathematical, creative and physical development. This means children achieve well in these areas of learning in relation to their prior attainment. In communication, language and literacy, and knowledge and understanding of the world they attain in line with expected standards and achieve satisfactorily.
8. The school assembles a wide range of information on pupils' attainments and has used this information to set targets for each of the existing year groups of pupils. The targets set reflect the variation in cohorts but are realistic, challenging and high enough.

Pupils' attitudes, values and personal development

9. Pupils keep up the high standards reported at the previous inspection. Inspectors found very good attitudes and behaviour in nearly half the lessons. By Year 6 pupils' very good attitudes and consistently high standards of behaviour make important contributions to their progress and achievements.
10. Pupils enjoy being at school and are nearly always very enthusiastic learners. For example, Year 2 pupils opted to work through break so as to finish their island maps. Such good levels of interest and involvement often reflect teachers' skill in explaining and organising pupils' work. Pupils are keen to give their ideas and views because they know that teachers are interested and value them. Pupils want visitors to come and see them at work in lessons.
11. Behaviour in and around the school continues to be very good. Pupils follow agreed class rules responsibly. Their good self-discipline in movement around classrooms and the school arises from teachers' high expectations of behaviour. Pupils are obedient, courteous and reliable. Visitors find doors opening quietly before them with thoughtful pupils holding them back. Lively conversations make lunch noisy at times, but the midday meal is a good social occasion. Pupils aged seven to 11 organise their lunchtime play and games responsibly. For example, they manage to run football and netball practices, number and chasing games all at the same time. Pupils aged five to seven quickly learn to take turns in their playground games.
12. There were no exclusions at the time of the inspection or in the previous school year. The school has excluded only two pupils in 16 years. Strong policies and procedures keep pupils free from inappropriate behaviour, bullying, sexism and racism. As a

result they are able to enjoy work and play without fear of disturbance. The vigilance and guidance of all staff develop in pupils a good understanding of how their actions affect others. Active links with a local primary school whose pupils are Muslims enable pupils to appreciate and learn to respect feelings, values and beliefs different at times from their own.

13. Pupils accept without fuss the responsibilities teachers give them. They carry them out efficiently and sensibly. For example, teachers often rely on older pupils to keep an eye on younger children at playtimes, prepare classrooms, tidy rooms and store cupboards, be door monitors and run the tuck shop. Year 6 pupils have a clear understanding of their responsibilities to the school and their position as examples to younger pupils. These good standards arise directly from the good relationships between pupils and teachers throughout the school.
14. Attendance is good and is consistently above the national average. Unauthorised absence is insignificant. The pupils enjoy coming to school and lessons start and finish on time.

HOW WELL ARE PUPILS TAUGHT?

15. The quality of teaching is satisfactory, with a significant amount of good, very good and excellent teaching having a positive effect on pupils' attainment and progress. Teaching is satisfactory or better in all lessons, with 30 per cent good, 12 per cent very good and 2 per cent excellent.
16. The quality of teaching for the under fives is good and this has a significant effect on children's learning. The teaching is based upon sound planning that identifies clear learning targets in all areas. Groups of children are organised and resourced well and this fosters the purposeful working atmosphere and good behaviour of the children. Children show increasing levels of concentration, initiative and independence for their age because the staff encourage this. There are good assessment procedures for tracking children's progress which staff use successfully to plan the next step in children's learning. Support staff are deployed effectively in lessons and make a positive contribution to pupils' learning.
17. The quality of teaching is satisfactory for pupils aged five to seven. It ranges from very good to satisfactory (23 per cent good or better). Teaching is good in English, mathematics and physical education. It is satisfactory in all the other subjects. The quality of teaching is good for pupils aged seven to 11; 62 per cent of lessons are good or better. Teaching is good in English, mathematics, music and physical education. It is satisfactory in the other subjects.
18. Across the school, teachers work hard to plan and prepare lessons. The planning adequately shows what is to be taught and learnt. Teachers give pupils opportunities to develop numeracy and literacy skills in different subjects. For example, in geography in Year 1 pupils practised their numeracy skills by numbering houses in tens and in design and technology they made models by using regular mathematical shapes. Pupils improve their writing skills when making notes in geography and history. Information and communication technology is used to research work in history. An effective use of pupil assessment ensures that activities are generally matched to pupils' varying needs and prior attainment. The exception to this is in science lessons when higher attaining pupils do not have sufficiently difficult work to complete. This is also the case within some mathematics lessons.

19. A range of appropriate teaching methods is used. These include whole-class teaching, group and individual work, involving practical, investigative and problem solving activities. Time and resources are used efficiently. Teachers have generally secure subject knowledge apart for some aspects of science teaching. Pupils' behaviour is managed very effectively. A strength of the teaching is the very good relationships between staff and pupils. The use of the additional teacher to teach Year 4 pupils is very effective when he teaches half the class on three mornings a week. Across the school support staff are deployed very well to support pupils' learning in class. They make a positive contribution to pupils' progress.
20. The quality of the marking of pupils' work is satisfactory overall. All work is marked and the best marking places an emphasis on what pupils need to do to improve their work further. Good homework procedures recently introduced are generally effective in extending pupils' learning. Homework is less effective when the work is not marked thoroughly, which occurs from time to time.
21. Support in whole class lessons for pupils with special educational needs is good. It is effective in enabling pupils to participate fully and with confidence in all learning tasks. Trained learning support staff are particularly effective and make a valuable contribution to the quality of teaching and learning such as in a Year 6 science lesson. In this lesson they supported pupils with special educational needs and ensured these pupils participated fully in the lesson. Their learning was very good. Teachers do not make satisfactory use of pupils' individual education plans to inform their planning or match the work they provide to the pupils' individual needs.
22. The following are examples of how good quality teaching positively affects pupils' learning:
- In a reception class numeracy lesson on the language of measurement the teaching and learning were good. There was good management of the children's behaviour, based on very good relationships and effective, established rules and routines. The children responded by behaving well, listening attentively and responding promptly to the teacher's instructions. Focused questioning by teacher and nursery nurse provided a high level of intellectual challenge that further extended children's learning.
 - The teacher taught well in a literacy lesson in Year 2 about the poem "The Wind". The teacher demonstrated secure knowledge of the National Literacy Strategy and poetry techniques. This meant pupils spent appropriate amounts of time listening, answering questions and working independently. The teacher's intonation and expression when reading the poem held pupils' interest and attention fully so that they learned continuously. There was good teaching of basic phonic skills. This ensured pupils used them effectively in group reading activities and spelling exercises.
 - A literacy lesson in Year 4, with pupils on the register of special educational needs and lower attaining pupils, on what makes a newspaper article interesting was well taught and the pupils' learning was good. Instructions at the start of the lesson were clear and precise and given at a brisk pace with high levels of attention. The teacher's enjoyment of her teaching gave the lesson enthusiasm and led to energetic learning. Lots of encouragement was given and this motivated pupils and kept them fully involved. The little inattention by pupils was very quickly picked up and through skilled questioning quickly re-involved these pupils in the lesson.
 - A numeracy lesson in Year 6 involving the construction of graphs to represent temperatures around the world was very well taught and resulted in very good learning and high attainment. Very skilled questioning involved all pupils. This meant that the higher attaining pupils were challenged appropriately and the pupils

with special educational needs answered questions that extended their knowledge but did not exclude them because they were too hard. The activity was very challenging - indicative of the teacher's high expectations- and pupils responded by working with sustained concentration. Pupils were encouraged to work collaboratively, which they did very well, to seek the answer. This supported really well their personal development. There was an excellent atmosphere for learning that very positively impacted on standards. The key to the creation of this atmosphere was the excellent relationships between teacher and pupils.

