

INSPECTION REPORT

SHARNEYFORD PRIMARY SCHOOL

Bacup

LEA area: Lancashire

Unique reference number: 119192

Headteacher: Mr P Morley

Reporting inspector: Mrs D Bell
16413

Dates of inspection: 13th – 15th January 2003

Inspection number: 247974

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Infant and junior
School category:	Community
Age range of pupils:	4 - 11
Gender of pupils:	Mixed
School address:	Todmorden Road Bacup Lancashire
Postcode:	OL13 9UQ
Telephone number:	(01706) 873955
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Appropriate authority:	The governing body
Name of chair of governors:	Mrs M C Gooder
Date of previous inspection:	November 1997

INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
16413	Mrs D Bell	Registered inspector	English Art and design Design and technology Information and communication technology Music Religious education Special educational needs Educational inclusion	What kind of school is it? The school's results and pupils' achievements How well are pupils taught? How well is the school led and managed?
9981	Mr S Hussain	Lay inspector		How well does the school care for its pupils? How well does the school work in partnership with parents?
30935	Mrs K McArthur	Team inspector	Mathematics Science Geography History Physical education	Pupils' attitudes, values and personal development How good are the curricular and other opportunities offered to the pupils?

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

With only 33 boys and 30 girls aged 5 to 11 on its roll, Sharneyford is smaller than most primary schools and has fewer pupils than at the last inspection. This is because of a decline in the birth rate in the area. The pupils are taught in three mixed age classes and there are currently no children in the reception year. The area that the school serves is amongst the 25 per cent most deprived areas nationally. There are no pupils from ethnic minority backgrounds. The proportion of pupils known to be eligible for free school meals is broadly average, as is the proportion of pupils with special educational needs. However, there are more pupils with statements of special educational need than is normally found in a school of this size. The pupils' needs cover dyslexia, moderate learning, behavioural and speech and communication difficulties. Attainment on entry to the school is normally around average but it fluctuates from year to year, influenced by even small differences in each group of pupils. Major staff recruitment difficulties and several changes of headteacher resulted in significant instability for the school since the previous inspection and led to a decline in standards. A new headteacher was appointed in September 2002. He quickly won the respect of staff, parents, pupils, governors and the community by making essential changes to the organisation of the school to accommodate the lower number of pupils and make better use of staff expertise. To achieve the school's over-arching priority of raising standards for pupils in Year 6, the headteacher is now teaching literacy and numeracy to pupils in Years 5 and 6.

HOW GOOD THE SCHOOL IS

This school is sound. It has many more strengths than weaknesses and, under the very good leadership of the new headteacher, it is rapidly improving. Standards, although not yet high enough, are rising at a fast pace. Teaching is almost always at least good and, as a result, pupils are now achieving well. The pupils' very good attitudes to school and to learning, and their very good behaviour, contribute in great measure to their good achievement. Staff and pupils make every effort to include all pupils in everything that the school has to offer. After a long period of uncertainty during which standards declined, the school is now providing satisfactory value for money.

What the school does well

- The very good leadership of the headteacher sets a very clear purpose and direction for the school.
- Good teaching results in pupils making good progress and achieving well.
- The very good provision for pupils with special educational needs ensures that they make good progress and are fully involved in all that the school has to offer.
- The school makes very good provision for pupils' moral and social development, resulting in pupils having very good attitudes to school and to learning, and behaving very well.

What could be improved

- The below average standards in information and communication technology.
- Assessment procedures could be further improved in all subjects to give better information for planning.
- Arts provision, which has been somewhat neglected in the drive to raise standards in other subjects.
- The governing body's role in checking on the work of the school and the standards pupils reach.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

Despite the upheavals it has faced, the school has tried hard to address the key issues from the previous inspection, which was in 1997. Standards and the quality of teaching declined since that time. However, pupils' attainment in English, mathematics and science has risen fast since September because of the very effective leadership of the new headteacher and good teaching by all staff. Standards are satisfactory in design and technology and the presentation of pupils' work is very much improved. Although there are currently no children in the reception class, it is clear that provision for

them has improved. The teacher who will be teaching those who come to the school next year has kept up to date with all current recommendations for that age group. A draft policy for assessment sets out clear guidelines for staff and, although they are in need of further refinement, consistent procedures are in place throughout the school for all subjects. The recommended improvements to the school toilets have taken place. Overall, improvement since the last inspection is satisfactory. The headteacher, staff and governors show a very strong commitment to further improvement in all aspects of the school's work. Under the new leadership, they are well placed to succeed.

STANDARDS

The table shows the standards achieved by pupils at the end of Year 6 based on average point scores in National Curriculum tests.

Performance in:	compared with			
	all schools			similar schools
	2000	2001	2002	2002
English	E	E	E	E*
Mathematics	E	E*	E	E*
Science	E	E*	E	E*

Key	
well above average	A
above average	B
average	C
below average	D
well below average	E
very low (lowest 5%)	E*

Last year's test results for pupils in Year 6 were well below the national average in English, mathematics and science and, in all three subjects, placed the school in the lowest five per cent of schools with similar intakes of pupils. For pupils in Year 2, the reading results matched the national average but were below those of similar schools. The writing results were well below and the mathematics results above the results of all schools and those of similar schools. The teacher assessments for science were very high in comparison to all schools and similar schools. These results reflect the turbulent period the school has gone through since the last inspection, with changes of leadership, a succession of supply teachers and a lack of overall direction in its work. Although the comparisons should be treated with caution because of the small numbers of pupils involved in each year group, the situation now is very different for both age groups. The worrying downward trend in the school's results to 2002 is being rapidly reversed. The very effective input of the new headteacher and rigorous target setting based on the good use of assessment information have resulted in much improved standards for pupils in Year 2 and Year 6, and good achievement throughout the school. Pupils with special educational needs make good progress towards their targets because they are very well supported in class. This enables them to take full part in all activities and to learn from and contribute to the learning of others. No significant differences were noted in the attainment or achievement of boys and girls.

For pupils currently in Year 6, standards in English and mathematics match the national expectation. The new headteacher revised the targets upwards for the end of this year to make them more challenging. Nevertheless they are realistic, given that a much greater proportion of pupils is on course to reach the higher levels in English, mathematics and science than has previously been the case. Pupils currently in Year 2 are at the nationally required standard for their age in speaking and listening, reading, writing and mathematics. In science, standards are above the national expectation for pupils in Year 2 and Year 6. There are currently no children in the reception class. With the exception of information and communication technology (ICT), pupils' attainment and achievement are satisfactory in all of the other subjects they study. Standards are unsatisfactory in ICT in Year 6. The lack of equipment and of staff expertise has meant that up till now, pupils have not made enough progress or reached the nationally expected standards in that subject. There was insufficient evidence to make a judgement about standards in Year 2. The school has made a good start on improving standards and provision in ICT, with staff training and the recent purchase of new equipment.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very positive: pupils really enjoy coming to school and apply themselves very well to their work, contributing in great measure to their good achievement.
Behaviour, in and out of classrooms	Very good: pupils behave very well in and around the school. They have a high regard for each other's right to learn and a very good understanding of the impact of their actions on others.
Personal development and relationships	Very good: friendly, helpful pupils reach out to each other, care and respect all members of the school community. They particularly help to ensure that pupils with special educational needs are fully integrated into all activities and, by Year 6, show a maturity beyond their years.
Attendance	Good: it is above the national average. Pupils arrive in good time for school and all sessions get off to a prompt start.

TEACHING AND LEARNING

Teaching of pupils in:	Years 1 – 2	Years 3 – 6
Quality of teaching	Good	Good

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

The quality of teaching is good throughout the school and is once again catching up with that reported at the last inspection. A high proportion of very good and occasionally excellent teaching is contributing in great measure to the improved attainment and achievement seen in the pupils' work since the start of this school year. English and mathematics are well taught. Standards are rising rapidly in those subjects because teachers plan well, have high expectations of pupils' work rate and behaviour, and successfully encourage pupils to use their literacy and numeracy skills well whenever they can. Some excellent and very good teaching was observed in music and very good teaching also occurred in English, science and physical education. In the great majority of lessons, teachers use their good subject knowledge to provide highly motivating, hands-on practical and investigative work that rouses pupils' interest and enthusiasm for learning and enables them to achieve well. Combined with the teachers' well-directed questions, carefully planned written work and the effective use of teaching assistants and other support staff, these activities successfully challenge pupils of all levels of ability to work hard, co-operate and help each other. As a result, pupils exercise high levels of concentration and independence and make very good use of the time available to them. Very occasionally, the planned learning does not provide the additional challenge that some higher attaining pupils need, or the smaller steps in learning that some lower attainers need. Teaching assistants and support staff contribute in great measure to the good progress made by lower attaining pupils and those with special educational needs, successfully encouraging them to take part in all activities, including whole class sessions.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Satisfactory: statutory requirements are met but improvements are needed in the provision for information and communication technology and the arts.
Provision for pupils with special educational needs	Very good: pupils are very well supported by staff and by other pupils. They are fully integrated into all activities, ensuring their good progress.
Provision for pupils' personal, including spiritual, moral, social and cultural, development	Good overall, with very good provision for moral and social development. Spiritual development is good and cultural development satisfactory. The school promotes racial equality satisfactorily but could do more to prepare pupils for life in today's culturally diverse British society.
How well the school cares for its pupils	Satisfactory: the school takes good care of its pupils and promotes equality of opportunity very well. Assessment procedures require further refinement to ensure that they provide meaningful information from which to plan further learning.

The school has a satisfactory and improving relationship with parents, amongst whom there is an air of optimism as to how it is improving under the new leadership. Most welcome the positive impact this has had on their children's learning and progress and on the good relationships they now have with all the staff.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Very good: the headteacher has set a very clear and purposeful direction for the school's work, which is very firmly based on raising standards in all subjects. The staff share and are working hard to realise his vision.
How well the governors fulfil their responsibilities	Satisfactory overall: governors carry out their statutory duties adequately but they do not know enough about the school. In the past, they have not been well enough involved in its work and have not been holding it to account for the standards pupils reached.
The school's evaluation of its performance	Good: the headteacher very quickly identified strengths and weaknesses. He took swift and effective action to raise standards by improving planning, teaching and learning in literacy and numeracy.
The strategic use of resources	Good: the limited budget has led to cautious, prudent spending from which the headteacher ensures the school obtains best value, the principles of which governors are beginning to understand in relation to pupils' attainment.

There is an adequate number of teaching staff, supported by a good number of support staff. All are deployed well and make a good contribution to pupils' learning. The accommodation, including the library, is satisfactory overall. It is kept clean and well maintained and it is used well to support learning. Displays are somewhat limited and contain few examples of pupils' work. Resources are satisfactory in most subjects, but improvement is needed in design and technology, music and art and design. All resources are used well in lessons.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • Children enjoy school. • They make good progress. • The teaching is good. • The school expects children to work hard. • The improvements since the new headteacher took over. 	<ul style="list-style-type: none"> • The amount of homework given. • Information about how their children are doing. • Closer working with parents. • Activities outside of the normal school day.

