

INSPECTION REPORT

TRAWDEN FOREST PRIMARY SCHOOL

Trawden, Colne

LEA area: Lancashire

Unique reference number: 119180

Headteacher: Mr F Royle

Lead inspector: Mrs Carol Waine

Dates of inspection: 17 – 19 May 2004

Inspection number: 258226

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Primary
School category:	Community
Age range of pupils:	4 - 11
Gender of pupils:	Mixed
Number on roll:	179
School address:	Dean Street Trawden Colne Lancashire
Postcode:	BB8 8RN
Telephone number:	01282 865242
Fax number:	07092 315941
Appropriate authority:	Lancashire
Name of chair of governors:	Mr P Smith

CHARACTERISTICS OF THE SCHOOL

Trawden Forest Primary School is smaller than most other primary schools with 179 boys and girls aged 7-11 years. Currently about 10 per cent of pupils receive free school meals, which is similar to most other schools. The proportion of pupils with special educational needs is about the same as is usually found but no pupils have a statement of their needs. Most pupils' needs are related to learning difficulties or behavioural problems. All the pupils speak English as a first language and the proportion of pupils from ethnic groups is well below average. Mobility of pupils in and out of the school other than at the normal time of admission is average but many of those who enter late do so in Years 5 and 6. The socio-economic circumstances of the school are similar to those of most schools. The numbers entering the school vary from year to year, as does the overall level of attainment on entry. This is currently below average overall, with few pupils who are higher attainers.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
23081	Mrs Carol Waine	Lead inspector	English History Religious education English as an additional language
12682	Mr Jim Griffin	Lay inspector	
30935	Mrs Kath McArthur	Team inspector	Foundation stage Science Art and design Design technology Physical education
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PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

The school provides a **satisfactory** standard of education with some notable strengths. The commitment and enthusiasm of the headteacher create a positive ethos for the all-round development of pupils. Pupils are proud of their school, enjoy attending and achieve very well in their personal development. They benefit from a broad curriculum, significantly enriched by a wide provision for the arts, sports and modern foreign languages. Academic achievement is good in the foundation stage and satisfactory overall in Years 1 to 6. Parents are positive about what the school provides and achieves but would welcome better opportunities for consultation on whole school issues. The school gives satisfactory value for money.

The school's main strengths and weaknesses are:

- Children in the reception class achieve well because provision is good. Induction procedures are very good.
- Pupils achieve well in English, particularly in speaking and listening and in reading, and standards are better than those expected by the end of Years 2 and 6. However, pupils do not have enough opportunity to develop their writing skills in other subjects.
- Standards in mathematics are improving but remain below average by the end of Year 6, particularly in mental calculation.
- Pupils achieve well in art and design, music and modern foreign languages.
- Assessment procedures are sound and information is used well to identify areas for improvement. However, it is not used as effectively as it could be to match work to the needs of all pupils and inform them how they could improve.
- Provision for pupils' personal development, through spiritual, social, moral and cultural education is very good. It results in an enthusiasm for school, good attitudes to work and good behaviour.
- A good curriculum is greatly enriched by provision for the arts, sports and modern languages. Strong links with the local community, other schools and arts groups enhance this work significantly. All pupils have the opportunity to be fully included in activities.
- Parents express enthusiasm for most aspects of school life but are not consulted sufficiently about whole school issues and they express concern about this.

The school has made satisfactory improvement since the previous inspection. Whilst good improvement has been made in provision and achievement in English, there is room for further improvement in the use of assessment information to meet the needs of all pupils.

STANDARDS ACHIEVED

Pupils' achievement is **satisfactory** and good in some aspects of their work. Standards are similar to those in most schools by the end of Year 2 and Year 6. Children in the reception class achieve well, but standards in the current year group are a little below average overall; a substantial group of children are unlikely to achieve the goals set for this age group by the time they enter Year 1.