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

23. The quality and range of learning opportunities provided by the school for all of its pupils, including those under five, is satisfactory and meets statutory requirements. However, within science these are limited in some classes due to teachers' lack of secure knowledge and understanding of the subject. The school pays due regard to the national strategies for both literacy and numeracy and both have a good effect upon raising standards of pupils' work. Throughout the school provision for special educational needs is satisfactory and is appropriately organised to ensure work provided for pupils matches their age and ability. However, targets in pupils' individual education plans need to be more precise and included in class teachers' planning for all subjects and not just literacy. For pupils with statements of special educational need the curriculum provided by the school is suitably modified to meet their individual needs. At the time of the inspection no pupil required additional support for English as an additional language. The school has recently implemented good strategies to deliver thorough and comprehensive information and communication technology programmes of study and these are being included for further development within other subjects of the curriculum. Throughout the school too little time is devoted to teaching science and this adversely affects pupils' standards in the subject.
24. Provision for pupils' personal, social and health education is good. Pupils have a sound knowledge and understanding of health issues and are aware of how their life style affects their well-being. The school has policies, approved by the governing body, for sex education and drugs awareness, both of which are taught during a range of lessons. Time is dedicated for pupils to benefit from regular opportunities to discuss a wide range of issues, which prepare them well for taking personal responsibility for their actions and for developing an understanding of how these affect others. The school is particularly effective in promoting this aspect of pupils' development through religious education lessons.
25. The school ensures all pupils, regardless of ability, have full access to the National Curriculum. It provides an adequate range of extra-curricular activities to support learning in the classroom and the wider personal development of the pupils. Opportunities are provided for pupils to benefit from local and more distant field trips. Pupils aged five to seven enjoy studying features about the area in which they live. The youngest pupils in the reception class thoroughly enjoy seeing what they can find in the parish priest's garden. Pupils aged seven to 11 venture further afield and talk enthusiastically about their visits to Brookhouse School in Blackburn, the Science Museum in Manchester and Ribchester Roman Museum. Pupils respond enthusiastically to the opportunities they are given to participate in school sporting events and gain much from being part of the team. They enjoy lessons provided by visiting coaches for netball, cricket, football and rugby and visiting venues such as Ewood Park. However, there are no opportunities outside lessons to enhance their musical or artistic talents.

26. The local community makes a good contribution to pupils' learning. History is brought alive through visits to Blackburn Museum and Clitheroe Castle. Pupils have enjoyed a day at Blackburn Rovers Football Club as part of the Education Through Sport programme. The Schools' Football Association supported the school in a sponsored football skills initiative. Education/business partnership links have facilitated opportunities to share their expertise with the school and visits to local industry have helped pupils gain an awareness of the world of work. For example, pupils in Year 5 visited a local car dealership to find out about sales, marketing and servicing of Mercedes Benz cars. Very good links are now in place with the adjacent parish church. The new parish priest is regularly in school chatting with pupils and sharing ideas with them about how they can together help the church community. The school has established good links with partner institutions. Pupils in Year 6 have good opportunities to visit the secondary school, meet their new teachers and explore the different specialist classrooms they will use for lessons in science, art and technology. Several students from St. Augustine's and Norden High School as well as St. Mary's and Blackburn Colleges engage in work experience. Student teachers are also welcomed from St Martin's and Edge Hill Colleges.
27. Provision for pupils' spiritual, moral, social and cultural development ensures pupils' personal development is good. It continues to be a strength of the school.
28. Pupils' spiritual growth is central to the school's mission. Provision is very good. The school gives pupils a strong foundation of spiritual values in a Christian setting. Religious education lessons and the support of these values in church and at home sustain their development. Pupils have a clear understanding of God as Father and Creator. For example, when asked why there were night and day, a Year 6 pupil answered by recalling the account of God's creation of light in Genesis. School and class assemblies and masses give opportunities both for quiet reflection and traditional prayer. The giving and surrendering of each day's work to God in class prayers links godliness and good learning.
29. Very good moral education arises from this spiritual foundation. Teachers are strongly aware of the need for pupils to understand the difference between right and wrong. Christian precepts and principles inform pupils' moral development. Staff, parents and pupils follow through a well developed behaviour policy. The school's strong encouragement of good behaviour leaves little room for the bad. Good relationships with teachers and weekly personal and social education lessons create good opportunities for teachers and pupils to deal with moral issues as they arise. For example, a Year 6 pupil felt she could not rate her favourite novel excellent, because it lacked a clear moral.
30. The good quality of provision for pupils' social development shows through their good behaviour. By the age of 11 pupils show commendable maturity and thoughtfulness. Individual achievement targets for writing give pupils a sense of responsibility for their own learning. Teachers maintain a strong and consistent focus on pupils' social development throughout the school day. Policies to eliminate bullying, sexism and racism are clear, well understood and effective. Pupils respond well to those opportunities teachers give them for working together and as teams.
31. The school's provision for pupils' cultural education is similar to that in most primary schools. The school makes sound provision for pupils' multi-cultural education. The links with a local primary school whose pupils are nearly all of Asian cultural heritage contribute well to pupils' experience of different cultures and religions. Religious education lessons for pupils aged seven to 11 introduce them to central aspects of

Buddhism and Judaism. Pupils' work in art, literature and music brings them experience of the richness and diversity of their own and other cultures. However, parents are rightly concerned by the small amount of cultural activities, such as music or art clubs, available to pupils outside lessons. The programme of visits to local museums, historical and geographical sites also adds effectively to pupils' cultural experience.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

32. The support offered to the pupils whilst in the care of the school is very good. The school's arrangements for child protection are recorded in a formal policy. Staff are vigilant in their approach to child protection issues and are fully aware of the procedures they must follow. The school takes great care to ensure that it is a safe place. Risks are assessed and recorded after regular inspections of the grounds and buildings. Timely action is taken to remedy any shortcomings. There were no outstanding health and safety matters at the time of the inspection. The school provides very good, sensitive health care for the pupils. Visiting professionals undertake dental and other forms of routine health screening, for example. The school nurse contributes to lessons on health and helps the pupils to understand the complexities of growing up.
33. When pupils need extra help with their learning, the school works hard to provide it. There are good working relationships with the agencies and experts who can provide such support. The support staff help pupils to learn and to play a full part in the every day life of the school. The school has appropriate systems for monitoring the personal development of the pupils. Each teacher keeps a summary record of the pupil's needs. From this they are, for example, able to group the pupils so that they gain maximum benefit from their lessons. The teachers have a good personal knowledge of their pupils. They use this effectively to give support when needed. In a Year 4 numeracy lesson seen, the teacher made sure that a pupil who had hurt her arm could participate in a number game which involved clapping. Through testing and looking at each pupils' potential, the school knows the pupils that need extra support to help them improve their achievements in the tests they take when they reach the age of 11. The personal achievements of the pupils are celebrated through such things as a weekly assembly which frequently attracts the support of the parents.
34. The staff are alert to the social needs of the pupils. Under the leadership of the headteacher, a successful breakfast club has been introduced. It frequently attracts patronage from 20 to 30 pupils.
35. The school's procedures for promoting good behaviour and for eliminating all forms of oppressive conduct are very good. They are formalised into a policy and are backed up by clear rules and robust recording of any significant misbehaviour. The staff, parents and the pupils understand these procedures. They are very effective in setting standards and maintaining very good behaviour throughout the school. Similarly effective procedures ensure that high levels of attendance are constantly maintained.
36. The school provides very good support for the pupils when they come into the reception class. The parents are fully involved and value this. Good quality information, opportunities to visit the school and personal meetings with the headteacher ensure that the pupils settle into school quickly and with the minimum of fuss. The school supports the pupils very well when they prepare to go on to the next stage of their education. It maintains excellent links with professional

colleagues which are effective in enabling the pupils to sample life at the secondary school.

37. The previous inspection reported that the school was a caring and happy place. The same positive picture is apparent today. Overall, the care offered to the pupils makes a positive contribution to their learning.
38. Across the school, assessment procedures are good. The use teachers make of them to inform the next step in pupils' learning are satisfactory. Since the time of the last inspection the school has made good progress in developing this aspect of its work. These rigorous procedures have been introduced sensitively and systematically. Emphasis has been placed upon developing comprehensive methods of monitoring and tracking pupils' achievements in literacy and numeracy. Evidence from the inspection confirms teachers' predictions about the impact this is having upon raising standards in the National Curriculum tests at the age of 11. Assessment procedures in science are unsatisfactory. The school has identified a need to develop these further to replicate the high quality of literacy and numeracy assessments. Co-ordinators responsible for the foundation subjects have not yet initiated or implemented adequate procedures for monitoring pupils' progress and achievements. In most areas of the curriculum portfolios of samples of pupils' work have yet to be established. Those that have been established are helpful in providing teachers with information about standards throughout the school.
39. The school perceives the inclusion of pupils in setting reading targets for themselves as fundamental to raising standards. Pupils have responded very positively to this development and enjoy the opportunity it gives them to take responsibility for the direction of their own learning.
40. The school uses the results of a range of assessment information to analyse and evaluate areas of weakness within teaching and learning. The achievement of higher attaining pupils is monitored twice a year. The school is aware of the importance of monitoring this strategy to ensure any gifted and talented pupils are suitably challenged by the work they are given. This is successful in English and beginning to impact positively in mathematics. Targets for pupils with special educational needs are reviewed and amended regularly to ensure they continue to make progress. Through the use of assessment the school has identified weaknesses in the quality of the science curriculum and the way in which science is taught in some classes. Teachers are now well placed to use this information to make the necessary changes to raise pupils' achievements by the time they are 11 years of age.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

41. Relationships between the school and the parents are good. The school enjoys the support of the vast majority of the parents. They expressed a high level of satisfaction with the school at their meeting and in the high number of responses to the pre-inspection questionnaire.
42. The school provides an interesting and informative range of information for the parents. They are, for example, given information about the school's targets and on how to help their children to learn at home. The annual report on pupils' progress gives the parents a clear picture of what the pupils can do. The teachers meet with the parents three times each year so that they can discuss their children's achievements and any concerns. From time to time, the school holds information sessions for the parents on such important matters as preparing for the tests given to seven and 11 year olds.