The majority of parents who expressed negative views indicated that they were referring to previous experiences, not those encountered since September 2002 when the new headteacher took up his post. The inspection team found that the amount and type of homework is right for pupils' ages and that it is effective in supporting learning. The team concluded that, on the whole, parents receive satisfactory information about how well their children are doing. However, annual reports do not always tell parents enough about the progress their children have made, or what they need to do to improve. The school has a satisfactory and improving relationship with parents. It provides a good range of extra-curricular activities for the pupils, most of which are sporting activities, but does provide for other interests, for example, choir, library, dance and a computer club, most of which operate at lunchtimes, depending on staff availability.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. There are no children in the reception class this year and therefore no judgement can be made about their attainment or achievement. Because of the small number of pupils in each year group, attainment on entry fluctuates from year to year, greatly affected by even small changes in different groups of pupils. The school's records show, for example, that attainment on entry was average for pupils currently in Year 1 but below average for those currently in Year 2. As a result, year-on-year comparisons must be treated with caution. However, since the last inspection, the school has gone through a period of great instability which led to a serious decline in standards for pupils in Year 6. Standards are not yet high enough but they are improving rapidly. Upon his appointment, the new headteacher took swift and effective action to raise attainment in English and mathematics, by accelerating the progress of all pupils, including those who are capable of reaching higher standards. In both subjects, standards are now as expected nationally for pupils' ages in Year 2 and Year 6. In science, they are above the national expectation in both year groups. Good achievement is evident in the work of all pupils since September 2002.
2. In 2002, the results of the Year 2 national tests for reading matched those of all schools but were below those of schools with similar intakes of pupils. When compared with all schools and with similar schools, the writing results were well below average and the mathematics results above average. The school's test results for this age group have improved faster than the national trend in the past three years. The teacher assessments for science placed the school in the top five per cent of similar schools. The proportion of Year 2 pupils reaching the higher levels in mathematics was above that found in all and similar schools in 2002. Other than this, the school did not do well for its higher attaining pupils in any age group. This belies the findings of the previous inspection and those of this inspection. The results of the national tests for pupils in Year 6 in 2002 were well below those of all schools in English, mathematics and science. They placed the school in the lowest five per cent of similar schools in all three subjects, including at the higher level.
3. Over the last three years, the trend in the school's Year 6 results has been steadily downwards and is below the national trend. However, with the small numbers of pupils in each year group, one has to exercise caution when making such comparisons. Nevertheless, several factors contributed to the decline in standards, most notably the instability in staffing and the high incidence of absence amongst teachers, which led to pupils being taught by a series of different supply teachers. Another factor was the instability in the leadership and management of the school, which led to a lack of direction and purpose in its work. The new headteacher has tackled this situation very well, setting the school's sights firmly on raising standards in all year groups. Teaching literacy and numeracy to pupils in Year 6, he has made very good use of the information gained from his thorough analysis of previous test and assessment outcomes to address the weaknesses in pupils' learning and spur them on to higher achievement. As a result, good progress is evident in the pupils' work since the start of this school year, and the school's targets have been revised upwards. They are challenging but realistic given the effective work that has taken place so far. Parents report a considerable increase in learning and attainment since September 2002. They are pleased with the way their children have been 'turned on' to learning under the new leadership and are justifiably very confident about the prospect of further improvement.
4. Pupils of all abilities make good progress towards their individual targets, which are shared with parents and reviewed each term to ensure that they are appropriate. Pupils with special educational needs benefit from the high level of support they receive from the well-briefed support assistants. This enables them to make good progress towards the targets in their individual education plans and to become fully integrated members of each class. Boys and girls did equally well in the Year 2 tests in 2002. In the Year 6 tests, girls did considerably better than boys in English and mathematics but the boys did better than the girls in science. This was due

to the fact that a higher proportion of girls was on the special educational needs register that year. Again, these comparisons must be treated with caution because of the small number of pupils involved. No differences were noted in school during the inspection. The school tracks the progress of individual pupils well and has not yet identified any pupils as gifted or talented. It works hard to provide suitably challenging work for its higher attainers and is successfully raising the proportion of pupils capable of reaching the higher levels in the national tests.

5. In English, speaking and listening skills are good in Year 2 and very good in Year 6. Throughout the school, pupils listen very attentively to adults and to each other. They use their wide range of vocabulary well in discussions and as they confidently ask or answer questions in many situations and in all subjects. Reading skills are satisfactory. By Year 6, pupils read a wide range of texts fluently and with expression. They enjoy reading and express articulately their likes and dislikes of different authors and books. They show a satisfactory understanding of what they have read. They know how to use the library to find information but as yet have little experience of finding and sifting written information from the computer. Throughout the school, the majority of pupils write neatly in different styles and for different purposes. They spell correctly, use grammar accurately and present their work well. Higher attaining pupils in Year 6 use paragraphs and complex sentences and a suitably wide range of descriptive vocabulary to engage the reader. Average and lower attainers make good attempts at using the same techniques but their writing is not yet as fluent, and the length is variable, as some struggle to develop their ideas. All pupils use their reading and writing skills well in other subjects, for example, for research, for making notes and for writing about different topics in geography, history, religious education, often expressing their own opinions and conclusions clearly. This contributes greatly to their language development throughout the school. Overall, pupils use their literacy skills well in other subjects.
6. In mathematics, pupils have a good knowledge of number, which they develop well as they move from class to class. However, by Year 6, lower attainers still do not recognise some basic facts, for example, that division is the reverse of multiplication. This hinders their progress when trying to find different number facts using three number. Very few pupils estimate what the value of their answers might be prior to working them out and checking them for accuracy. All pupils in Year 2 recognise simple two-dimensional shapes, though a significant number struggle with those that are three-dimensional. The majority of pupils have a sound understanding of space and how to take accurate measurements. Pupils use their numeracy skills well in other subjects, for example, to read time lines in history, to construct and interpret graphs and charts in science and to take measurements for labelled designs in design and technology.
7. In science, the good emphasis that the school places on first-hand investigative work means that pupils have a good understanding of fair testing from an early age. In Year 6, they confidently set up and monitor experiments of their own, secure in their good knowledge that to keep a test fair, they may vary only one condition at a time. They also have a good understanding of how to record their findings in different ways so that reliable comparisons can be made. Throughout the school, pupils make sensible predictions and informed conclusions using a good range of relevant scientific vocabulary.
8. In Year 2 and Year 6, attainment and achievement are satisfactory in all other subjects except information and communication technology (ICT). The lack of equipment and of staff expertise has meant that in the past, pupils have not made enough progress or reached the national standards in that subject. However, a good start has been made in tackling this situation, with staff training and the recent purchase of new equipment. Pupils in Year 6 have competent word processing skills but other areas of ICT are much weaker and pupils do not yet use their skills well enough in other subjects. There are also some gaps in learning in music and in art and design, due to the school not having enough resources in those two subjects.

Pupils' attitudes, values and personal development

9. Pupils' attitudes, values and personal development are very good, as is their behaviour. This is similar to the findings of the previous inspection. Pupils respond very well to the well-structured routines of the school. They settle to work very quickly and move around the school sensibly.

Pupils are proud of their school. They very much enjoy being there and work hard, with concentration and interest. They say they like their teachers, the challenging lessons, the varied activities and clubs provided for them and they believe the school is well organised. Their parents hold similar views of the school. Pupils are kind, thoughtful and helpful towards each other. There are very good relationships between pupils, between all staff and between pupils and the adults who work with them. All pupils talk confidently in discussions, listen well to the ideas and opinions of others and are polite and friendly towards visitors. Pupils with special educational needs are welcomed by all pupils as equal members of the school community.

10. Pupils behave very well in lessons, around the school and in the playground. They contribute suggestions to the school rules and to the rules for 'circle time', a time when they sit in a circle with their teacher to discuss matters and issues of interest to them and think about the choices they have to make in their lives. They all try hard to follow the rules they have drawn up. Pupils of all ages and abilities mix together well. They show a very good understanding of the difference between right and wrong and the impact their actions have on others. They have a very clear understanding that bullying is wrong and stated that they knew of no bullying in the school. During the current inspection, no instances of bullying, racism or sexism were observed. Pupils agreed that they would go to a friend or a teacher if they needed any help, again demonstrating the strength of relationships and support in the school. Lunchtimes are calm, well organised affairs. Outside, pupils sit and talk happily or play well together, even though there is no equipment or activities for them in the playground, apart from football. There were no exclusions in the last school year.
11. Pupils develop good personal and social skills at an early age. They work well in mixed age or ability groups, sensitively helping and incorporating younger pupils and those with special educational needs into all activities. This promotes the self-esteem of all pupils effectively. The youngest pupils quickly learn to share and to take turns with equipment and work happily together in pairs or small groups, for example when examining old wooden toys in a history lesson. By the time they are in Year 6, the vast majority have become independent and responsible learners, able to plan, organise and complete their work competently, such as a science investigation or a design and technology task. All pupils willingly help staff and each other and happily take on responsibilities that aid the smooth running of the school from day to day. Older pupils prepare the hall for assembly, give out hymnbooks and organise the music. They help with registers and monitor the doors to ensure that younger pupils are safe as they come into school after lunch.
12. There is no forum for pupils to express their views in a formal way, for example, in a school council. However, close, friendly relationships with staff ensure that they are able to put forward their ideas and suggestions secure in the knowledge that they will be listened to and taken seriously. A good number of pupils give up their free time to help at the after-school and lunchtime clubs. Older pupils particularly enjoy their residential experience and value the links with a neighbouring small school. They are eager to participate in local competitive sports events where they meet pupils from a wide range of schools. Pupils' very good attitudes and behaviour and their willingness to participate in and contribute to all activities in school have a very positive effect on their personal and social development, as well on their interest and involvement in learning.
13. Attendance is good. This represents an improvement since the last inspection where attendance was satisfactory. There is hardly any unauthorised absence. Punctuality is good and there is a smooth and orderly start to each school day.

HOW WELL ARE PUPILS TAUGHT?

14. The quality of teaching is good. Teaching is always at least satisfactory. In one third of lessons it was judged to be very good and on one occasion excellent. Over half of the lessons observed were good. These proportions are not as high as at the previous inspection. It is clear from the school's records, from discussions with pupils and parents and from pupils' work that the quality of teaching declined considerably after the last inspection. However, it has improved significantly since the start of this school year. The high number of staff absences has decreased. Teachers have risen well to the challenge of improving their planning to meet pupils' learning needs. Pupils'

learning has improved because there is consistency in the way they are taught. Well briefed, high quality teaching and support assistants work very effectively with lower attainers and pupils with special educational needs. This ensures that all pupils are fully integrated into all learning activities. All pupils benefit greatly from the way the staff help them to learn from each other as well as from the adults who teach them.