Results in National Curriculum tests at the end of Year 6, compared with:	all schools			similar schools
	2001	2002	2003	2003
English	A	C	A	A
mathematics	B	D	D	D
science	C	D	C	C

*Key: A - well above average; B - above average; C - average; D - below average; E - well below average
Similar schools are those whose pupils attained similarly at the end of Year 2.*

Standards in English are above average and pupils achieve well, particularly in reading and in their listening and speaking skills. Standards in mathematics are in line with those expected by the end of Year 2 but are still a little below average by the end of Year 6. However, standards are showing improvement on the grades recorded in tests in the past two years and most pupils achieve satisfactorily. Standards in science are in line with those expected by the end of Years 2 and 6, as in the tests in 2003. In writing, mathematics and science, higher attaining pupils do not achieve as much as they could. Standards in information and communication technology are in line with those expected and standards in religious education meet those expected by the Lancashire Agreed Syllabus. Achievement in art and design, music and modern foreign languages is good and, by the end of Years 2 and 6, pupils attain higher standards than in most schools. Standards seen in other subjects are in line with those expected nationally and achievement is satisfactory.

QUALITY OF EDUCATION

The quality of education is **satisfactory**. The quality of teaching is **satisfactory** and often good, particularly in English and art and design and in the reception class. Good teaching was also seen in subjects such as music, information and communication technology and modern foreign languages, where there are specialist teachers. There is a high level of commitment to the school amongst staff, who form positive relationships with pupils and give them confidence in attempting new work. Assessment information is not used sufficiently to challenge all pupils effectively and marking and targets do not often help them to improve their work.

The curriculum provides a good range of interesting activities and is enriched very well by the provision for the arts, sports and modern foreign languages. This work is effectively enhanced by the school's strong links with the community and other schools. Provision for pupils with special educational needs is good overall and they are fully included in all activities. Learning resources are good overall and the accommodation is satisfactory. The standard of care is good overall and pupils are supported very well in their personal development. There is a satisfactory partnership with parents but they have insufficient opportunities to be consulted on school issues and policies.

LEADERSHIP AND MANAGEMENT

Leadership by the headteacher and key staff is **satisfactory**. The enthusiasm and commitment of the headteacher are strengths and his focus on nurturing the all round development of individuals leads to a supportive and creative ethos. Management is **satisfactory** with some good features. The headteacher has a heavy teaching load and works very long hours to fulfil his role but his opportunities to carry this out during the school day are limited. Governance is **satisfactory** with some good aspects. Governors are highly committed to the school and its creative ethos and meet their statutory requirements.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Whilst parents are very enthusiastic about most aspects of school life, particularly the high level of commitment shown by the headteacher and his staff, they have concerns that they are not informed or consulted enough about whole school issues. Pupils love their school and discuss it with pride.

IMPROVEMENTS NEEDED

The most important things the school should do to improve are:

- Raise standards in mathematics, particularly in mental calculation.
- Provide more opportunities to write and develop literacy skills in other subjects.
- Improve the consistency of use of assessment information in matching work to the needs of all pupils and to inform them how they might improve.
- Improve procedures for communication and consultation with parents on aspects of school life.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning, subjects and courses

Pupils' achievement is satisfactory and standards are average by the end of Year 2 and Year 6. Children in the foundation stage achieve well, although standards are a little below average by the end of the reception year.

Main strengths and weaknesses

- Pupils do not achieve as well in writing as they do in other aspects of the subject.
- Pupils' skills in mental calculation are below average and limit their progress.
- Some higher attaining pupils do not achieve as much as they could particularly in writing, mathematics and science.
- Pupils achieve well in art and design, music and modern foreign languages, and standards are above average.

Commentary

1. Children in the reception class achieve well in all areas of learning. Despite this, standards remain a little below average overall because fewer than usual children are likely to achieve the national targets for this age group in communication, language and literacy, mathematical development and personal, social and emotional development.