43. The parents feel welcome in the school. They feel comfortable in making suggestions and have little difficulty in resolving concerns. A number of the parents help with routine preparatory jobs in the classes and accompany the pupils on their visits to places of interest. The parents have an active association which is successful in organising social events and raising funds for the school. Recently this has, for instance, contributed towards improving the building and buying computers. Parents value being invited to assemblies and performances. Attendance at these functions is always high.
44. The school makes the parents aware of its policy on homework, useful guidance is given so that they know what to expect. As a result, the use of homework is good and several of the pupils talked enthusiastically of being helped at home with things like spellings and reading. A home-school agreement is in place which reinforces the good quality relationships between the home and school.
45. A minority of the parents expressed concerns over the range of activities available to the pupils outside of lessons. The inspection team found that there was an adequate range of activities which were suitable for the age and maturity of the pupils. A small number of the parents were concerned about the large class size in Year 4. Whilst the class has 37 pupils in it, the school has worked to minimise the effects. It provides extra teaching support and inspectors did not find evidence of any adverse effect on progress.
46. The school has maintained the positive relationships which were apparent at the time of the previous inspection. These relationships have a beneficial impact on the pupils' schooling.

HOW WELL IS THE SCHOOL LED AND MANAGED?

47. The school is well led by the headteacher who provides clear educational direction and influential and supportive leadership. She sets the tone for the school in terms of clear expectations in moral and social development of the pupils and has maintained a good team spirit amongst a staff that have been at the school for a long time. As a result of this leadership, the quality of relationships within the school is very good. This is the cornerstone upon which the improvements since the last inspection have been built. The headteacher has a firm grasp of the strengths and weaknesses in the school. There is a shared commitment within the school and the governing body to bring about further improvement. The school is well placed to build upon the good improvements made since the last inspection.
48. The senior management team and subject co-ordinators effectively monitor, evaluate and support teaching and curriculum development. The school has responded well to national initiatives. The co-ordinators for English, mathematics and information and communication technology provide good leadership in implementing the National Literacy and Numeracy Strategies and the recent innovations in information and communication technology. The quality of leadership of other co-ordinators is sound.
49. The governing body meets regularly and fulfils its statutory requirements. There is a good understanding of roles, such as that provided by the governors with responsibility for literacy, numeracy and finance. The governing body provides advice and encouragement to the staff during its meetings. The governors are kept informed by the headteacher about the life of the school and the standards and quality of education pupils receive. Governors visit school regularly and have first

hand experience of how the school runs. The governing body has a sound understanding of the school's strengths and weaknesses.

50. School development planning is good. It clearly identifies appropriate priorities and makes the raising of standards the basis of all developments. The school takes effective action to meet its targets. There is effective long term strategic financial planning. The carry forward of funds from one year to the next is used effectively to provide extra teachers to ensure an adequate teacher-pupil ratio. Governors have a good awareness that present staffing levels can only be maintained whilst there is one large year group. The principles of best value are applied satisfactorily. The money allocated to the school per pupil is an average amount in comparison with other schools in the country. The day-to-day administration and management of the school is very good. Efficient and friendly administration staff ably support the headteacher. The very few minor recommendations in the latest auditor's report have been implemented. The school ensures it allocates its grant for staff training to support targets in the school development plan and in this way relates them directly to pupils' learning. The school has good potential as a provider of initial teacher training.
51. The school has enough suitably qualified and experienced teachers to enable it to teach the subjects of the National Curriculum. The school benefits from a good range of support staff. Their expertise is effectively deployed to assist in classes and to provide extra help for those pupils who need it. Staff who have received specialist training are particularly effective in the contribution they make to teaching and learning, especially when they are deployed to support pupils in whole class lessons. The additional support provided for pupils with statements of special educational need is most effective when used to enable pupils to be taught alongside their classmates. The newly appointed co-ordinator for special educational needs is an experienced teacher. However, she does not yet have a direct teaching remit for working with any pupils who have special educational needs. Therefore, there are inadequate opportunities for her to directly monitor and evaluate the work of colleagues or the use made of individual education plans throughout all subjects of the curriculum.
52. Appraisal arrangements enable the teachers to discuss their professional development needs each year. Recently the school has concentrated its efforts on developing the staff's skills in the teaching of literacy and numeracy. This work has paid off in raising the standards achieved. The school recognises that there is a need to develop skills in the teaching of science.
53. The accommodation is maintained to a high standard. It is clean, tidy and provides a welcoming environment for the pupils and visitors. The external play area is small. There is no dedicated, equipped play area for the children who are under five years old. The building has been expanded over recent years and the governors have plans for further improvements. The school has a large class in Year 4. Occasionally, space for the pupils to take up practical activities such as art and science is limited.
54. Resources are generally adequate. In some subjects such as English, the resources are of good quality. The school has a policy of progressively up dating its computers each year. The governors make appropriate allocations of money from the school's budget. The co-ordinators use this prudently to buy resources. In art, for example, this has enabled the school to maintain a good range of resources. The school lacks large play equipment and wheeled vehicles for use by the children under five years

old. There are also insufficient fiction and non-fiction books and role-play equipment for children in the reception class.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

55. The headteacher and staff, in conjunction with the governing body, should:

- raise attainment in science across the school by:
 - increasing the amount of time allocated to the teaching of the subject;
 - improving the use of the assessment of pupils' work so that work in lessons, especially for higher attaining pupils, matches accurately what pupils can do;
 - increasing teachers' knowledge and understanding of the subject through in-service training;(paragraphs 2, 4, 19, 23 and 93-103)

- improve the achievement of the higher attaining pupils in all lessons in mathematics by ensuring that:
 - teachers raise their expectations of what pupils are to learn;
 - teachers use their knowledge of what pupils can already do so as to provide work that is hard enough to extend appropriately the learning of these pupils.(paragraphs 1, 3, 18 and 84)

56. In addition to the key issues above, the following less important area for development should be considered for inclusion in the action plan:

- make available the number and range of books, role-play resources and outdoor play equipment available for children under five in reception.
- (paragraphs 54 and 60)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed

44

Number of discussions with staff, governors, other adults and pupils

20

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very poor
2	12	30	50	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	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	209
Number of full-time pupils eligible for free school meals	27
Special educational needs	YR – Y6
Number of pupils with statements of special educational needs	7
Number of pupils on the school's special educational needs register	31
English as an additional language	No of pupils
Number of pupils with English as an additional language	0
Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	9
Pupils who left the school other than at the usual time of leaving	11

Attendance

Authorised absence

	%
School data	4.3
National comparative data	5.4

Unauthorised absence

	%
School data	0.2
National comparative data	0.5

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

Attainment at the end of Key Stage 1

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2000	18	14	32

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	16	16	15
	Girls	14	14	14
	Total	30	30	29
Percentage of pupils at NC level 2 or above	School	94 (71)	94 (76)	91 (79)
	National	83 (82)	84 (83)	90 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	16	16	17
	Girls	14	14	14
	Total	30	30	31
Percentage of pupils at NC level 2 or above	School	94 (79)	94 (79)	97 (92)
	National	84 (82)	88 (86)	88 (87)

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

Attainment at the end of Key Stage 2

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	2000	18	15	33

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	11	14	13
	Girls	14	13	14
	Total	25	27	27
Percentage of pupils at NC level 4 or above	School	76 (78)	82 (78)	82 (72)
	National	75 (70)	72 (69)	85 (78)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	11	10	11
	Girls	12	13	13
	Total	23	23	24
Percentage of pupils at NC level 4 or above	School	69 (81)	69 (84)	72 (81)
	National	70 (68)	72 (69)	79 (75)

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

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	0
Black – African heritage	0
Black – other	0
Indian	0
Pakistani	0
Bangladeshi	0
Chinese	0
White	182
Any other minority ethnic group	0

This table refers to pupils of compulsory school age only.