15. The teaching of English and mathematics is good. Teachers usually plan well for pupils of all levels of ability, using effectively the National Literacy and Numeracy Strategies. They have high expectations of pupils with regard to using their literacy and numeracy skills in other subjects. In most lessons, and especially in Years 1 and 2, teachers are skilled at making these links, for example, by drawing pupils' attention to the key vocabulary they need to know and insisting that they use it correctly in discussion and in their written work. Occasionally, work is not well matched to pupils' prior levels of attainment. This happened in a mathematics lesson with pupils in Years 3 and 4. The activity was too difficult for most pupils and they became confused when they were required to multiply and divide using hundreds, thousands, tens and units, because their knowledge of place value was insecure. Throughout the school, the quality of teaching is good in science and in religious education and satisfactory in design and technology, geography, history and physical education. Teaching is good in art and design and music in Years 1 and 2, and satisfactory in Years 3 to 6. In these two subjects, and in design and technology, teaching and learning is constrained by the lack of a wide enough range of resources, for example, different types of pencils and paintbrushes in art, a range of tools for working with resistant materials such as wood and tuned instruments to enable pupils to explore and use a range of sounds in their compositions.
16. Teachers use their good subject knowledge well to plan imaginative and often exciting activities that motivate their pupils well and ensure that they become totally engaged in their work. In the Year 1/2 class, for example, pupils worked very productively and at a fast pace as they used their whiteboards during a whole class session to jot down their predicted endings for the story of the 'Runaway Chapatti' prior to sharing them with the whole class. A key feature of this work was the opportunity given to the pupils to discuss their ideas in pairs prior to deciding what they would write down and ultimately share with others. This good use of 'talking partners' is used successfully in many lessons. It challenges pupils to think carefully, evaluate their own and others' opinions and come to conclusions by themselves. Staff training has led to much improved subject knowledge in design and technology, an area that was weak at the last inspection.
17. The teachers' clear explanations, the explicit wording of the learning objectives (what pupils are expected to learn in a lesson) and the effective use of pupils' targets when planning work for them further ensure that pupils know what they are expected to do. As a result, they concentrate very well and are for the most part highly motivated by considerable intellectual challenge. In most lessons, teachers make good use of on-the-spot assessments to adapt work to suit pupils' needs. They involve pupils well in assessing their own and each other's work by teaching them what to look for and how to correct errors. Teachers also make very good use of whole class sessions at the ends of lessons to re-visit learning objectives and evaluate with the pupils how well they have done and whether or not the objectives have been met. This helps pupils to adopt good working practices and to take increasing responsibility for their own learning, which they do well.
18. All teachers work hard to ensure that all pupils are always fully involved in all activities. Skilful questioning is carefully directed at individual pupils so that all have the opportunity to participate in discussions. This was seen in a good number of lessons and was particularly evident in an excellent music lesson with pupils in Years 1 and 2. Here, the teacher had thought very carefully about the degree of difficulty in the rhythms she clapped for individual pupils to repeat to her, so that all could achieve success. Pupils are given time to think and formulate their answer, and teaching assistants are particularly good at helping pupils with special educational needs and lower attaining pupils to think and articulate clearly what they have to say. This provides a very good example to all pupils, who then willingly help others with their work and readily involve all pupils in their activities. The very good relationships that teachers have with their pupils results in

a calm, productive working atmosphere throughout the school in which pupils know that their efforts are valued. This contributes very well to their personal development.

19. There is a good balance of whole class, group and individual teaching in all classes. Whole class sessions at the end of the literacy hour are used particularly well to help pupils evaluate their own work and to learn from evaluating the work of others. For example, pupils in Year 2 were asked to help the teacher assess how well pupils in Year 1 had achieved their lesson objectives. Pupils in Year 1 then rose to the challenge of suggesting how they might improve their work and the scene was set for them to do so in the next lesson with, if necessary, help from the staff and from the pupils in Year 2. This good practice contributes in very great measure to pupils' personal development and their willingness to help each other. A satisfactory programme of homework promotes and consolidates literacy and numeracy work done in class and occasionally extends to work in other subjects. Pupils' work is regularly marked. Marking varies as to how well it shows pupils how to improve their work. However, pupils indicated that their work is always discussed with them and that they are clear about what the marking means and the corrections they have to make.

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

20. The school provides a satisfactory curriculum that is wide ranging, well balanced and meets statutory requirements. This represents satisfactory improvement since the previous inspection. The quality and range of learning activities are satisfactory in all subjects but there are weaknesses in ICT, art and design and music. The school ensures that pupils of all abilities and backgrounds have equal access to and are fully included in all that it has to offer.
21. A suitable policy and scheme of work exist for each subject and form the basis of teachers' planning. The National Literacy and Numeracy Strategies are firmly established. Strategies for teaching literacy and numeracy are good and are effectively promoted in all subjects. The school has recently established a reasonable timetable for the review of policies to ensure that they reflect current good practice. Each class consists of two year groups and has appropriate long term planning to ensure that pupils' learning is continuous throughout the school. This is broken down well into planning for each year group and subsequently into what pupils will learn week-by-week and day-by-day to meet the differing needs of the pupils in each class. There is a suitable time allocation for all subjects. The curriculum for ICT is underdeveloped because of the lack of equipment in the past. The school has recently increased the number of computers available to pupils and training has improved teachers' confidence and knowledge. Pupils have more opportunities to develop and use ICT skills now and all aspects of the subject are given suitable attention in the long term plans. Limited evidence of pupils' creative work was seen and pupils' knowledge and understanding is weak in music and in art and design.
22. The school provides pupils with a good range of personal, social, health and citizenship education. This gives pupils useful opportunities to consider and discuss a range of issues and choices that will affect their own lives as they grow and mature. For example, they learn to consider personal strengths and weaknesses, how to care for their health and hygiene and look at issues such as 'It's OK to say no'. There is a suitable policy for sex education, which has been reviewed and approved by the school governors. The school liaison officer and the school nurse work with parents and pupils to support drugs education.
23. At present, no pupils are identified as gifted and talented, although this is identified as an extension of the role of the visiting special educational needs co-ordinator. The provision for pupils with special educational needs is very good. A good team of classroom and special needs assistants provides very effective support and, combined with the teachers' well planned work and carefully directed questions, enable pupils to be fully included and participate equally in all activities. Pupils' individual education plans are reviewed each term. The targets in them are precise and measurable. They are used well in teachers' planning and where possible are incorporated into the targets for the whole class.

24. The school makes good provision for extra-curricular activities. They are open to both boys and girls and some are held during the lunch break to include pupils who may travel a distance to school and are therefore unable to stay later in the evenings. There is an emphasis on sports, including football, netball, rounders, cricket and cross-country running. Other interests are promoted through a gym club and singing and plans are under way to hold a computer club. Older pupils are taken on a residential visit each year and enjoy a variety of active outdoor and fieldwork activities. A small group of parents work hard to support the school with fund-raising and social events. Being situated in a very small village, opportunities for links with the community are limited, but some local people come into school to hear readers and help in the school library. The curriculum is enriched with visits out of school in connection with learning activities when possible, including a visit to Saltaire to support work on the Victorians. Visitors are welcomed into school and pupils have enjoyed a visit from a travelling theatre company and an African drumming and dance group.
25. For the next stage in their education, pupils move to a number of different schools spread over a wide area. The school does its best to liaise with all of these schools, enabling all pupils to have good opportunities to visit their next school prior to the time of transition at eleven. There are good links with a neighbouring small primary school, including the joint residential visit for older pupils. The school benefits from being part of a local small schools cluster, which exists to help and support schools in similar situations.
26. Provision for pupils' spiritual, moral, social and cultural development is good overall. Pupils develop a strong sense of community, are well prepared to become responsible members of society and know that they are respected and valued. Their personal development is promoted very well.
27. Spiritual development is good. It is promoted well in assemblies and in lessons. A calm, quiet atmosphere pervades the school. This creates a good ethos for learning and helps pupils to concentrate well. Pupils listened to the parable of The Good Shepherd in assembly and reflected quietly on the importance of each person as an individual. Younger pupils considered the importance of conserving diminishing resources in the world as they learned how to recycle materials in papermaking. A pupil with special educational needs showed real delight in his learning when he made a whip and top work while investigating toys from past times. He gained a great sense of achievement by showing his skill to the other pupils. Older pupils wrote moving accounts of the plight of Victorian child workers, showing a real sense of empathy with the harsh conditions they endured. Pupils' awareness of the needs of others and their thoughtfulness often displays a maturity beyond their years.
28. The provision for pupils' moral and social development is very good. The school functions as a very harmonious community that promotes pupils' willingness to co-operate and help each other. No evidence of bullying was observed and pupils know it is not right. They are fully and effectively involved in drawing up the few, sensible school rules and, when playing football, for example, clearly know that disagreements should be 'sorted out like friends'. All pupils are taught the difference between right and wrong and how their positive and negative behaviour affects other people. Their sense of personal and social responsibility is further developed in the trust shown to them as teachers expect them to mark their own and others' work honestly. The good and very good behaviour seen in lessons is further reflected in the way all pupils work and play happily together in the playground. There are many good opportunities for pupils to work in different groups and to become more independent and responsible for organising their own activities, for example, in science investigations and in historical research. One strong feature is the way pupils are very successfully encouraged to help and support each other by ensuring that no-one is left out of any activity, or left to struggle with their work. Social development is further promoted when older pupils experience a residential visit away from home and school and when they meet with other schools.
29. Cultural development is satisfactory, as it was at the previous inspection, although pupils have little first-hand experience of other cultures and ways of life. In religious education lessons, pupils

are presented with good opportunities to study the different world faiths and to learn how they influence peoples' lives. In a physical education lesson during the inspection, they learned to perform an African dance of welcome. However, they have no current links with local communities of different cultures to help them prepare for life in Britain's multicultural society. Their knowledge and understanding of white British culture is developed satisfactorily in history and geography. In history, they are introduced to the way life in Britain has changed over time. However, opportunities are missed. For example, although they are taught about child workers, this is not linked to their own area, the effect of part-time mill workers and half time education in their own village, or the effect of mill closures on the people. In geography, they are taught to think about the effects man has had on the rain forest in South America, but not of the effects of local industry on the landscape and population. They show little knowledge of the work of great artists or musicians from different times and cultures.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

30. The school has made several improvements in this area of its work since the last inspection. This is a caring school, with a warm, family atmosphere and very good relationships between pupils and staff. The educational and personal support and advice given to pupils is good. These factors are effective in supporting pupils in their learning. The school has good arrangements for introducing pupils to their new school and helping them to settle into the well-established daily routines. It has suitable policies for ensuring that pupils of all abilities and backgrounds are fully included in all activities and for promoting racial equality.
31. Arrangements for child protection and for ensuring pupils' welfare are sound. This is a similar picture to that of the last inspection. The designated officer for child protection is appropriately trained and deals with any issues effectively. The school also has another fully trained member of staff and the procedures for ensuring that all staff know the policy and procedures are satisfactory. Accident and emergency procedures are effective in dealing with problems and fire drills are carried out each term. Any problems arising from risk assessments are noted and acted upon. The school works closely and effectively with several agencies in raising awareness of health and safety matters. For example, visitors give talks about `stranger danger`, drugs education and fire safety. Also, Year 6 pupils undertake safe cycling training. However, there is as yet only a draft written policy for health and safety that needs further work to bring it fully up to scratch. The school has an appropriate statement that underpins its procedures for safe use of the Internet. However, this has not yet been shared with parents.
32. Procedures to monitor and improve attendance are good, resulting in high levels of attendance. The headteacher monitors issues very closely, particularly any holidays taken during term-time. Home telephone calls are made promptly in the case of any unexplained absence. Regular reminders are given to parents about the importance of good attendance and punctuality.
33. Arrangements for monitoring and promoting good behaviour are good. Any serious or bad behaviour is recorded by the headteacher. Much work is done in assemblies and 'circle time' sessions regarding bullying, so pupils know what to do if they have any difficulties. Praise is frequently and very well used by staff to get the best out of pupils. Special assemblies include mentions for kindness and acts of good behaviour. Procedures to monitor and support pupils' personal development are good. Staff know pupils well and provide much informal advice and guidance. The school has made a good start in using new Local Authority records to measure more formally areas of development such as independence, responsibility, relationships and behaviour. Pupils are now effectively involved in recording their personal achievements, marking another improvement since the last inspection.
34. Although not yet fully effective, there has been satisfactory improvement in assessing and recording pupils' learning and progress. Comprehensive tracking now takes place in English and mathematics and to some extent in science and the information is starting to be used well to set targets and plan further learning in these subjects. In other subjects teachers keep tick lists of what pupils have done. Such information is limited in its use to improve curricular planning because it does not identify where there are gaps in learning that need to be addressed and does not show how well a pupil is doing. Staff are not secure about levels in all subjects or about how

to record pupils' progress in a manageable way to provide useful information. The work of pupils with special educational needs is assessed very well and targets in their individual education plans are reviewed accordingly, ensuring their good progress throughout the school.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