Standards in national tests at the end of Year 2 – average point scores in 2003

Standards in:	School results	National results
reading	17.6 (16.7)	15.7 (15.8)
writing	14.8 (14.3)	14.6 (14.4)
mathematics	16.5 (16.8)	16.3 (16.5)

There were 28 pupils in the year group. Figures in brackets are for the previous year

2. Pupils' achievement is satisfactory overall in Years 1 and 2, although higher attaining pupils are capable of more, particularly in writing and mathematics. Achievement in speaking and listening and reading is good, which results in above average standards by the end of Year 2. Standards in writing and mathematics are broadly in line with those expected at the end of Year 2 and there is evidence that they are beginning to rise in mathematics, where pupils' achievement is improving and is currently good. Current standards largely reflect those recorded in national tests in 2003, as shown in the table above.
3. Standards in science are in line with those expected and are similar to the average standards recorded in teacher assessments in 2003. Again, higher attainers could achieve more. Standards in information and communication technology (ICT) are in line with those expected by the end of Year 2. Pupils achieve satisfactory standards in religious education, which are in line with those expected by the Lancashire Agreed Syllabus for the subject.
4. Pupils' achievement is good in art and design, music and modern foreign languages and standards are higher than those expected nationally. In all other subjects except physical education standards are in line with those expected. It was not possible to make a judgement on standards in physical education because no lessons were observed.

Standards in national tests at the end of Year 6 – average point scores in 2003

Standards in:	School results	National results
English	28.3 (26.6)	26.8 (27.0)
mathematics	26.3 (26.2)	26.8 (26.7)
science	29.0 (27.8)	28.6 (28.3)

There were 19 pupils in the year group. Figures in brackets are for the previous year

5. Pupils' achievement is satisfactory overall in Years 3 to 6 and standards are in line with those expected by the end of Year 6. Standards are similar to those recorded in the results of tests in 2003. In 2003, Year 6 was a small year group and each pupil's result made up 5 per cent of the total, which had an impact on overall results. In both the 2003 and the current Year 6 groups, overall standards have been affected by the fact that there is considerable movement into the school late in pupils' primary education. For example, in both year groups almost a third of pupils did not enter until the school until Year 5 or Year 6. Some of these pupils have learning and/or behavioural difficulties and the school has had only a short time to improve their achievements.
6. Achievement in English is good, particularly in speaking and listening and in reading where standards are above average by the end of Year 6. Standards in writing are not as high and achievement is satisfactory overall, although some pupils, especially higher attainers, could achieve more. Pupils' progress is limited by their lack of opportunity to develop their skills in other subjects. The school has highlighted writing as an area for development in the current development plan but there is no systematic plan yet in place to achieve improvement.
7. Standards in mathematics are below average by the end of Year 6 and do not compare as well with other schools as they did at the time of the previous inspection. There is a weakness in pupils' mental skills and they are slow to recall numeracy facts, such as their tables, which slows their rate of progress. The subject is a current development priority and there is evidence of improvement, particularly in younger age groups. However, the approach to teaching mental arithmetic skills lacks consistency across the school.
8. Standards in science are average by the end of Year 6 and pupils' achievement is satisfactory. Standards in test grades have risen since the previous inspection but not as quickly as those nationally. Standards in ICT are in line with those expected but are beginning to rise again as the impact of good specialist teaching and improved resources are felt. Standards in religious education are in line with those expected in the local syllabus.
9. Overall judgements were not possible in all subjects but those in art and design, music and modern foreign languages are higher than those expected, as a result of the school's focus on provision for creative subjects and the arts and specialist teaching. Standards in design and technology and history are in line with those expected. No judgement was made on standards in geography or physical education because of the very limited evidence available but it is recognised that pupils achieve good success in competitive sporting activities.
10. Throughout the school pupils with special educational needs achieve well. Pupils with other learning difficulties are usually well supported by teachers and peers, and where provided, well-informed classroom assistants. Pupils who are talented in the arts or sports make good progress in developing their skills because of the wide range of opportunities provided and the level of expertise of specialist staff and visitors.