Exclusions in the last school year

	Fixed period	Permanent
Black – Caribbean heritage	0	0
Black – African heritage	0	0
Black – other	0	0
Indian	0	0
Pakistani	0	0
Bangladeshi	0	0
Chinese	0	0
White	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.

Teachers and classes

Qualified teachers and classes: YR – Y6

Total number of qualified teachers (FTE)	8.8
Number of pupils per qualified teacher	23.8
Average class size	29.9

FTE means full-time equivalent.

Education support staff: YR – Y6

Total number of education support staff	9
Total aggregate hours worked per week	156

Financial information

Financial year	1999-2000
	£
Total income	359,381
Total expenditure	361,048
Expenditure per pupil	1,679
Balance brought forward from previous year	29,860
Balance carried forward to next year	28,193

Results of the survey of parents and carers

Questionnaire return rate 55.5%

Number of questionnaires sent out	209
Number of questionnaires returned	116

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	49	46	3	2	0
My child is making good progress in school.	45	44	4	2	5
Behaviour in the school is good.	45	50	2	0	3
My child gets the right amount of work to do at home.	30	51	12	3	4
The teaching is good.	50	41	5	0	4
I am kept well informed about how my child is getting on.	30	49	16	2	3
I would feel comfortable about approaching the school with questions or a problem.	59	30	9	3	0
The school expects my child to work hard and achieve his or her best.	65	32	2	0	1
The school works closely with parents.	33	47	15	2	3
The school is well led and managed.	45	42	5	1	7
The school is helping my child become mature and responsible.	50	47	3	0	0
The school provides an interesting range of activities outside lessons.	17	41	24	9	9

Other issues raised by parents

Parents of pupils in Year 4 have concerns that the class size adversely affects pupils' progress.

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

57. Children start in the reception class at the beginning of the academic year in which they become five. There are currently 27 children in the reception class. Children enter the class with a wide range of early learning skills. The level of these skills ranges from above to below those expected of children this age and it is in line with national expectations overall. This is confirmed by the initial assessments conducted with the children.
58. The school has maintained the overall good quality of teaching and learning identified in the last inspection. By the age of five, when children transfer to Year 1, they achieve well and attain above national expectations in personal, social and emotional, mathematical, creative and physical development. They achieve satisfactorily and attain in line with national expectations in communication, language and literacy skills and in their knowledge and understanding of the world. There are no children identified as having special educational needs.
59. The good teaching has a positive effect on the children's learning. The good expertise and teamwork of the staff underpin this teaching. This is shown in the methods and resources adults use to gain children's interest and motivate them to learn. For example, the teacher sustained children's interest and developed their understanding of primary colours demonstrating colour mixing. The children watched open-mouthed and listened intently when the teacher mixed yellow and red to make orange. Staff organise practical activities of all groups well and this fosters the purposeful working atmosphere and the good behaviour of the children. During a measuring activity using water the children worked well together to determine which container held the most water and which held the least. A good range of containers was available to the children and the staff's explanations of what was expected were unambiguous. The children's learning during this activity was good and developed a good understanding of the terms most and least. Staff encourage children to show high levels of concentration, initiative and independence. Most children respond well to this. For example, they use unsupervised, construction kits to make 'trains' and play in the sand building a 'swimming pool'. Throughout these activities they handle and share equipment and materials sensibly.
60. The planning of children's work is satisfactory. It ensures that children develop their learning in a step by step fashion and generally work becomes appropriately harder as they move through the Foundation Stage. The exception to this is work planned for children's knowledge and understanding of the world. The scientific aspect of the planning of this work does not take sufficiently into account what the higher attaining children can do. This results in these children not receiving work that is hard enough. Also, work planned for development of pupils' communication, language and literacy skills does not sufficiently extend children's learning. There is no area for children to attempt independent writing for various purposes, for example writing shopping lists, memos, made-up stories and writing imaginary telephone messages. There are not sufficient reading books, fiction or non-fiction, available in the reading corner. The role-play area does not provide a wide enough range of activities. There are good assessment procedures for tracking children's progress, which are generally used successfully to plan the next step in children's learning.

Personal, social and emotional development

61. There is good provision for children's personal, social and emotional development. Teaching and support staff work effectively together as a team and are very caring, supportive and encouraging, for instance, in praising children's achievements. Adults set a good example for children to follow. They listen with genuine interest to what children have to say and speak with courtesy and consideration. This promotes children's very good behaviour, self-esteem and good relationships with adults and one another. Children have good attitudes to learning. Most children co-operate well with each other in pairs and groups, take care of and share equipment with one another. For instance, they work co-operatively in groups in physical education activities using benches and mats. Children take responsibility for their own resources and develop initiative and independence. They make choices about activities they undertake in group work. They settle quickly and happily into daily routines such as registration and milk time. Most children develop a good awareness that some actions are right and some are wrong.

Communication, language and literacy

62. The quality of provision for children's communication, language and literacy is satisfactory. The children enjoy listening to stories and they share books with each other and with adults. Most children know words and pictures carry meaning and a third of pupils recognise the sounds of most letters. Most join in and sing accurately the alphabet song. They have knowledge of the key words for the school reading scheme. The emphasis is placed on home reading for children to progress through the reading scheme and other supplementary reading books. This works adequately, but because of deficiencies in the range and quality of books within the class' 'reading corner' the children's progress is slowed down. This is reflected in the end of reception reading assessments for the last two years when results were in line with expectations, a slower rate of progress when compared with progress in mathematics.
63. Children are provided with sound opportunities for independent writing. Most children by the age of five write for various purposes. For example, they label a picture that illustrates a holiday. The higher attaining children write in sentences with some correctly punctuated. Their handwriting is clear and legible. The average children retell a story in their own words. There is very little punctuation but letter formation is generally accurate. The less able children communicate using single words. All copy accurately. By the age of five most children attain in line with standards expected for children this age and progress is satisfactory. Opportunities for children to develop their writing skills independently are too few. There is insufficient emphasis given to children to write on a daily basis for different purposes.
64. The progress children make in the development of their speaking and listening skills is good. Staff place a strong emphasis on extending children's vocabulary in their conversations and questioning of the children. The children, by the age of five, speak in phrases and sentences. Their vocabulary is increasing and they respond with simple answers when an adult questions them. Opportunities are given for pupils to extend their vocabulary in specific areas of the curriculum. For example, they use words for counting and comparing such as bigger, smaller, taller etc. They retell familiar stories very accurately.

Mathematical development

65. Children make good progress and reach levels of attainment above those expected for children five years old. Approximately a third of the class already attains the early learning goals for mathematical development. The count reliably up to 10 and recognise the numerals 1 to 9. They find one more or one less than a number from 1 to 10. Most of the class use correctly language such as 'more' or 'less', 'greater' or

'smaller', 'heavier' or 'lighter' to compare two numbers or quantities. There are effective links with other areas of learning; for instance in their work "All about me", the children made comparisons of the smallest and biggest feet and hands in the class. They counted accurately to produce a graph of the range of shoe fastening in the class.

Knowledge and understanding of the world

66. There are good elements in the teaching and resourcing of the children's learning to develop their knowledge and understanding of the world. The staff provide first hand experiences that encourage exploration and observation. For example, the class went on a walk in the church grounds during which they had to use their senses to learn about the world about them. They were expected to recognise the change in the colours of leaves and to give possible reasons. The teacher sets up a range of activities for pupils to build and construct. For example, they use commercial construction kits and wooden blocks. The children have regular access to computers. The weakness is in the school's long term planning. This inhibits the range of work the children undertake in reception for fear of duplicating what will be taught in Years 1 and 2. Therefore, the children's learning, particularly that of the higher attaining children, is not sufficiently extended to allow them to attain as high as possible.
67. By the age of five the children make satisfactory progress. They know about the differences and changes in materials through baking biscuits. Through their topic "All about me" they recognise that people grow and change. Children use the mouse with developing accuracy to work computer programs and become familiar with the keyboard and print function. They play constructively with water, dough and construction kits and in doing so recognise their appropriateness for various activities. The children select and cut paper, cloth and other collage materials into various sizes with scissors, using the shapes to make pictures.