35. This is a similar picture to that of the last inspection. Parents have a satisfactory opinion of the school. Replies to the inspection questionnaire and responses given at the parents' meeting show that parents mostly have a high regard for the school and the quality of education provided. The parents' meeting was generally supportive of the school. Virtually all parents replying to the questionnaire said their children liked school and the school expects their children to work hard and achieve as well as they can. The majority are pleased about the progress made by their children, leadership and management of the school, teaching, how the school helps their children become mature and responsible and behaviour.
36. A significant number of parents have concerns about the range of activities on offer outside of lessons. However, the new headteacher has started several opportunities, including sports, and inspectors are satisfied that the school now offers good provision. Parents also voiced some concern about the amount of homework given. Inspectors judge this to be satisfactory and effective in supporting learning. The parents' meeting and some of the responses on the questionnaires indicated that other parental concerns are diminishing as the new headteacher is making changes for the better. Overall, parents are confident of further school improvement under the new leadership.
37. The quality of information to parents, especially about pupils' progress, is satisfactory. Parents have three formal consultation evenings each year to find out about their children's progress. Pupils' annual reports usually give enough details about what pupils know, understand and can do. A strong feature of reports is the 'general progress - personal and social development/other skills' section. However, a few reports are weak and inspectors agree with the small amount of dissatisfaction from parents where they are disappointed with the details given on what pupils can do and how well. Parents receive useful newsletters each term to update them on issues, give dates to remember and some information about topics to be covered. The parents of pupils with special educational needs are fully involved from the earliest stage of concern and their views are taken into account at all times.
38. Links with parents are effective and their involvement has a sound impact on the work of this school. The contribution of parents to children's learning, at school and at home, is also satisfactory. The great majority of parents have signed up to the Home/School Agreement that sets out the mutual obligations clearly. The school works hard in organising events to involve parents more in their children's learning, for example, parents' workshops in subjects such as literacy and numeracy. The 'Parents, Teachers and Friends Association' is very supportive of the school in organising social and fund-raising events. They raise considerable funds each year towards subsidies for pupils and learning resources such as books and computer equipment. A few parent helpers give their time generously to support learning in school, for example, listening to readers. They are made very welcome and their help is much appreciated.

HOW WELL IS THE SCHOOL LED AND MANAGED?

39. The leadership and management of the school are very good. Following a period of great instability, a new headteacher took up post in September 2002 and moved quickly to gain the respect of staff, pupils and parents. He rigorously analysed all test and assessment results and the available records of pupils' progress to identify the weaknesses that needed to be tackled immediately. His determination to raise pupils' attainment and accelerate their progress this year resulted in his teaching literacy and numeracy to pupils in Years 5 and 6. He took the lead in these two areas and in ICT. With support from external consultants, he improved teachers' planning throughout the school. Classes were re-organised to make best use of staff expertise and training, and of the accommodation and resources available. Additional computers were

purchased so that pupils would have more access to ICT and an audit of each subject was done to identify areas for improvement. All of this work quickly raised staff morale and gained the confidence and trust of the parents. It has also resulted in much improved standards and progress throughout the school and especially in Years 5 and 6 since the beginning of this school year. The headteacher has established amongst all teaching and support staff and governors a strong and shared commitment to raising standards. Together, he and the staff have created an environment in which this can take place and governors are gradually becoming more involved in it.

40. Some monitoring and evaluation of teaching and learning has been carried out by the headteacher and external consultants for literacy and numeracy. Other than this, there are currently no formal procedures for doing this at the present time. However, effective action has been taken to improve teaching and learning and support staff in their new roles. Because this is a small school, the staff work closely together on all matters and share the leadership and management of most subjects. This is a sensible move at the present time when the focus has rightly been on raising standards in literacy and numeracy and restoring stability by keeping teachers in their classes. All staff are managed well and deployed effectively in line with their experience and expertise. Teachers have designated responsibilities relating to individual subjects to do with, for example, attending relevant training and sharing it with the others. They also evaluate work in their subjects and participate in the reviews of policies and schemes of work. Performance management is up to date. The reviews, carried out last term, have been used well to set targets for teachers and for the headteacher, related to issues facing the school in its drive to raise standards. As a result, all staff are working to the same goals and are helping each other to achieve their targets. The school has a good number of teaching assistants and other support staff for its size. They are well-briefed and contribute greatly to the good progress of the pupils with whom they work and to the life of the school as a whole.
41. The leadership and management of special educational needs are very good. Although the experienced co-ordinator spends only half a day each week in school, she makes very effective use of the time to liaise with teachers. She provides very good advice for them in relation to writing and reviewing targets for pupils' individual education plans. She also undertakes general administrative duties such as consulting outside agencies. She is very well supported by the previous co-ordinator, who is in the school full time, and keeps a close eye on the pupils in the rest of the week. They work closely together to bring about good improvement in pupils' learning and behaviour. All funding for special educational needs is used effectively to provide the necessary support for pupils with statements and additional support for other identified pupils. The school is rightly concerned that some of this support might have to be lost with future reductions in the budget, but has already made several contingency plans to try to avoid this, showing good forward thinking.
42. The headteacher has sensibly stayed with the School Improvement Plan drawn up by the temporary headteacher who was in place for a short time prior to his appointment and plans to review it with staff and governors after this inspection. The plan identifies the correct priorities for the school but does not include a programme that shows how all subjects might be a focus for priority over time. For example, there is no provision for developing art and design or music, two subjects in which improvements are needed.
43. Governors have not had enough to do with the school in the past. They fulfil their statutory duties satisfactorily. However, when asked about their role in policy development, they knew about statutory whole-school policies but were much less certain about subject policies or whether they had been approved at governing body level. Under the guidance of the headteacher they are beginning to view their roles differently. Their involvement in school improvement planning and in monitoring and evaluating the school's work and the standards that pupils reach is part of the improvement plan for this year, and rightly so. Governors are now aware of the issues facing the school, including its strengths and weaknesses and the impact that the decline in the number of pupils is likely to have on the budget. The finance committee monitors the budget carefully. Spending follows the school's priorities and is managed and monitored well. The school accrued a substantial surplus in its budget last year, because of very prudent spending during the period it

did not have a substantive headteacher. Some of the surplus was taken back by the local education authority because of the reduction in the number of pupils. The rest has been used to keep the level of teaching and support staff for as long as possible. As a result, the surplus has now been used up and the school is working very hard to minimise the effect on pupils' learning and on the curriculum that further expected cuts in the budget are likely to have. Nevertheless, not enough is done to check the effect of spending on the standards that pupils reach. The headteacher has a good understanding of the principles of best value as they apply to the school, but governors have some way to go to understand these fully.

44. The school has a good number of teaching and support staff for its size. All are well deployed and make a good contribution to pupils' learning. The school makes the best use it can of the accommodation available to it. The dual use of the hall as a teaching space for pupils in Years 5 and 6 is on the whole managed well to avoid disruption to learning. However, moving the pupils to the Year 1/2 classroom for music is not suitable. The cramped accommodation and the small furniture led to some restlessness in the lesson and very much limited the opportunities the pupils had to prepare for what could have been some exciting composition work. Resources are satisfactory in most subjects. Improvements are needed in design and technology (up-to-date tools), in music (instruments on which pupils can play and compose tunes) and art and design (range of pencils and paintbrushes for different kinds of sketching and painting). The library is satisfactory and is supplemented by a range of good quality books in classrooms. Displays are limited and largely unimaginative. They do not present pupils' work well enough to provide further impetus for learning or to show younger pupils the sort of work to which they might aspire. Guidance on displaying work well is planned for later this term.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

45. To build on the good start made in raising standards since September 2002, the governors, headteacher and staff should:

- (i) improve standards in information and communication technology (ICT) by
- completing the current round of staff training to raise teachers' expertise;
 - making better use of the computers now available in all classrooms;
 - ensuring that provision for the use of ICT is planned into all subjects; and
 - checking that agreed plans are consistently implemented in all classes.

(Paragraphs 5, 8, 20, 21, 39, 49, 52, 75, 78, 85-87, 91, 92)

- (ii) further refine assessment procedures to include
- guidance for staff as to levels in each subject;
 - manageable record keeping to provide evidence of pupils' progress in all subjects;
 - identifying strengths and weaknesses in each subject and working as a whole school to eliminate the weaknesses found; and
 - checking that assessment information is always used well to consider changes in curricular planning for the whole school as well as for different classes and groups of pupils.

(Paragraphs 34, 61, 71, 75, 84, 87, 90, 96, 99)

- (iii) improve arts provision by
- providing more opportunities for pupils to compose and perform music independently in groups on a suitable range of tuned as well as untuned instruments;
 - teaching pupils about famous artists and composers and their work, extending this to include works from different cultures as well as times and places and providing opportunities for pupils to record their learning, for example in sketchbooks and music notebooks; and
 - increasing the range of tools and materials available for art and design work to give pupils more experiences and more opportunity to improve their artistic skills through,

for example, using a range of different pencils for sketching and paintbrushes to produce different levels of detail in their work.

(Paragraphs 8, 20, 21, 29, 42, 44, 68-71, 81, 88-91)

- (iv) extend the governing body's involvement in drawing up, approving and monitoring the implementation of all school policies and in checking on the work of the school and the standards that pupils reach.

(Paragraph 43)

Key issues (i), (ii) and (iv) are already in the School Development Plan. The school is keenly aware of key issue (iii) but has understandably placed emphasis on improving standards in literacy and numeracy in the last term.

In addition to the above key issues, the governors should consider including the following minor issues in their action plan:

- preparing pupils better for life in the culturally diverse society that exists in Britain today;

(Paragraphs 29, 54, 71, 73, 78, 83, 92)

- further improving resources for design and technology, for example, updating tools for use with resistant materials such as wood; and

(Paragraphs 44, 75)

- complete and formalise the policy for health and safety, and share the Internet safety statement with parents.

(Paragraph 31)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	21
Number of discussions with staff, governors, other adults and pupils	10

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very poor
Number	1	6	11	3	0	0	0
Percentage	5	28	53	14	0	0	0

The table gives the number and percentage of lessons observed in each of the seven categories used to make judgements about teaching. Care should be taken when interpreting these percentages as each lesson represents almost five percentage points.

Information about the school's pupils

Pupils on the school's roll	Y1 – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	63
Number of full-time pupils known to be eligible for free school meals	12

FTE means full-time equivalent.