Pupils' attitudes, values and other personal qualities

Pupils' attitudes to learning are good. Their behaviour is good, underpinned by very good relationships among most pupils and adults. Pupils' personal qualities are very well developed, including their spiritual, moral social and cultural development. Pupils' attendance is very good, whilst punctuality is satisfactory.

Main strengths and weaknesses

- Pupils are proud of their school and work well in lessons.
- Pupils are well behaved and relationships among most pupils are very good.
- Pupils' personal qualities are well developed; their social, moral and cultural development is very good whilst their spiritual development is good.
- Pupils' attendance is very good.

Commentary

11. Most pupils are very proud of their school and enjoy attending. The very good opportunities created by the wide range of clubs and activities give pupils a real stake in the school. Year 6 pupils cite sporting achievements, good computer facilities and the extensive range of playground equipment, as some of the reasons for their pride. Pupils enjoy most of their lessons and the positive atmosphere that prevails during playtimes and lunchtime. In most lessons, pupils listen very well and show good levels of interest, concentration and determination to complete set tasks. Pupils respond particularly well when expectations are high, lesson tasks are challenging and they engage in a variety of practical activities. Art and design, physical education, ICT and Spanish lessons are the favourite lessons of a group of Year 6 pupils.
12. Harmonious relationships, irrespective of background or gender, are a very positive feature of school. Behaviour in classrooms, during lunchtime and playtimes is good and a calm social atmosphere prevails in the dining hall. Staff set high expectations for pupils' behaviour and most pupils are very keen not to let down their teachers or themselves. The good and reliable behaviour of nearly all pupils is a key element in the positive atmosphere for learning and social development that prevails. Those with behavioural and social learning difficulties make good progress in learning to manage their own behaviour and in relating to others in the class, because of well-established class and school routines and the consistent and calm application of the school's behaviour policy. The school places an effective emphasis on prevention of all forms of anti-social behaviour, through discussions in assembly, circle times and regular recognition of good behaviour and attitudes. Parents and pupils confirm that racism and bullying incidents are rare and that any that are reported are quickly and thoroughly investigated. There have been no exclusions in recent years.
13. Whilst most children in the reception class enjoy school and behave well, many still find it difficult to maintain concentration in lessons. They achieve well in their personal and social development and achieve well in their personal, social and emotional development, but standards are below average overall.
14. Provision for pupils' moral and social development is very good and nearly all pupils have a very well developed sense of right and wrong. They hold the rewards system in high regard and fully support school's sanctions, where needed. Pupils justifiably talk of the confidence they get from teachers, who treat them as more grown-up as they get older. They develop a strong sense of their responsibilities in the school and wider community and most show respect and care for others. For example, they hold doors open for adults and are kind to peers who are feeling unwell or left out. Older pupils exercise responsibility for themselves and others in a sensible way. When questioned in a group, Year 6 pupils listen calmly and with respect to different views expressed by others. The very wide range of clubs and events promotes pupils' social skills very well.

15. The opportunity for all to learn to play a musical instrument, the range of art they experience and pupils' positive attitudes to learning make key contributions to their good spiritual development. Similarly music, art and design, history and religious education lessons are important contributors to pupils' very good cultural development. For example, Year 6 pupils speak very positively about the range of art, dance, music and poetry from a variety of cultures that they experience, as part of the annual arts fortnight. Pupils' involvement in team sports and the community are other key features in their very good understanding of local culture. However, school does not use a full range of opportunities to develop pupils' multi-cultural awareness further, such as through its programme of visits.

Attendance

16. For several years, attendance has been consistently well above the national average. Pupils enjoy school and therefore do not want to miss their lessons or their friends. Parents take their responsibilities seriously in relation to contacting school, in the event of absence. This is reflected in the minimal unauthorised absence. The table below provides attendance and absence data for the latest complete reporting year.