Creative development

68. The teacher demonstrates very secure subject knowledge and high expectations when teaching the children about primary colours. Early in the school year they already have good knowledge and understanding of primary colours and some secondary colours such as orange. The children make good progress and are on course to exceed the early learning goals for their creative development. They mix correctly primary colours to produce leaf patterns. The children produce good quality observational drawings of cereal packets. Their print work using shells, pasta, spoons, corks, bottles and ears of corn is of a satisfactory quality.

Physical development

69. Children are provided with a good range of indoor opportunities and a satisfactory range outdoors, to develop physically. During an indoor lesson the children move with confidence and imagination using benches and mats. They show a good awareness of space and move forward and backwards using different body parts at different levels. They follow instructions closely to perform a simple set of instructions involving stop, start and skip. Teachers give children plenty of opportunities to handle tools, objects, construction and malleable materials. The children respond by using them safely and with increasing control. Children's finer movements are developed well. The children are on course to exceed expectations for children of the age of five years. The only shortcoming is in the range of activities available to the children for developing their skills out doors. For example, there are no opportunities to play safely on wheeled toys.

ENGLISH

70. Standards by the end of Year 6 are above the national average. They are also higher than those in schools like St. Charles. Standards have gone up since the last inspection. Attainment in speaking, listening and reading skills is higher than in most primary schools. Writing standards are similar to those found in most primary schools. Standards of attainment went down for the last two years, but improved well this year. Girls attain higher than boys, following the pattern across the country. Pupils with special educational needs make good progress because they get good support.
71. There are several reasons for these good standards. Year 6 pupils have very high standards of listening and concentration. They want to do their best. The quality of teaching in Year 6 is very good. Also, half way through the year the school divides this class into two groups. This doubles the amount of attention each pupil gets and boosts progress.
72. Results in the 2000 national test tell the same story. Standards went up a lot after the dip in 1998 and 1999. The number of pupils reaching levels above those expected for their ages more than doubled. Standards in reading were higher than those in writing and girls did better than boys. Teachers' efforts to improve pupils' understanding in reading paid off.
73. Pupils' attainment at the end of Year 2 also improved last year. In 1999 standards were much lower than in most other schools and in schools like St. Charles. The reason was the very high number of pupils with special educational needs in the class. Pupils' files, books, work in lessons and national test results show that standards are now the same as in most schools.
74. Speaking and listening standards are good. They reflect pupils' good behaviour and attitudes to work. Pupils know why it is important for only one person to speak at once, so they listen carefully when teachers read, explain and tell them what to do. They are also good at listening to each other. As a result the quality of learning in most lessons is good. For example, in a Year 2 computer lesson, pupils quickly learned to use the return key to make a list. This was because they listened carefully to each part of the teacher's explanation.
75. By the age of seven, most pupils are confident to say what they notice, think, remember and want to know. By the age of 11 pupils learn a lot through listening to each other. For example, Year 6 pupils gave talks on aspects of Tudor life they had researched. Their very good listening supported each pupil's speech. The teacher got them to write down questions as they listened. This task sharpened their concentration and so further improved the quality of learning.
76. The school achieves good standards in reading by the time pupils are 11 years of age. Parents support reading at home effectively. Teachers share their enthusiasm for books and language when they read to their classes. As a result, most pupils pick up this enjoyment of reading. By the end of Year 6, pupils are nearly all independent readers. They have good library skills and know how to find books using the number system. Pupils read regularly at home in their spare time. Higher attaining pupils read up school subjects such as history. Teachers have worked successfully to improve the detail in pupils' understanding of text. As a result pupils find more meanings and know how to use evidence to prove their points. This is one of the main reasons for the improvement in test results last year.

77. By the age of seven, nearly all pupils reach the reading standard expected for their ages. They read storybooks aloud and with understanding. They like talking about what they have noticed in the stories. Slower learners are unsure of letter sounds at the beginning of Year 1. They, therefore, find it difficult to read new words. Most pupils know how to use simple indexes and contents pages to find facts in information books. They use children's dictionaries to check meanings and spellings.
78. Writing standards are as expected for pupils' ages by the end of Year 6. Pupils use a good range of forms such as stories, plays, letters, poems, reports and notes. Spelling, punctuation and handwriting standards are similar to those found in most schools. Pupils spell and punctuate correctly in exercises, but forget in longer pieces. Teachers are having extra training to improve pupils' skills in writing at length. For example, each pupil now has two individual writing targets. Older pupils use writing to improve their learning, for example, in making notes about history and geography.
79. By the end of Year 2 most pupils write readable sentences with capitals and full stops. Higher attaining pupils begin to use complex sentences. Teachers provide a good range of writing experiences, including information and imaginative work. For example, pupils of all abilities write effectively as if they were characters in stories they have read. Most pupils spell words as they sound. Slower learners sometimes leave letters and important information out. Pupils improve their writing skills steadily in Years 1 and 2.
80. The quality of teaching and learning is good. It is better at Key Stage 2 than at Key Stage 1 and is stronger in the second halves of both key stages. During the inspection the quality varied from satisfactory to excellent. Teaching was excellent in one lesson, very good in another, good in three and satisfactory in the other three.
81. In the good lessons teachers' close relationships with their classes encourage thoughtful speech and listening. Teachers' good knowledge of books, language and the best teaching methods lead to skilled questioning and thorough learning. This improves both pupils' understanding and their speaking and listening skills. Pupils copy teachers' expressive speech, reading and writing, and so improve their own. They pick up teachers' enjoyment of books too: an important stage in their own reading development. The quick pace of these lessons keeps all pupils interested.
82. Lessons are less effective when teachers talk too much and pupils too little. Pupils then get bored and restless. In such lessons there are not enough opportunities for pupils to take part in reading aloud or discussion activities.
83. Teachers' good use of the national literacy strategy is raising standards. The school is taking effective steps to improve the quality of reading and writing at both key stages. When they leave at 11, pupils have a good foundation in language for their secondary school courses. English is used effectively to develop pupils' information and communication technology skills. They draft stories and then edit them using word-processing skills. They use various fonts for different effect and older pupils 'cut and paste' their work.

MATHEMATICS

84. Standards by the ages of seven and 11 are above the national average. This is an improvement on the results of the national test in the summer term of 2000 and an improvement since the time of the last inspection. The reason for this is that higher attaining pupils in Years 2, 4, 5 and 6 are now having work of sufficient difficulty to

ensure they attain as highly as possible. This was not the case at the time of the last national tests. There is still a weakness in some lessons regarding the work higher attaining pupils are set. In these lessons it is still not hard enough to fully extend their learning. They therefore do not attain as highly as they should.

85. Since the last inspection, the school has implemented the National Numeracy Strategy. This has been successful and is having a positive impact on the quality of lesson planning and teaching in the subject. As a result of this improvement in provision, pupils in the infant and junior stages of education make good progress in relation to their prior attainment. Pupils with special educational needs also make good progress.
86. By the age of seven pupils recall addition and number facts to 10, understand place value of each digit in a number and order numbers to 100. They recognise properties of two and three-dimensional shapes and use graphs to represent information. For example they constructed accurately a bar chart to record 'Our favourite sweets'. They have good mental calculation skills for their age.
87. By the age of 11 pupils are proficient in arithmetical calculations and work quickly and accurately both mentally and in written form. They have a good recall of number facts and manipulate number competently. For example, pupils calculated mentally the square roots of 16 and 144, and 8 and 10 squared. They look for patterns in number sequences and seek to establish a rule they can apply in all situations. Pupils have a good understanding of how to represent information using a graph. They accurately construct a conversion chart for degrees Celsius to degrees Fahrenheit. Good use is made by pupils of information and communication technology to construct graphs.
88. Pupils respond well in lessons and work at a good pace. Behaviour is good and they work with sustained concentration. Pupils are keen to contribute to discussions and settle quickly to their work. Their attitude to numeracy lessons is good overall and in one Year 6 lesson it was excellent.
89. The quality of teaching is good and has a positive impact on pupils' learning and the progress they make. In a Year 2 lesson the teacher made good use of individual 'number fans' for pupils to show their answers to mental calculation problems. This ensured all pupils were involved in making the calculations. Pupils responded by concentrating hard and almost all made accurate calculations. They enjoyed being fully involved in the lesson at all times. The teacher managed pupils' behaviour very well and the resulting very good behaviour meant the lesson proceeded at a brisk pace and there was no wasted learning time. The teacher demonstrated high expectations of what she expected pupils to learn through introducing the idea of regular and irregular shapes and the properties of three-dimensional shapes. The pupils rose to the challenge and were very animated in their response to their new knowledge and understanding. The teacher's infectious enthusiasm ensured a brisk pace continued throughout the lesson and a lot of work was successfully completed.
90. Another example of how good teaching positively affected pupils' learning was in a Year 5 lesson on equivalence of fractions. This was preceded by a good introduction involving mental calculations. The teacher ensured pupils thought very carefully about their answers through careful questioning about how the calculation was made. This meant the higher attaining pupils gave very detailed mathematical explanations of how they arrived at an answer. The teacher was very adept at involving all pupils of all abilities in this introduction. This was done through a very good awareness of the less confident pupils to whom she directed effective questions to develop their