Special educational needs	Y1 – Y6
Number of pupils with statements of special educational needs	4
Number of pupils on the school's special educational needs register	17

English as an additional language	No of pupils
Number of pupils with English as an additional language	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	2
Pupils who left the school other than at the usual time of leaving	8

Attendance

Authorised absence

	%
School data	4.5

Unauthorised absence

	%
School data	0.2

National comparative data	5.4
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National comparative data	0.5
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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 (Year 2)

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
		2002	7	8

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	-	-	-
	Girls	-	-	-
	Total	13	12	14
Percentage of pupils at NC level 2 or above	School	87 (83)	80 (83)	93 (92)
	National	84 (84)	86 (86)	90 (91)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	-	-	-
	Girls	-	-	-
	Total	13	15	15
Percentage of pupils at NC level 2 or above	School	87 (92)	100 (100)	100 (100)
	National	85 (85)	89 (89)	89 (89)

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

The individual numbers of girls and boys are not given because the year group is so small.

Attainment at the end of Key Stage 2 (Year 6)

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
		2002	10	6

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	-	-	-
	Girls	-	-	-
	Total	9	9	11
Percentage of pupils at NC level 4 or above	School	56 (57)	56 (29)	69 (57)
	National	75 (75)	73 (71)	86 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	-	-	-
	Girls	-	-	-
	Total	8	6	9
Percentage of pupils at NC level 4 or above	School	50 (36)	38 (64)	56 (71)
	National	73 (72)	74 (74)	82 (82)

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

The individual numbers of girls and boys are not given because the year group is so small.

Ethnic background of pupils**Exclusions in the last school year**

Categories used in the Annual School Census	No of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
White – British	63	0	0
White – Irish	0	0	0
White – any other White background	0	0	0
Mixed – White and Black Caribbean	0	0	0
Mixed – White and Black African	0	0	0
Mixed – White and Asian	0	0	0
Mixed – any other mixed background	0	0	0
Asian or Asian British - Indian	0	0	0
Asian or Asian British - Pakistani	0	0	0
Asian or Asian British – Bangladeshi	0	0	0
Asian or Asian British – any other Asian background	0	0	0
Black or Black British – Caribbean	0	0	0
Black or Black British – African	0	0	0
Black or Black British – any other Black background	0	0	0
Chinese	0	0	0
Any other ethnic group	0	0	0
No ethnic group recorded	0	0	0

The table refers to pupils of compulsory school age only. It gives the number of exclusions, which may be different from the number of pupils excluded.

Teachers and classes

Qualified teachers and classes: Y1 – Y6

Total number of qualified teachers (FTE)	3.5
Number of pupils per qualified teacher	18
Average class size	21

Education support staff: Y1 – Y6

Total number of education support staff	5
Total aggregate hours worked per week	120

FTE means full-time equivalent.

Financial information

Financial year	2001/2002
	£
Total income	268,828
Total expenditure	273,270
Expenditure per pupil	3,333
Balance brought forward from previous year	40,995
Balance carried forward to next year	36,553

Recruitment of teachers

Number of teachers who left the school during the last two years	4
Number of teachers appointed to the school during the last two years	3
Total number of vacant teaching posts (FTE)	0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	0.5
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	0

FTE means full-time equivalent.

Results of the survey of parents and carers

Questionnaire return rate: 81%

Number of questionnaires sent out	63
Number of questionnaires returned	51

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	71	27	2	0	0
My child is making good progress in school.	59	35	4	2	0
Behaviour in the school is good.	53	33	8	0	6
My child gets the right amount of work to do at home.	31	45	18	4	2
The teaching is good.	49	43	6	2	0
I am kept well informed about how my child is getting on.	53	29	12	6	0
I would feel comfortable about approaching the school with questions or a problem.	73	10	10	8	0
The school expects my child to work hard and achieve his or her best.	63	31	4	0	2
The school works closely with parents.	57	25	12	6	0
The school is well led and managed.	61	25	8	0	6
The school is helping my child become mature and responsible.	61	27	6	2	4
The school provides an interesting range of activities outside lessons.	27	33	8	22	10

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

46. There are no children currently in the reception class and therefore no judgement can be made about attainment or achievement in this age group. The school's documentation, changes in the accommodation and the range of equipment available show that the school has satisfactorily addressed the weaknesses identified at the last inspection. The curriculum is appropriately planned using national guidance and the teacher who will be teaching the new children next September attends all relevant meetings and training to keep up with current thinking, such as preparing for the new Foundation Stage profiles.

ENGLISH

47. In Year 2 and Year 6, pupils' attainment is as expected nationally for their age. With the exception of pupils who have special educational needs, the school expects all pupils to reach the nationally expected level in the national tests in 2003. The proportion expected to reach the higher level is much greater than in previous years. The quality of work in the pupils' books shows that pupils of all abilities and backgrounds have made good progress since the beginning of this school year because of good teaching and that the school's predictions are reasonable. On taking up his appointment last September, the new headteacher took swift action to raise standards in English, teaching pupils in Years 5 and 6 himself and supporting the other two members of staff in teaching their year groups well. As a result, standards, though not yet high enough, have improved rapidly this year, reversing the steady decline over recent years. They are now much better than those seen in the well below average results of last year's national tests for pupils in Year 6, which placed the school in the lowest five per cent of schools with similar intakes of pupils. Overall, therefore, improvement since the last inspection is satisfactory.
48. Speaking and listening skills are good in Year 2 and very good in Year 6. Throughout the school, pupils listen very attentively to adults and to each other. They use their wide range of vocabulary well in discussions and as they confidently ask or answer questions in many situations and in all subjects. Because they are often given time to think and to discuss with each other what they want to say, their answers are usually sensible and well presented, whether predicting the endings to a story as in a Year 1/2 lesson, or discussing the meaning of legal language used in a will in a Year 5/6 lesson. The pupils rise well to the challenge to use specific subject vocabulary in other lessons because teachers explain the key vocabulary needed and check that pupils understand and use it correctly. Pupils in Years 5 and 6 express their ideas and opinions very confidently, for example, when talking to inspectors about the quality of information books in the library which they feel do not always give enough information on the topic they might be researching.
49. Reading skills are satisfactory in Year 2 and Year 6. Reading materials are carefully matched to pupils' levels of attainment. Where pupils are advanced enough to choose their own reading materials, a satisfactory check is made on what they are reading and whether they understand it. Parents and other members of the local community contribute to the pupils' reading skills by helping in the library and by hearing pupils read and adding to the teachers' records of what pupils have read and how well. Pupils read a suitably wide range of fiction and non-fiction material fluently, accurately and with appropriate expression. Pupils in Years 1 and 2 make good use of their developing knowledge of letter sounds and combinations, what they have learned previously in the text and pictures included in the text to help them work out how to read unfamiliar words. They make good attempts at predicting what happens next in a story because they are taught well how to do so. For example, an exciting activity highly motivated pupils in Years 1 and 2 to predict what might happen next to the 'Runaway Chapatti'. Their thinking skills were challenged very well when they were given time to talk to their neighbour about it before deciding for themselves which version of the ending to use. Pupils in Years 3 to 6 build well on these early skills. Pupils in Year 6 reported that they enjoyed reading and gave examples of a wide range of

books they had read. They confidently expressed their likes and dislikes of different authors and books, giving well-thought out reasons for their opinions. They have a sound understanding of what they have read and know how to use the library to find books and information to support their work in English and in other subjects. They have had little experience of finding and using information from other areas, for example, using ICT. This area of their work is growing fast with the recently improved access to the computers and the school's connection to the Internet.

50. Handwriting is taught well from an early age and by Year 2 most pupils form and join letters accurately. Work is usually neat and very well presented throughout the school and by Year 6 almost all pupils use a legible, joined up script in virtually all of their work. The school identified spelling as a particular weakness in pupils' writing and has used a good range of strategies to improve spelling this year. As a result, spelling is usually accurate and pupils make very good attempts at spelling unfamiliar words, using word banks, word books, spelling lists and dictionaries to help them do so. Pupils in Years 5 and 6 have benefited from some good direct teaching of spelling skills this year.
51. Pupils use an appropriate range of punctuation correctly. Almost all pupils in Year 2 insert capital letters and full stops in the correct places in simple sentences and use capital letters for proper nouns. Higher attaining pupils have already started to divide their writing into paragraphs and to use additional punctuation such as question marks, exclamation marks, and speech marks. This is because the teacher presents them with good models for writing when she works with them as a whole class and in the texts she gives them to work with, which are well suited to their different ability levels. Although some errors were noted in the work of lower attaining pupils in Years 3 to 6, the majority of pupils add to their early skills and use a good range of punctuation consistently well in their writing. All pupils write in a good range of different styles and for different purposes. Higher attaining pupils use a good range of descriptive language well in their work, writing in complex sentences that often clarify cause and effect or sequence events for the reader. Average and lower attainers make good attempts at using the same techniques but their writing is not yet as fluent and the length is variable as some struggle to develop their ideas. All pupils use their reading and writing skills well in other subjects, for example, for finding and recording information, for making notes and for writing about different topics in geography, history, religious education, sometimes to express their own opinions. This contributes greatly to their language development throughout the school.
52. Pupils with special educational needs make good progress towards the targets in their individual education plans. The special educational needs co-ordinator works closely with class teachers to ensure that these targets are incorporated into the targets for the whole class. This successfully ensures that the pupils are fully included in all activities. They are very well supported by teachers and classroom and support assistants and frequently by other pupils. All pupils understand the need to draft and check their writing and spelling prior to presenting the final version of their written work. Pupils in Years 5 and 6 use ICT competently to do so, but this is as yet under-developed in other year groups.
53. The quality of teaching has improved since the last inspection and is now consistently good across the school. Some very good teaching was observed with the oldest and youngest pupils. The good teaching is firmly based on the recommendations of the National Literacy Strategy, which has been successfully implemented. Lessons are well planned to meet the different ages and stages of learning in each class. They are usually lively and engaging and result in high productivity and pace because pupils enjoy what they are doing, behave and concentrate very well and work hard. Pupils are always clear about what they have to do because teachers explain the learning objectives well and constantly revisit them to check progress during a lesson. Marking is up to date. Although few written comments are made on the pupils' work, the pupils report that teachers always discuss their work with them and they know what to do to achieve their targets. Thus pupils are effectively involved in their own learning and are given some of the responsibility for ensuring that they work hard enough. For example, pupils in Year 6, when correcting their own spelling, did so honestly and explained to the inspector what they would do to avoid making the same mistakes in the future. There is a good balance of whole class, group and individual teaching. Teachers are not afraid to step outside the structure of the literacy hour to address a

particular weakness such as the need identified at the beginning of this school year to develop good spelling techniques in Years 5 and 6. In all lessons, teachers make good use of the satisfactory range of resources available to them.