Attendance in the latest complete reporting year (%)

Authorised absence		Unauthorised absence	
School data	4.3	School data	0.0
National data	5.5	National data	0.4

The table gives the percentage of half days (sessions) missed through absence for the latest complete reporting year.

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The quality of education is satisfactory overall. Teaching is satisfactory and often good. There is a good curriculum, which is enriched very well.

Teaching and learning

Teaching and learning are satisfactory overall and often good.

Main strengths and weaknesses

- Teaching for the children in the foundation stage is good and promotes good progress.
- Teachers have very good relationships with their pupils and manage them positively.
- Lessons are interesting and engage pupils' interest well.
- Good use is made of specialist teachers.
- Teachers plan good links between subjects but do not provide enough opportunities for independent writing.
- Whilst the use of assessment information has improved since the previous inspection, it is still not used consistently to challenge all pupils effectively.
- Marking and the use of individual targets are not used effectively to help pupils understand how to improve their work.

Commentary

17. Teaching observed during the inspection was at least satisfactory in all but one lesson and it was often good. It was good overall in the reception year, in English and in those subjects where specialist teachers were deployed. The examination of pupils' books confirms that this is the usual pattern of teaching. The quality has been maintained since the previous inspection, with a rise in the proportion of good teaching.

Summary of teaching observed during the inspection in 33 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	2 (6%)	19 (58%)	11 (33%)	1 (3%)	0	0

The table gives the number of lessons observed in each of the seven categories used to make judgements about lessons; figures in brackets show percentages where 30 or more lessons are seen.

18. Teaching in the reception year is good in each area of learning and children respond well by developing an interest in their lessons. Staff have good knowledge and understanding of the curriculum for children of this age and plan an interesting range of activities to meet their needs, which promotes achievement well. Assessment procedures are good and information is used well to match work to the needs of individuals, which promotes good progress for all.
19. Throughout the school, teachers demonstrate a high level of commitment to the school and its pupils and relationships between them are a strength of teaching. There is mutual respect between teachers and their pupils, which enables teachers to manage their classes in a positive way and give pupils confidence in attempting new work. Pupils with behavioural difficulties are managed well and helped to develop self-control, to minimize effect on others in the class. Teachers are committed to the provision of a rich curriculum and plan stimulating lessons that engage pupils' interest well and motivate them to work hard. For example, they use role-play and artefacts well engage pupils and bring learning to life. Time is used well in most lessons to maintain motivation but teachers sometimes spend too much time in explanations, which results in some pupils losing concentration and eaves pupils with insufficient time to work independently. Good links are usually planned between subjects to maximise the use of time and provide opportunities to learn, practise and develop skills in meaningful situations. For example, in studying the geography and history of their village, pupils sketch local buildings and learn to take photographs and manipulate them on computer. However, teachers do not plan enough opportunities for pupils to record work in their own words, particularly for the older pupils. Much recording is copied and the use of worksheets often inhibits pupils' opportunities to make decisions on how to organise their work and develop their literacy skills. This not only limits progress in writing but also reduces pupils' opportunities to think deeply about what they have learned.
20. Teachers value pupils' work and praise their efforts effectively, which assists pupils' learning significantly as they gain confidence. They provide pupils with good oral feedback on their work in lessons but most do not use marking sufficiently to inform them how they could improve their work. Similarly, the use of individual targets is inconsistent. There is some good practice in the school, such as in Year 1 where pupils write out their own targets and display them and pupils in Year 6 evaluate their own achievements and write their own targets with the class teacher. However, in some other classes, they are not used sufficiently to inform pupils about their next most important steps in learning.
21. Assessment procedures in Years 1 to 6 are satisfactory and have improved since the last inspection. Assessment information is used well to highlight areas for development and identify individuals for extra support. However, not all teachers are yet using assessment information effectively to plan work that meets the needs of all pupils and this particularly affects the progress of higher attaining pupils in writing, mathematics and science.
22. Teachers ensure that pupils with special educational needs take a full part in most lessons, by planning work to meet their needs and by targeting questions well. Few pupils qualify for additional classroom support but where pupils have extra help, mainly in small groups, this is of good quality and helps them make good progress towards their targets.