confidence. The teacher's very good relationship with the pupils was the cornerstone of her behaviour management strategy. This ensured all pupils participated fully in the whole lesson with no interruption in their learning. The very good behaviour aided the pupils' ability to concentrate, which meant they worked quickly as well as accurately.

91. Teachers are becoming increasingly alert to opportunities to develop pupils' numeracy skills across the curriculum. This positively affects pupils' progress in numeracy. In a Year 3 physical education lesson pupils played a game that involved turning through a right angle. In design and technology, pupils used a 'net' to construct a box. This required accurate measuring. Pupils in a Year 4 science lesson represented their findings of a test involving dissolving sugar by showing the information in a graph. Links with literacy are also established. Teachers constantly encourage pupils to use a wide range of mathematical language correctly. They have classroom displays of the meanings of mathematical terms and refer to them to support pupils' learning. Pupils are encouraged to give explanations for their answers and this extends their speaking skills and use of vocabulary. Pupils are regularly required to read worksheets during problem solving activities.
92. The subject co-ordinator provides good leadership and has overseen successfully the introduction of the National Numeracy Strategy. There is recognition within the school of the need to raise the attainment of higher attaining pupils in all lessons. They are well placed to bring about this improvement.

SCIENCE

93. Pupils' attainment in science by the ages of seven and 11 is unsatisfactory and below the national average. The progress pupils make in developing skills, knowledge and understanding of the subject is erratic. Pupils with special educational needs generally make satisfactory progress, but too little account is taken by teachers of targets in individual education plans when planning their lessons.
94. The results of the National Curriculum assessments made by teachers in 2000 show that for pupils aged seven, attainment is broadly in line with national averages and similar schools. By the age of 11, pupils' National Curriculum test results in 2000 show that pupils' attainments are below the national average and well below average for similar schools. Attainment over time, based on national test scores at the age of 11, is declining.
95. For pupils aged five to seven their ability to record their own work is satisfactory. Their skills in planning and carrying out investigations are unsatisfactory. Many pupils are unfamiliar with handling equipment to perform experiments. They have inadequate opportunities to initiate discussions about whether happenings are as they expected. Most have little understanding about how to modify an experiment by changing an element of a test. Most pupils do not have a clear understanding of the features of a fair test and cannot draw conclusions from interpreting test results or evaluating scientific evidence.
96. Pupils are familiar with plants and animals. They name different parts of a plant and know they require certain conditions for growth. Pupils in Year 2 know about the stages of human and animal growth. They know about the need to remain healthy and how their diet is important as well as exercise. Most pupils know human beings have five senses and match these to the sense organs. They know about a variety of familiar materials and their uses. They classify objects according to whether they are rough, smooth, hard, soft, breakable or not breakable. They know about the

effects of heating and cooling materials and know that water can be solid or liquid. By the age of seven, pupils know about sound and how it becomes fainter as the source of the noise moves away. They discuss different sources of light and know that electricity is required to create some forms of light. By playing with a range of toys they discover which forces are required to make them move.

97. Opportunities for pupils to take responsibility for their learning are restricted due to unimaginative resources and teachers performing experiments on behalf of pupils. Too few opportunities are included for pupils, especially those who are more able, to extend their scientific vocabulary and use mathematical and graphic skills to record their work.
98. Pupils aged seven know about the importance of keeping their teeth healthy by eating the correct foods and regularly cleaning their teeth. Some pupils recall the names and functions of teeth, including molars and incisors. By referring to the classroom science display they remember teeth are constructed from enamel and pulp. In Year 4 pupils test six different types of sugar to find out which one dissolves most quickly and which is the last to dissolve. Some pupils are familiar with the features of a fair test and explain the concept clearly. However, a significant proportion of the class has difficulty explaining familiar vocabulary such as evaporation.
99. Pupils in Year 5 have a secure knowledge and understanding about pollination, the different parts of a flower and their functions. Pupils recall the characteristics of living things and how these are present in plants and animals. In Year 6 pupils plan and construct an investigation given specific criteria. They think creatively about how to solve problems and link their theoretical knowledge to practical situations, such as by separating materials by evaporation.
100. By the age of 11, pupils have made erratic progress through the National Curriculum programmes of study. They are confident in performing experiments and conducting investigative work, especially in Year 6, but they do not consistently demonstrate a clear understanding of the full range of scientific processes, nor are they confident to describe theoretical ideas. Pupils' acquisition and use of scientific vocabulary are inconsistent. Too few planned progressive opportunities are provided for pupils to write extended accounts of their work. The amount of work and the depth to which it is taught is unsatisfactory. This results in Year 6 pupils having to learn about too many aspects of the National Curriculum before the national tests. There is insufficient time for this to be carried out adequately and this contributes to low test scores at the age of 11.
101. The attitudes of the majority of pupils to their science lessons are good. Pupils clearly enjoy positive relationships with their teachers and show them respect. They are generally motivated, most listen attentively and show pleasure in achieving success. However, when pupils find their work less interesting they are fidgety and too few make good efforts to answer the teacher's questions. On the occasions pupils are afforded to perform investigations and experiments themselves they demonstrate high levels of enjoyment and clearly achieve great satisfaction from the opportunity to learn through discovery. When this opportunity was given to the pupils during the inspection the quality of their learning experience was much greater than in lessons over-directed by the teacher. On these occasions they demonstrate a genuine excitement about their discoveries. This was particularly evident in Year 5 and 6 classes.
102. Eighty per cent of lessons are satisfactory and 20 per cent very good. The quality of

teaching is satisfactory overall, but over time the subject is not taught in sufficient depth. In the very good lessons teachers have a secure knowledge and understanding of the subject. Explanations are effective to enable pupils to develop an understanding of scientific ideas and concepts. Teachers' questions challenge and extend pupils' thinking through their own enthusiasm for the subject. In the satisfactory lessons there are weaknesses. The tasks provided by teachers do not always adequately challenge the pupils. Some teachers do not have a secure knowledge and understanding of the subject. In some lessons teachers do not have high enough expectations about the quality of the work pupils should achieve. In most classes opportunities for pupils to perform their own experiments are not well planned to extend their knowledge and understanding of the work.

103. There is a policy for the subject and the school has adopted the nationally provided guidance document since the time of the last inspection, but they do not yet have an impact upon raising standards and do not ensure there is sufficient breadth and balance within the curriculum. There is a lack of rigour in the assessment of pupils' work to help plan future lessons and to ensure there is consistency across the school. The co-ordinator for the subject is aware that standards are not high enough and that the quality of teaching has restricted opportunities for pupils to attain a higher level of skills, knowledge and understanding. There is inadequate emphasis upon promoting high achievement in all classes. Resources for science are satisfactory but unimaginative. The use of information and communication technology to support investigative work is satisfactory. In Year 4, pupils produce graphs accurately to represent their results from an experiment involving jumping distances. Pupils use their information and communication skills to research information about the habitat of flies. Insufficient use is made of homework to support pupils' learning.