54. Effective, ongoing assessment in class ensures that pupils work at a good pace and make good progress. Teachers annotate their planning and record the pupils' overall progress satisfactorily, using the information appropriately to inform planning. Whole class sessions at the end of the literacy hour are used very effectively to help pupils evaluate their own work and to learn from evaluating the work of others. For example, pupils in Year 2 were asked to help the teacher assess how well pupils in Year 1 had achieved their lesson objectives. Pupils in Year 1 then rose to the challenge of suggesting how they might improve their work and the scene was set for them to do so in the next lesson with, if necessary, help from the staff and from the pupils in Year 2. This good practice contributes in very great measure to pupils' personal development and their willingness to help each other. Through the good opportunities for discussion, time for reflection, the study of different texts and the range of writing undertaken, English makes an overall good contribution to pupils' personal, spiritual, moral, social and cultural development. However, more could be done through this subject to raise pupils' awareness and understanding of the diversity of British culture today.
55. In this small school the leadership and management of English are shared by all teachers, with a designated member of staff attending training and feeding back to the others. On taking up his appointment, the headteacher took a very firm lead in the drive to raise standards quickly, particularly for pupils in Year 6, and rapidly gained the respect of staff, parents and pupils, all of whom fully support the work he has done. Teaching pupils in Years 5 and 6 himself, he checked pupils' work in other year groups for common weaknesses. Using his detailed analysis of previous test and assessment results, and the records of progress available in the school, he worked with the other teachers to improve their planning and teaching to tackle the weaknesses found. Although little direct monitoring and evaluation of teaching and learning in the classroom has been possible, the school has made good use of an external consultant to help it in this work, in determining the standards pupils have reached and what the school needs to do to accelerate their learning. The headteacher's effective work has resulted in a consistent approach to teaching and learning that is contributing in great measure to the pupils' improved progress. Further work is now needed to ensure that teachers continue the good practice of collating, dating and assigning levels to samples of pupils' work to provide guidance for all staff and to identify and address common weaknesses in teaching and learning.

MATHEMATICS

56. Standards match the national expectations for pupils in Year 2 and Year 6 in all areas of mathematics. During the unsettled period since the previous inspection, standards declined. However, following the arrival of the new headteacher, the school has rigorously addressed this situation, set challenging targets for the 2003 tests and standards are rising fast. With the exception of pupils who have special educational needs, all pupils currently in Year 6 are expected to meet the targets and a good proportion are predicted to achieve the higher level. The good progress seen in the pupils' work since the start of this year indicates that these predictions are reasonable. Pupils of all abilities achieve well. On taking up his appointment last September, the headteacher took swift action to raise standards in mathematics, teaching pupils in Years 5 and 6 himself and supporting the other two members of staff in teaching their year groups well. As a result, standards, though not yet high enough, have improved rapidly this year, reversing the steady decline over recent years. They are now much better than those seen in the well below average results of last year's national tests for pupils in Year 6, which placed the school in the lowest five per cent of schools with similar intakes of pupils. Overall, therefore, improvement since the last inspection is satisfactory. Pupils with special educational needs are fully integrated into all classroom activities as a result of the very good support from teaching and support staff. The quality of teaching is good and relevant work is planned well to meet the different ages and stages of learning in each class.

57. The small number of Year 1 pupils work confidently alongside Year 2 pupils because the teacher sensibly deploys the classroom assistants to ensure they can participate in all activities at an appropriate level. The pupils successfully build up their developing knowledge of number by playing a lively game, correctly adding one-digit numbers to an existing total. The more able pupils count accurately in twos to 20, 30 and 40. They use their knowledge well to total coins of different values and solve problems and use practical equipment to help with their calculations. By Year 2, pupils develop their ability in mental activities further by explaining to the class how they calculate their answers. They use the correct mathematical vocabulary confidently, following the teacher's good example, and have a sound understanding of the need to hold the biggest number in their heads and counting on when adding two or three numbers. They quickly recall number facts up to 20, record their answers to numerical problems in different ways and use block graphs, charts and diagrams to present information. A satisfactory range of equipment is used well to support pupils' learning and pupils confidently select materials to assist all mathematical activities. Well-planned lessons ensure that they make good progress in their knowledge and understanding of the number system, but their knowledge of time, measurement and shapes is more limited. Whilst all pupils in Years 1 and 2 recognise and name circles, squares, rectangles and triangles, they need help to recognise 3-D shapes such as cubes and cylinders.
58. Pupils continue to make good progress in number in Years 3 to 6. By Year 4, they show greater understanding of place value when they multiply two digit numbers by 10 and 100. The teacher turned this activity into an enjoyable game, giving pupils hats to represent units, tens and hundreds. Some more able pupils confidently went on to multiply by 1000 and responded well to the teacher's challenge to extend this even further. Less able pupils, however, were unsure how to approach their tasks and their calculations were not always accurate. The majority of pupils apply their prior learning about shape well and correctly identify the line of symmetry in a regular shape. They draw geometric shapes including hexagons and know how to calculate the perimeter of a shape. Pupils in Years 5 and 6 are provided with a suitably broad range of experiences in all areas of mathematics. They use a compass competently when drawing triangles of different sizes, name equilateral and isosceles triangles and employ a more mature range of mathematical vocabulary appropriate to the particular activity. They have a good knowledge of multiplication tables and enjoy the frequent practice against the clock that improves their speed of recall and are particularly pleased when they beat their own previous best time.
59. Higher and average attaining pupils use addition and subtraction, multiplication and division well in their number work. They have a good understanding of how to check accuracy by using the opposite number operation and how to use this knowledge to find a range of number facts associated with a given number. However, lower attaining pupils do not yet recognise that division is the reverse operation of multiplication and this hinders their progress when finding facts from three numbers. Most pupils demonstrate a sound knowledge of place value when multiplying decimal numbers by 10s and 100s. Pupils' workbooks show that older pupils of all abilities have many opportunities to use their mathematical skills and develop strategies to solve a variety of problems. However, they do not estimate or approximate first before working out and checking the accuracy of their answers. Pupils accurately interpret information presented to them in different ways, for example, when the tie is changed from analogue to digital representation. They record information appropriately using charts, line graphs, symbols and pictorial representations, but they do not use the computer to do so. This limits their experience of handling data and presenting information. Mathematical skills are used well in other curriculum subjects, including reading time lines in history and constructing charts and graphs in science.
60. The quality of teaching is good overall and is now more consistently so than at the previous inspection. Teachers have good subject knowledge and use the National Numeracy Strategy effectively to plan varied and well-structured lessons. They make the purpose of the lesson clear by writing the objectives on the board and explaining them clearly so that pupils understand what they will be learning. All lessons begin with a lively mental activity that builds on pupils' previous learning. Pupils in Year 3 and 4 enjoyed using whiteboards and playing the 'Show me' game when multiplying numbers by 10. All teachers are skilled in asking carefully structured questions that successfully promote pupils' thinking skills and extend their learning. Classroom assistants provide good support for younger pupils and those with special needs, ensuring that all pupils

have equal opportunities to participate in all activities. Useful displays of mathematical vocabulary and facts support pupils' learning in most classrooms. Pupils' knowledge and understanding is checked when the teacher asks them to explain how they reach an answer, and regularly re-checked as they work. Lessons proceed at a good pace, which keeps all pupils actively involved and working hard. However, pupils of all abilities are sometimes given the same work to do. This occasionally leads to misunderstanding and slower progress by the less able pupils and a lack of challenge for the more able pupils. Occasionally, teachers do not make clear how pupils should organise and set out their work which confuses them and they do not learn as well as they could.

61. Pupils work hard and behave well during mathematics lessons because they enjoy the interesting activities planned for them and are well supported by all staff. They concentrate well and work hard to complete their tasks, persevering even if they find the task challenging. Teachers make accurate assessments of pupils' progress during lessons. On-going records follow the current school system and show details of what pupils have achieved. However, they are not dated to show when and this limits their value as a measure of progress. Work is usually marked, but teachers do not often use their marking to show pupils how to improve their work or refer to their individual targets. Nevertheless pupils report that their work is discussed with them and that they know what they have to do to improve. Although pupils' knowledge and understanding of how to utilise the number system is well developed in all classes, they have fewer opportunities to practise the shape, space and measurement aspects of the mathematics curriculum.
62. The co-ordination of mathematics is shared by all teachers. The subject has been satisfactorily led and managed through the recent period of change, although little monitoring of teaching and learning has been possible. There is now a very clear and shared commitment to raising standards and, after the decline of recent years, the school shows good capacity to improve. Improvement since the last inspection is satisfactory.

SCIENCE

63. Standards in science are above those expected nationally for pupils in Year 2 and Year 6. Pupils of all abilities and backgrounds, including those with special educational needs, make good progress because of good quality teaching and the many good opportunities presented to pupils to carry out scientific investigations. Following a decline after the previous inspection, standards rose rapidly because the school made science a strong priority and placed strong emphasis on giving pupils good first-hand experiences. Overall improvement has been good. Combined with consistency in teaching this year, the improved provision has led to a reversal of the standards seen in last year's well below average national test results in Year 6, which placed the school in the lowest five per cent of schools with similar intakes of pupils.
64. Investigative work and scientific enquiry are strong features of science lessons and lead to pupils making good progress in their knowledge and understanding of the world around them. They use their senses well to gather information, observe and reflect on what they have learned. This makes a very valuable contribution to their spiritual development. Pupils in Year 2 use the correct scientific vocabulary to classify materials into natural and man-made materials and have a good understanding of the need to recycle. They have investigated the properties of wood, metal, plastic, sand and cotton by carefully touching, feeling and shaking the items provided. They make good progress in their knowledge of processed materials by recycling newspaper to make paper, carefully straining away the water and rolling out their new paper. Pupils record their findings clearly in charts, illustrations and simple graphs and write reports using their literacy skills well.
65. Pupils in Years 3 to 6 have a good understanding of why it is important to set up a fair test. The oldest pupils know that to keep the test fair, they should vary only one condition at a time. Pupils make sensible predictions before carrying out experiments. For example, pupils in Year 4 suggested what they thought might happen prior to investigating how salt and sugar solutions could be separated. When studying skeleton structure, they look closely at a chicken carcass and discover that bones must be rigid to support the body. Year 6 pupils predict what will happen when using a force meter to measure how far elastic bands will stretch before breaking when loaded with heavier weights. They use the correct vocabulary competently, for example, using the

terms 'reversible' and 'irreversible' when testing for changes in different solutions. By Year 6, pupils confidently devise investigations to test a hypothesis. For example, in a very good lesson, pupils in Years 5 and 6 investigated the difference between soluble and insoluble substances. They carefully mixed substances with cold then warm water and compared the different results. They drew informed conclusions on the basis of their evidence. Information is presented well in a suitably wide range of ways, including clear diagrams, charts, reports and graphs. As pupils spend two years in each class, all aspects of the National Curriculum for science are covered on a two-year cycle to ensure work is not repeated. However, pupils do not have opportunities to use computers or the Internet for research or to present their findings.

66. The quality of science teaching is good. Lessons are well planned and all activities involve the pupils in carrying out investigations, asking relevant questions and taking more responsibility for their own work, including investigative work, as they grow older. This contributes very effectively to their personal development. However, pupils are not always given the opportunity to choose for themselves how best to record or report their results. This limits older pupils' independence and ability to take responsibility for completing their tasks. Teachers utilise a good range of well prepared resources and ensure that pupils are aware of health and safety issues. They expect pupils to use appropriate, scientific vocabulary and draw well on the pupils' existing knowledge to help them assimilate new information and concepts. Marking does not often show pupils how to improve their work, though pupils report that all work is discussed with them. Science lessons make a very good contribution to pupils' personal and social development as they work together in different groups, plan and carry out their activities and take responsibility for working together safely and co-operatively. All pupils have equal opportunities to participate because they are well supported by the staff and given suitably demanding work to do. The interesting and varied activities they are given to do fosters an enjoyment of learning and results in pupils behaving very well, concentrating and working at a good pace to complete their tasks. In a very good lesson seen in Years 5 and 6, behaviour was excellent because pupils were so well motivated by what they had to do.
67. The shared leadership and management of science are good and this has contributed to good improvement after the period of many staff changes and disruption. Resources for science teaching and learning are adequate. Standards are continuing to improve. The majority of the current Year 6 pupils are on course to reach the nationally expected level this summer and a good number of pupils to exceed it.

ART AND DESIGN

68. No direct teaching was observed in the Year 5/6 class because art and design is taught alternately with design and technology and this half term the pupils are learning about food technology. Nevertheless, the limited work on display and lessons observed in the other two classes indicate that standards are satisfactory in Year 2 and Year 6. Pupils of all abilities and backgrounds make sound progress throughout the school. There are weaknesses in the pupils' knowledge and understanding of art and artists. The quality of teaching is satisfactory overall but the limited range of tools and materials, though used appropriately, stops pupils from making the progress of which they are capable, especially in Years 3 to 6.
69. Good teaching in Years 1 and 2 ensures that pupils know a good range of vocabulary associated with the activity they are doing. The teacher uses artistic language and visual aids very well to promote this. For example, words such as 'fold', 'plait', 'twist', 'tie' and 'stitch' were displayed on the board, explained to the pupils and demonstrated effectively to ensure that all understood what the words meant. Pupils then went on to select tools and materials for themselves. Highly motivated by the interesting way in which the activities were introduced, they set to work quickly and concentrated well on practising the skills and techniques need to created a textile collage. They showed good attention to safety with scissors and needles, following the teacher's clear reminders. Helped by the teacher's well-directed questions, even the youngest pupils evaluated their work well and suggested which different materials or techniques they might use in the next lesson to achieve more success. Work on display shows that pupils of this age have satisfactory

observational skills, demonstrated in their painted portraits, which show appropriate attention to the accurate representation of facial features.

70. In a good lesson with pupils in Years 3 and 4, pupils made rapid outline sketches of pairs of pupils in different poses. They were highly motivated by the opportunity to guess what the pose was and to decide what might be in the background of the picture to show the relationship of the people in the foreground. This work was well supported by a good range of pictures on display by different artists and from different periods of time. However, opportunities were missed to teach the pupils about who the artists were and how their work, the background to the picture, the pose and the clothes of the people were influenced by the time in which they lived. Although pupils worked very hard and concentrated well, their figure drawings were not well proportioned. They did not have the skills needed to scale down what they saw to fit the size of the paper on which they were working. In addition, they did not have the correct type of pencil and had not been taught how to make light, quick sketches as drafts for further, more accurate work. This impedes their progress.
71. The leadership and management of art and design are unsatisfactory. Statutory requirements are met and the school has taken steps to ensure that pupils develop skills and techniques progressively from year to year. This is an improvement since the previous inspection. However, the subject has been somewhat neglected in the school's drive to raise standards in literacy and numeracy. The lack of different sizes and types of pencils and paintbrushes hinders the progress pupils make through learning to sketch quickly or to add fine detail to their paintings. Three-dimensional work and work on different scales is very limited. Discussions with pupils revealed that they have a very limited knowledge and understanding of the work of artists and designers. Teachers record what pupils have done in tick boxes in their profiles. However, these assessments are not dated and do not identify what pupils find easy or difficult and are therefore limited in their use as a means of reviewing or adapting planning to address weaknesses. Although, overall, art and design makes a satisfactory contribution to pupils' personal, spiritual, moral and social development, many opportunities are missed to promote these aspects of learning through reflection on the work of artists and designers from different times, places and cultures.

DESIGN AND TECHNOLOGY

72. Because of the school's timetable during the inspection, it was possible to observe only one design and technology lesson. However, this lesson, and with evidence from the pupils' books and their previous work in Year 2 and Year 6, indicate that standards are now satisfactory in both age groups, that pupils make sound progress from year to year and that teaching is overall satisfactory throughout the school. This represents good improvement since the last inspection and reflects the effort that the school has put into addressing the key issue at that time despite the difficulties it has faced. Pupils of all abilities and backgrounds are fully included in all design and technology activities. They are well supported by teachers and their assistants and talk with interest and enthusiasm about their work in this subject.
73. In the lesson seen during the inspection, the quality of teaching was good. The teacher's positive promotion of relevant vocabulary successfully built up the pupils' understanding of how to describe different types of bread from different parts of the world following a tasting session. However, opportunities were missed to discuss the multicultural aspects inherent in this work, for example, what made pupils attribute breads to different countries and what factors in each country contributed to the bread being the way it is. Nevertheless the good teamwork amongst the staff enabled the pupils to make good progress in the lesson and opened their minds to the range of breads available in this country prior to following a recipe to make bread themselves. Discussions with pupils and staff and the analysis of work in the pupils' books in Years 3 and 4 show that pupils make good progress in their understanding of the process of designing, making and evaluating a product. Higher attaining pupils in Year 4 make good attempts to show their design in three dimensions and all pupils, including those with special educational needs, make good attempts at labelling their designs and making lists of the materials they intend to use.

74. The work of pupils in Years 1 and 2 shows that they acquire satisfactory research skills as they explore playground equipment and other toys. They then use these skills well to design and make models of playground equipment with moving parts using construction kits and to design and make toys for Father Christmas' workshop. They make good attempts at labelling diagrams, listing what they will need and even take their work on to writing instructions for others to follow, in which they use their literacy skills well.
75. Work is appropriately planned to meet statutory requirements. However, ICT is not yet used as a tool for learning in this subject and pupils' progress is not well enough recorded. Teachers assess how well pupils have done and tick boxes in their profiles that show they have reached a certain point in the programme of study. However, these are not dated and do not identify what pupils find easy or difficult and are therefore limited in their use as a means of reviewing or adapting planning to address weaknesses. The shared leadership and management of the subject has worked well in this small school and resulted in good improvement since the last inspection. However, tools are old and in need of replacement, especially those required for working with resistant materials such as wood.

GEOGRAPHY

76. Geography and history are taught in alternate half termly blocks. Pupils were studying history during the inspection and therefore it was not possible to observe any geography lessons. Scrutiny of pupils' work and discussions with them indicate that standards in geography match the national expectations for pupils' ages in Year 2 and Year 6. Pupils of all backgrounds and ability levels, including those with special educational needs, make satisfactory progress in their acquisition of geographical skills, knowledge and understanding. The quality of their work indicates that the quality of teaching is at least satisfactory.
77. Younger pupils make simple plans of the classroom which helps them to develop early map-making skills. They identify important features correctly, using symbols and a key. More able pupils make a plan of their bedroom and show the position of items of furniture. They progress to drawing simple maps of the journey from their classroom to the school library, clearly marking the route and each room along the way. Outside school, they experience fieldwork when they study local housing and link this well to their studies of houses in history. By the time they reach Year 4, pupils have made satisfactory progress in their knowledge of local features. They contrast the town of Bacup with a settlement in a rural area, recognising and comparing differences in each location. They read maps for information and recognise and use symbols for important features such as rivers, houses and the station. They improve their understanding of the reasons why settlements grow in particular locations, for example, that the town of Crewe grew up around the railway junction. They also have a sound understanding of why some places are unsuitable for human settlement, such as close to a volcano. Information is presented in a variety of ways, including good illustrations and diagrams. Older pupils in Year 5 and 6 make good progress in their ability to read maps. They use the information in a detailed local study of the River Ribble and present a range of information about towns and village settlements along the course of the river. They are aware of the effect of water on the landscape along the course of the river. This local study is linked with work on the Amazon river, comparing their area with a less economically developed location. Pupils extend their work well by making colourful three-dimensional models of the rainforest. In their writing and discussions, pupils demonstrate a secure knowledge of the importance of caring for and protecting an environment that is quickly disappearing. Pupils carried out some useful local field studies during their recent residential visit.
78. The scrutiny of pupils' work indicates that teaching in geography is at least satisfactory, because pupils make satisfactory progress in acquiring skills, knowledge and understanding as they move through the school. While there is a strong emphasis on map work, all aspects of geography are covered adequately using a national scheme of work. Assessment procedures are sound and the information gained from them is used appropriately to plan further learning. Geography makes a good contribution to pupils' moral development and they show a growing understanding of the importance of conservation and caring for the environment. However, opportunities are missed to teach them about the effect of man on their immediate environment with the growth and decline of

the local mills. Their cultural development is promoted well through studies of the local area and more distant locations. Resources are adequate and the school has a good stock of maps and atlases that support teaching and learning. However, ICT is not yet used well enough to support learning in this subject. In this small school, all staff share the leadership and management responsibility for the subject and this works satisfactorily. There has been sound improvement since the last inspection.

HISTORY

79. Pupils in Year 2 and Year 6 attain standards in line with those expected nationally for their ages. Pupils of all abilities and backgrounds, including those with special educational needs, make satisfactory progress in their learning and are fully included in all activities. Standards have been maintained since the previous inspection. The quality of teaching is satisfactory overall. Pupils learn through investigation and this gives them good opportunities to ask questions about the past and look at changes over time.
80. Much of the work for younger pupils is carried out through discussion and observation. In a good lesson, the teacher skilfully created a sense of excitement by producing a mystery object and a letter, directing the class to look at toys hidden in the classroom. This led to careful examination of old wooden toys. All pupils enjoyed discovering how they worked, and found some of them quite difficult to use. Pupils looked for the toys in reference books without prompting, because they know that is one way to find information. However, pupils were not led to make comparisons with the toys they enjoy playing with today and an opportunity was missed to help them learn about changes over time. The teacher did make useful links from the wooden toys to their current science work on materials. Pupils are beginning to develop a sense of chronology when they identify household items used in the past. For example, they know that most modern appliances need electricity, recognising an important change over time.
81. Pupils in Years 3 and 4 make further progress in their knowledge and understanding of life in the past when they study the Tudor period of history. They make good use of their reading skills to research the life of King Henry VIII, look at portraits and write descriptions of him, showing that he was powerful, proud and regal. They do not, however recognise that portraits are the artist's own view and may be less reliable as sources of historical evidence. They have also made a broad study of the ancient Egyptians and acted as archaeologists to learn how artefacts can give clues to how people lived in the distant past. Pupils in Year 5 and 6 selected material from a wide range of sources to research the lives of poor Victorian children. They used the Internet well in this lesson. They researched various websites and gathered information about Charles Dickens and learned that he sought to inform Victorian society about child labour through his writing. They produced well-written accounts of child workers, empathising strongly with their harsh lives and are well aware that their own lives are far preferable. An opportunity was missed to teach them about using local history to enrich their work, for example the children who attended the school half time while working in the local mills and mines.
82. Lesson observations and evidence gathered from pupils' books show that the quality of teaching and learning are satisfactory. Pupils are successfully encouraged to investigate, research and ask questions about history using books, written materials, artefacts, portraits and the Internet. They enjoy this way of gathering information about the past and observing changes over time and make good comparisons with life in the present. They have a developing and satisfactory knowledge of British and world history, but are given fewer opportunities to learn about local history, or to use the history of the school, which is a valuable resource. Teachers make good use of the local museum and library loan service to provide extra resources, such as Tudor costumes. They do not always ensure that pupils are aware of the different sources of historical information and that some sources may be interpretations rather than fact.
83. History lessons give pupils good opportunities for social development as they work together in small, mixed ability groups and take responsibility for organising their own activities. Pupils of all abilities are included in every activity, through well-planned work and support from all staff. All pupils show good attitudes and behave well because they are interested in their learning. They co-

operate, share materials and relate well to each other. For example, when discussing Henry VIII's portrait with a partner, two girls invited another to join them saying "Would you like to talk about this picture with us?" The study of different periods of history promotes pupils' cultural development as they compare and contrast different ways of life.