ART AND DESIGN

104. The standard of pupils' work, including those with special educational needs, is similar to that found in most primary schools. Pupils make satisfactory progress in their art lessons. Art lessons were not observed in all year groups during the time of the inspection. Therefore, judgements are also based upon scrutiny of planning documents, photographic evidence, evaluation of pupils' work displayed in school and discussions with staff and pupils.
105. Through their art lessons and links with other subjects, pupils aged five to seven are provided with opportunities to observe objects and record to a satisfactory level their observations using pencil crayons, felt pens, chalk and charcoal. They accurately draw pictures of familiar animals such as zebras and lions. They have recently started to use sketchbooks to practise techniques of drawing, shading and blending colours. The youngest pupils have painted, to a good standard, self-portraits using poster paints. They study the work of well-known artists including Bonnard, Picasso, Peter Blake and Van Gogh and produce their own self-portraits using some of the techniques of artists they particularly like.
106. Pupils aged seven to 11 continue to satisfactorily use their sketchbooks to draft and re-draft their ideas. They develop soundly their skills of observation by reproducing sketches of a range of objects, including historical artefacts, plants and flowers. Younger pupils create attractively summer landscapes using chalks in warm colours. They mix and blend correctly reds and yellows to vary tone and textures. Pupils in Year 5 continue to study the work of well-known artists including Kandinsky and Van Gogh, while pupils in Year 4 replicate the work of Monet in their own style. They select imaginatively their own preferred colours and use these to mix varying shades

in order to introduce shade and contrast in their pictures. By the age of 11, pupils have exploited satisfactorily various techniques to illustrate their work in other subjects, including the Tudors, Macbeth, their own prayers and book illustrations.

107. Pupils demonstrate a positive attitude to their lessons and they behave well. They enjoy practical activities, concentrate on what they are being taught and take care of their own and other's work. They talk enthusiastically with each other whilst working and show a pride in having their work praised and admired. Pupils in Year 6 develop a particularly mature attitude to learning and sustain a remarkable level of interest and perseverance with their work.
108. The teaching of art is satisfactory. Teachers have a secure knowledge and understanding of the subject, use suitable methods when teaching new ideas and make the best use they can of the resources available. They manage pupils' behaviour consistently and the planned activities provide challenge for the pupils. In some lessons insufficient emphasis is placed upon teaching skills, knowledge and understanding of artistic techniques as well as using art as an activity related to other subjects. On occasions expectations of what pupils can achieve are too low and too little importance is placed upon evaluating pupils' work and offering advice and suggestions about how it might be improved. Great importance is attached to celebrating pupils' achievements by displaying their work prominently throughout the school.
109. Since the time of the last inspection standards of work achieved by pupils have remained the same. The school is aware of the need to use assessment information to guide their planning for future lessons and proposes to include this as part of the new curriculum for 2000.

DESIGN AND TECHNOLOGY

110. Pupils' work in design and technology is of a standard similar to that found in most primary schools. Pupils across the school, including those with special educational needs, make satisfactory progress. Satisfactory standards of teaching and learning have been maintained since the last inspection.
111. Only three lessons were observed during the period of the inspection. Therefore, judgements take into account discussions with staff and pupils, scrutiny of documentation provided by the school and an evaluation of a range of other evidence and a selection of pupils' work available in the school.
112. Pupils aged seven to 11 design and construct satisfactorily pop-up and moving part books. Pupils talk with a sound understanding about how to create their plans using either levers or sliding parts to change their pictures. Seven year olds use textiles and wool to weave patterns. They design and make, to a good standard, glove puppets by first producing a prototype in paper and the finished product in fabric. In food technology they devise imaginatively a party theme, design and make plates, tablecloths and food to compliment the chosen topic.
113. Pupils aged seven to 11 continue to develop satisfactorily their designing and making skills using a net to produce a package that will be attractive to the consumer. They measure and cut accurately, score the card to make folding easier and apply glue to the overlap tabs to secure the completed shape. By the age of 11, pupils refine their skills further and create intricate designs for buttons. They evaluate their work and make suggestions about what could be improved. They assess effectively features of their finished product and know why they are successful.

114. In all classes, design and technology is used effectively within other subjects. Pupils in Year 3 develop their textile technology skills by making minibeasts as part of their scientific studies. Year 6 pupils reinforce their knowledge and understanding of scientific features by successfully applying them to the construction of periscopes, burglar alarms, anemometers and a Morse code sender.
115. The quality of teaching is satisfactory. Good use is made of questioning and answering to assess pupils' understanding. Pupils' ideas are positively encouraged. Lessons are well planned to link with work being done in other subjects. The pace of learning is lively and pupils' behaviour is well managed. However, not all teachers have a secure knowledge and understanding of the subject. They are not clear about the difference between art and design and design and technology. Throughout the school inconsistent use is made of assessing and recording pupils' achievements.
116. Pupils all have positive attitudes towards their lessons and behave well. They are well motivated and contribute meaningfully to an atmosphere of purposeful learning. They show respect for their own work and that of their classmates and are clearly thrilled when their efforts are praised and encouraged by the class teacher and visitors. They use resources sensibly and responsibly and readily clear away any mess they have made before the end of the lesson.

GEOGRAPHY

117. By the end of Year 6, the standards of pupils' geographical knowledge, understanding and skills are similar to those in most primary schools. All pupils, including those with special educational needs, make appropriate progress. The school maintains the sound standards found at the last inspection.
118. By the end of Year 6 pupils ask and know how to answer questions about geography. For example, they find reasons for changes in rainfall, weather and temperature across the world. They appreciate too how climate affects people's lives in different countries. Pupils understand and use geographical terms, for example 'erosion', 'source' and 'gorge', when describing rivers. Field trips enable them to learn from observation of natural and human features and to practise different ways of recording their findings. For example, Year 3 pupils accurately measured water speed and depth in a river survey and tested the quality of the water. Year 4 pupils visited Worthington Lakes to study water treatment and produced work of a satisfactory level. In map work in Years 5 and 6 pupils gained a good understanding of key facts and features of the United Kingdom, Europe and the World. They know how to find places and information in atlases and to use map references. Pupils compare Rishton with a town in India and understand important differences in their environment and ways of life.
119. By the end of Year 2, pupils compare seaside and country localities. They know important differences between farms, villages and towns. Pupils of all abilities have a sound understanding of maps and globes and know the basics of how to read them. They accurately make simple real and imaginary maps including routes and keys.
120. The quality of teaching is satisfactory. Teachers have satisfactory knowledge of geography and plan lessons effectively. They make satisfactory use of time, support staff and resources. Pupils learn quickly and well when teachers use interesting materials such as big maps and pictures. For example, Year 2 pupils quickly picked up differences between natural and human features of a locality and learned how to

map an island. This was because the teacher got them to look carefully at big, high quality pictures illustrating a story they were reading. Teachers make good use of field trips and visits to sharpen pupils' learning.

121. Teaching is less effective when teachers give information rather than letting pupils find it out. For example, Year 5 pupils copied details from a projected map of Europe rather than finding them out from the atlases on their desks.
122. Teachers are trying out the latest national guidance before making a final decision on the topics pupils are to study each year.

HISTORY

123. Standards by the end of Year 6 are similar to those in most schools. The school maintains the satisfactory standards found at the last inspection four years ago. All pupils, including those with special educational needs, make satisfactory progress.
124. By the time they leave school at the end of Year 6, pupils have a sound understanding of change over time. They remember key features of Greek and Roman civilisations and of the Tudor and Victorian periods. Pupils describe different types of evidence of the past and compare their accuracy. For example, Year 6 pupils understood how history books were coloured by the writers' views. They understand how and why the canal and railway systems developed. Pupils appreciate how the lives of rich and poor were different in each period of history.
125. By the end of Year 2, pupils remember why famous people such as Louis Braille and Florence Nightingale were important. They recall key incidents from the lives of such famous people. They describe important events in the history of the nation, such as the Great Fire of London. Pupils understand changes in their own lives as they grow up and how family life has changed this century. They discover how school and children's lives were different in the early days of their parents' and grandparents' lives.
126. The quality of teaching and learning is satisfactory. Learning is most effective when pupils learn from experience. For example, Year 5 pupils gained a good understanding of ancient Greece when they acted out myths in costume. Year 1 pupils examined, talked about and then drew Victorian kitchen objects. In this way they discovered at first hand differences in home life in those days. Year 3 pupils began to find out about Rishton in the 19th century by studying the census records of part of a local street.
127. In good lessons teachers ensure that pupils know exactly what they are to learn and do. They expect pupils to do the finding out. For example, Year 6 pupils gave talks on Tudor topics such as kings and queens or life at sea. The class gained a broader view of the period and improved their speaking and listening skills too. Their work also linked effectively with an earlier visit to the local library to improve research skills. The teacher assessed each talk carefully to gauge the amount of each pupil's new learning. Year 2 pupils discovered how children's lives were different in the past by interviewing parents and grandparents. Teachers assess pupils' work satisfactorily and use this information to develop pupils' learning at an appropriate rate. The teacher organised this homework very effectively to encourage pupils to learn for themselves.