84. As all classes cover two age groups, the curriculum is organised over two years to avoid repetition. The school uses a national scheme of work to ensure that statutory requirements are met, and teachers use this satisfactorily when planning. Resources are adequate and are supplemented well by the use of local loan schemes. Basic assessments of progress are made using the current school system. However, they provide little useful information to inform the next stage of pupils' learning. All staff share responsibility for history. This works in this small school and the leadership and management of the subject are satisfactory.

INFORMATION AND COMMUNICATION TECHNOLOGY (ICT)

85. No direct teaching of ICT was observed during this inspection. Discussions with pupils and the lack of work around the school indicate that the subject has not been taught well enough in the past and the standards pupils in Year 6 reach are below the national expectations for their ages. There was very limited evidence of ICT work in Years 1 and 2. Although there were some pie charts and block graphs on display, pupils did not recall having done them. It is not possible, therefore, to make a secure judgement on standards in Year 2, or on progress in Years 1 and 2. Until recently, the school did not have enough computers, the staff did not have the expertise necessary to teach the subject and pupils did not have enough time at the computers to acquire the necessary knowledge, skills and understanding to make enough progress. Under the new leadership, all of this has changed. Staffing is stable, good support from the Parent, Teacher and Friends Association has helped the school to buy more ICT equipment and the ratio of pupils to computer is now slightly higher than that found in most schools. Staff have almost completed the latest round of training and are much more confident at teaching the subject.
86. Discussions with a group of Year 6 pupils at the computers during one lunchtime revealed that many bring a range of skills with them from home, use them in school and help others to learn them. The pupils observed demonstrated good keyboard skills and a satisfactory ability to load, save and retrieve their work. They used WordArt confidently, changing the style and size of the fonts they were using as they worked out which would create the most impact in their certificate or poster. They also had good knowledge of how to change the colour of the background using the 'fill' colour facility. Pupils have a satisfactory understanding of the impact that ICT has on their daily lives. On a rota basis, Year 6 pupils used their word processing skills well to prepare and edit drafts of their poems and legal letters during literacy lessons, again demonstrating good knowledge of the keyboard. This sort of work was missing from other classes. While the teacher in the Year 3/4 class set up the computer to enable a group of pupils to record their science findings, which they did so satisfactorily, no ICT work took place at all in the Year 1/2 class and there was no evidence of the use of ICT in other subjects.
87. The curriculum is satisfactorily planned following a national scheme of work and meets statutory requirements. However, pupils still have limited access to aspects such as control technology and the use of sensory equipment, the promotion of which is identified in the School Improvement Plan. The school has an appropriate Internet Safety statement and takes all reasonable precautions to prevent pupils accessing unsuitable web sites. However, the statement has not yet been shared with parents. Although provision is fast improving, the school still has some way to go to bring all pupils up to the standards expected nationally for their ages in all aspects of this subject. The current procedures for assessing and recording their progress is not a helpful tool in this process because it does not give enough information about what pupils know, understand and can do to inform teachers' planning.

MUSIC

88. Overall, standards are as expected for pupils' ages in Year 2 and Year 6 and pupils of all abilities and backgrounds make satisfactory progress throughout the school. Although statutory requirements are met, a number of factors combine to restrict that progress and, as a result, standards are not as high as they could be. The factors are: the lack of a suitable range of tuned instruments; limited opportunities for pupils to compose and perform independently and in groups; and insufficient teaching about composers and their music. The subject has not been a focus for development or even for maintenance in the school's understandable drive to raise standards in literacy and numeracy. As a result, improvement since the last inspection is unsatisfactory.
89. The quality of teaching is satisfactory overall. It is good in Years 1 and 2 and satisfactory in Years 3 to 6. In an excellent lesson with pupils in Years 1 and 2, the teacher's highly effective planning of imaginative activities resulted in the pupils greatly increasing their understanding of the difference between pulse and rhythm because the pupils' prior learning was built on very well. The teacher's very effective, well directed questions showed her good knowledge of individual pupils and encouraged them to exercise a great deal of creative thought as they offered their own opinions as to the effect of a change of tempo in familiar songs and rhymes. In a short 'repeat my rhythm' exercise, the teacher was careful to clap rhythms of different degrees of difficulty for different pupils, thereby successfully ensuring that all experienced success in this work. The step-by-step build up of learning engendered a sense of fun as well as excellent learning and resulted in the pupils working very hard to succeed. Very good links to literacy were made in the identification and use of an appropriate range of technical terms associated with music and the pupils responded very well indeed to the teacher's high expectations that they would then use that language in their answers. The teacher really pushed the pupils' learning by dividing the class into two, one half to clap a rhythm while the other half clapped the pulse. The majority of pupils found this difficult at first but with practice and encouragement they made good progress in this performance in two parts. The support assistant worked very well with a pupil who has complex learning difficulties and other pupils readily included this pupil in their action songs and rhymes, underlining once again the very good relationships within the school.
90. This work is further extended in the good teaching observed in the Year 3/4 class. Here, good planning and the effective use of untuned percussion instruments and voice took pupils step-by-step through progressively harder activities that introduced them successfully to the idea of syncopated rhythm. In a satisfactory lesson with pupils in Years 5 and 6, the pupils were introduced well to the effect that music has on the listener. Picking up on the pupils' initial responses to extracts from 'The Planets' suite, the teacher introduced the term 'emotional imagery' and gave pupils time to imagine in their mind's eye what the music might be saying to them. However, an unsuitable drawing activity towards the end of this lesson and the lack of access to instruments so that pupils could explore sounds in order to create their own versions of the planets, detracted from their musical learning. In addition, the cramped accommodation, as Year 5/6 pupils used the Year 1/2 classroom while the hall was used for physical education, led to some restlessness amongst the pupils. It was to their credit that they still behaved well.
91. The designated co-ordinator for music teaches pupils in Years 3 to 6 and has a good understanding of the strengths and weaknesses in the subject and what needs to be done to improve standards. The restricted nature of the school budget has prevented the purchase of further resources at the present time. Some assessments are made of what pupils have covered in music. These are in line with the school's policy but do not provide useful enough information to inform planning and address the shortfall in opportunities for composing and performing, or in pupils' knowledge and understanding. There are no recordings of pupils' past work and ICT is not yet used effectively to support their learning. Music is used effectively to set a reflective atmosphere in assembly but, again, pupils are not informed as to what the music is, or who composed it. A small number of pupils attend weekly choir rehearsals and pupils in Year 5 and 6 were observed responding well to music during a dance lesson. During the inspection, this focused on African dance. Overall, music makes a good contribution to pupils' personal, spiritual, moral, social and cultural development, but not enough is done to introduce them to music from different times, places and cultures.

PHYSICAL EDUCATION

92. Two physical education lessons were observed during the current inspection, one was dance, and the other gymnastics. From these observations, it is clear that pupils in Year 2 and Year 6 reach standards that are at least in line with those expected for their age. In dance, pupils attain above average standards. All pupils make satisfactory progress. Pupils with special educational needs also make satisfactory progress because good levels of support from all staff enables them to participate fully in all lessons. By the time they leave the school, the great majority of pupils achieve the national requirement by swimming at least 25 metres. The school does not allow the constraints of a small hall, also used as a classroom, a narrow playground and an off-site field, to limit the range of physical education activities offered to the pupils.
93. From the evidence of the lessons observed, the quality of teaching in the school is at least satisfactory. Staff set a good example to their pupils by changing into appropriate kit and participating in all activities. All pupils understand the need to dress suitably and the importance of warming the muscles before physical exercise and cooling them down again afterwards. In their gymnastics lesson, Pupils in Years 1 and 2 made satisfactory progress in their ability to control and refine their movements through practice and suggestions from the teacher. They balanced well, and showed good standards of control as they rocked carefully on different parts of the body, but found it more difficult to co-ordinate their movements when rolling on the floor. The teacher successfully incorporated a brief period of relaxation into the lesson that calmed pupils when their concentration began to falter. Personal and social development was well promoted in this lesson as pupils played co-operative games with the parachute.
94. Very good teaching in a dance lesson for pupils in Years 5 and 6 enabled these older pupils to make very good progress in their ability to respond and move to the rhythm of the music as they practised an African dance of welcome. Good use of hands, bodies and faces clearly expressed a range of emotions as they travelled around the room, with good regard for the space and others around them. Their sense of rhythm and co-ordination improved through the lesson as the class teacher and two assistants gave very good support and set high expectations that successfully challenged all pupils to try harder. Individual pupils modelled movements well and this helped others improve and develop their ideas. All pupils participated well, worked hard to improve their response to the music and remained fully involved throughout the lesson.
95. Pupils' personal and social development is well promoted in physical education lessons as they learn to work co-operatively, play team matches with other schools and learn about living and moving with regard to safety. Combining music and dance from another culture assists their cultural development. Their behaviour is good and they work hard to improve because they enjoy all activities.
96. The curriculum covers the full range of physical activities and meets statutory requirements. In addition, older pupils learn about water safety, swimming and athletics. A nationally recognised scheme of work forms the basis of teachers' lesson planning. Extra activities outside lesson times support the curriculum well, including football, rounders, cricket, cross-country running and a gym club. The school regularly participates in local competitive sporting events. All members of staff share responsibility for physical education. Resources are adequate, although storage is difficult due to very limited space. Assessment of pupils' progress in physical education is limited to a record of coverage of the scheme of work. At the time of the previous inspection, pupils were attaining standards above the national expectations in physical education. The school has made every effort to maintain a broad and balanced curriculum throughout its period of instability. Overall, therefore, improvement has been satisfactory.

RELIGIOUS EDUCATION

97. It was not possible to see any direct teaching of religious education during the inspection. However evidence in pupils' books, discussions with them and an analysis of teachers' planning show clearly that the requirements of the local agreed syllabus are met. This evidence also shows

that the great majority of pupils in Year 2 and Year 6 at least reach the expected standards for their age. All pupils, including those with special educational needs, make good progress in this subject. It is clear from pupils' work that the quality of teaching is at least satisfactory. Standards and the quality of teaching are similar to those described at the previous inspection.

98. As at the last inspection, pupils are taught how different religious beliefs in the major world faiths affect the lives of the people who follow them. Pupils in Years 3 and 4 explore and show a good understanding of issues affecting their daily lives, for example, the difference between right and wrong and how their behaviour might impact on others. Their written work shows that they have a satisfactory awareness of the needs of others and discriminate appropriately between the good and bad examples set by famous people who are held up as role models in society, and who have an influence on their followers. This work builds well on their prior work in Years 1 and 2 where they show good consideration of the value of friendship and the rites of passage in different religions associated with different festivals and celebrations such as a Christian baptism or a Jewish Bar Mitzvah. By Year 6, pupils have had many good opportunities to discuss issues and they readily undertake their own research and form their own opinions and conclusions about religious issues.
99. The shared leadership and management of religious education work well in this school. Some assessments are made of pupils' learning in line with the current school policy. However, the way these are recorded means that there is little useful information gained from them to help teachers address any gaps in pupils' learning. Resources and the range of artefacts available are satisfactory and are used well to promote learning. However, there is no evidence that ICT is used to support learning in this subject. The subject makes a very good contribution to the pupils' personal, spiritual, moral, social and cultural education.