128. Teaching is less effective when work proves too challenging. For example, all but the higher attaining Year 3 pupils got stuck in the census work. This was because they did not see how the information on each sheet was set out.
129. Teachers follow the latest national guidelines on the new history curriculum. They make good use of visits to museums and local historical sites and buildings to enrich pupils' understanding of the past.

INFORMATION AND COMMUNICATION TECHNOLOGY

130. Pupils' attainment in information and communication technology is in line with national expectations by the ages of seven and 11 years. Progress by the time pupils leave the school is satisfactory. This includes pupils who have been identified with special educational needs. Standards in information and communication technology are rising throughout the school and are better than at the time of the last inspection. The higher standards result from a number of factors. Teachers' planning ensures work becomes harder as pupils move through the school and develop the skills they learn in an appropriate order. Teachers plan and organise the use of information technology in lessons well. This ensures pupils have increased access to computers on a regular basis. A considerable investment in time and money has included staff training (even more is planned for the near future) that has improved confidence and competence among staff. The co-ordinator leads the subject well and has clear plans for the subject's continued development, together with the ability, support and commitment to implement them successfully.
131. Pupils, by the age of seven, use simple word processing programs to type and with help they save and print their work. They combine illustrations and text whilst choosing font size and colour. They investigate colour, shape and pattern well using an art package. Pupils' use the art program to produce portraits of a good standard. Year 1 pupils use their information and communication skills to produce graphs to support their learning in mathematics. Pupils in Years 2, with the help of Year 5 pupils, use a digital camera successfully to produce photographs of themselves.
132. Pupils aged seven to 11 gain confidence and competence working with computers. Year 3 pupils use effectively a program to produce 'Coats of Arms' and they word process their autumn poems. Year 4 use their competent word processing skills to produce their book reviews. They manipulate text well, changing font size and type quickly and with a high degree of accuracy. In Year 5 word processing skills develop further. Pupils cut and paste accurately and expertly. They integrate artwork to enhance their text. By the age of 11, pupils confidently and accurately access programs to enter and save information to form a database. They use spreadsheets effectively to develop their numeracy skills. Pupils use sensors to monitor light as part of a science topic about plant growth.
133. The quality of information and communication technology teaching is satisfactory. Teachers demonstrate secure subject knowledge as in the Year 5 lesson on using a word processing program and a mathematics adventure game. This resulted in clear and precise instructions which pupils found easy to follow. Teachers' planning is sound and shows what is to be taught and learnt. In a Year 2 lesson the sequence of the skills taught ensured pupils built on their previous learning effectively. Pace of lessons is brisk and the choice of topic interests pupils. They are then motivated to want to find out more and develop their computer skills. Pupils working on computers individually or in pairs augment whole-class lessons effectively. Teachers give clear explanations at the start of lessons so pupils know exactly what is expected of them. There is no time wasted through needless questions from pupils.

This was ably demonstrated in the Year 2 lesson when pupils had to use the computer to extend their learning of the properties of three-dimensional shapes. There is good, firm, yet friendly management of pupils' behaviour; resulting in very good behaviour and no interruption in the pupils' learning. What pupils know, understand and can do is assessed satisfactorily. This information is used satisfactorily to plan pupils' work.

134. Pupils' learning is extended satisfactorily in other subjects through effective use of information and communication technology. In English, pupils type pieces of work on the computer, edit and produce a final draft. In Year 5 geography pupils make good use of a CD-ROM to research information about different countries. They also extended their learning in art though using a computer to access information about Van Gogh and Kandinsky. In Year 1 pupils used the computer to reinforce their learning about three-dimensional shapes in mathematics. Pupils with special educational needs use computers to support their learning. For example, in Year 6 pupils used very effectively a computer program to learn about fractions.

MUSIC

135. Standards of performing, composing, understanding and listening to music are similar to those in most schools by the end of Year 6. Standards of singing are higher than those in most schools by the time pupils leave school at 11 years. This is because pupils do a lot of singing, for example, in assemblies, church and weekly hymn practices as well as lessons. In some classes teachers fit in a five-minute singing practice each day. All pupils, including those with special educational needs, therefore, make sound progress in music and good progress in singing.
136. By the end of Year 6 pupils follow standard notation to help them perform songs and percussion pieces. They copy rhythms and follow them accurately. Pupils comment thoughtfully on the qualities of sound and feelings in live and recorded music. They recognise the sounds of an appropriate number of instruments and understand musical terms such as 'crotchet' and 'quaver'. Pupils sing with clear, open voices, good pitch control and phrasing both in unison and two parts. For example, Year 6 pupils sang out the "Our Father" and "Shalom" confidently and with enjoyment when rehearsing for church and assembly performances. Three pupils with statements of special educational needs joined in fully and tunefully.
137. By the end of Year 2 pupils remember a good range of children's songs and hymns. Their performance, composition and appraisal skills are as expected for seven-year-olds.
138. The quality of teaching is good. Teachers make good use of published schemes, conducting and organising work well. They keep assessing performance carefully to spot exactly what needs more attention. Teachers praise good music making and so encourage improvements. As a result pupils enjoy music lessons and are keen to give their best efforts. For example, both girls' and boys' groups in Year 6 wanted to show that they were the better singers. The quality of their singing refined as a result.
139. There is some justification for parents' concern over the lack of opportunities for music outside lessons and practices. For example, there are no regular choirs, recorder or band groups. Opportunities for pupils to start learning musical instruments are fewer than in most primary schools.

140. Pupils' musical education makes an important contribution to the development of their speech, listening and confidence. It also increases their awareness of the richness and variety of their own and world cultures. Composition, listening and performance improve number, counting and pattern work.

PHYSICAL EDUCATION

141. By the end of Year 6 pupils attain standards that are in line with national expectations in gymnastics, games and swimming. There are some pupils who attain higher standards. The school has maintained the standards reported in the last inspection. Pupils, including those with special educational needs, make good progress. During the inspection lessons were observed in gymnastics and games. The teachers' planning for the subject ensures there is good attention to all areas of the curriculum throughout the year.
142. Pupils aged seven move with increasing control. They plan and perform movements safely using the floor, benches and mats. They practise and improve their own performance, repeating previously performed series of movements with increasing imagination and control. They appraise their own and others' movements and try to make necessary improvements. Pupils conclude by successfully stringing together some movements into a sequence. Almost all pupils throw a small ball accurately over a short distance and catch it cleanly. Most strike a small ball accurately with a bat and some control the pace effectively with which it is hit. During team activities they show a developing understanding of the importance of teamwork.
143. By the age of 11 years, pupils demonstrate a more sophisticated approach to team games. Younger pupils learn to co-operate as a member of a team through activities involving working in pairs and small-sided games. Older pupils understand the need for tactics and positional play in invasion games such as netball and football. They develop accurate passing and receiving skills and learn the importance of following rules in competitive sports. This results in successful netball and football teams. In gymnastics they show co-ordination and control of movements. Pupils link a series of movements to produce a sequence of increasing control and fluency. They show good use of changes of speed and direction in their movements.
144. Pupils enjoy their physical education lessons. They focus well and listen carefully to directions. Pupils of all abilities collaborate well in pairs and groups. For example, Year 4 pupils work co-operatively and collaboratively when producing 'mirrored' movements in which they had to copy exactly their partner's sequence of movements. Pupils sustain effort and concentrate well. They are keen to do their best and appreciate each other's achievements as when they spontaneously applauded a very good demonstration by a pupil in a Year 6 gymnastics lesson. Their very good attitudes and behaviour ensures pupils work as hard as possible and no time is wasted. This makes a significant contribution to their good progress.
145. The quality of teaching is good. Careful planning and timing keep pupils working throughout the session. There are planned gains in skills during the lesson and times for demonstration and appraisal of movements. Teachers and pupils are dressed appropriately for physical education lessons. There is due regard for safety. Teachers begin lessons with an appropriate warm-up session. They use praise effectively, are quick to recognise good performers and use these to set high standards for others to follow.