23. The school now provides specialist teaching in ICT, music and modern foreign languages. The quality of this teaching is good and promotes good achievement for pupils. Lessons in these subjects are based on good levels of subject knowledge and promote good achievement for pupils at all levels of attainment. A wide range of visitors also make a good contribution to teaching, such as in art and design where the expertise of visiting artists, sculptors and potters is used effectively.

The curriculum

The range of curricular opportunities is good. Opportunities for enrichment, including extra-curricular activities, are very good. Accommodation and resources are good.

Main strengths and weaknesses

- The good curriculum is enhanced well with lessons taught by subject specialists.
- Very good curriculum enrichment through art, music, ICT, sport and modern foreign languages contributes strongly to pupils' enjoyment of learning.
- The school is committed to providing equal opportunities for all pupils, and makes good provision for their personal development.
- There is good provision for pupils with special educational needs.
- Children in the reception class do not have direct access to the outdoor learning area.
- There is a good range of extra-curricular activities, mainly related to sport.

Commentary

24. The strong commitment to enable all pupils to discover their own potential through a balanced and rich curriculum is driven by the headteacher's strong curriculum leadership. The school governors ensure that all statutory requirements for the curriculum are met fully. National and commercial schemes of work are used satisfactorily to provide a secure basis for teachers' planning and ensure pupils learn progressively. There are good levels of teaching staff and satisfactory numbers of support staff, who work well together and are committed to provide equal access and opportunities for all. Pupils with special educational needs receive good support that enables them to take a full part in all activities. Good personal, social and health education is provided regularly through specific lessons and sensitive open discussions enable pupils to consider the emotions and concepts that are important in their lives, such as forgiveness and sharing.
25. Pupils really appreciate the rich range of experiences they meet at school. There is a strong commitment to providing a wide curriculum for developing both pupils' academic and personal development. This is supported by very good curriculum enrichment. Specialist teaching in art, music, ICT, sport and modern foreign languages makes a very good contribution to pupil's learning and to their spiritual, moral, social and cultural development. Pupils enjoy learning French or Spanish. Very good use is made of the locality in art, geography and history. Work in the country park with an artist provided the inspiration for collage, puppets, 3D work and expressive writing. The school participates fully in local arts and choral events, and hosts an Arts Festival in school each year.
26. The curriculum for children in the reception class is good. Detailed plans for each child successfully link all areas of learning, and all children have access to a very good range of stimulating and varied learning activities and experiences. They do not have direct access to the outdoor learning area. However, this area has been significantly improved since the previous inspection, and is regularly used for learning and physical activities.
27. Pupils with special educational needs participate in the full range of curriculum and extra curricular activities, however the site is not suitable for those in wheelchairs or with walking

difficulties. All pupils with special educational needs have good individual education plans that are carefully monitored by a specialist.

28. There is very good participation in the good range of extra-curricular activities that successfully enhance the curriculum, for example the successful annual 'Arts Week'. Most clubs are open to boys and girls of all ages. Sports include football, netball, rounders, badminton and cricket. The school participates fully in sports leagues and competitions with other schools and hosts an annual cross-country running event. There are yoga and country dancing classes. Older pupils may participate in a residential visit. The school takes part in many local arts and music activities, and in the garden festival.
29. The accommodation is good. It is spacious and flexible, and has been adapted well for current curriculum provision to provide a computer suite and art studio. The design and age of the building with many stairs and the sloping site do not allow easy access for the disabled. Resources to support learning are also good.

Care, guidance and support

The school cares well for its pupils and they get good personal support and guidance. There are good measures to involve pupils in school's work and development, through seeking and acting on their views.

Main strengths and weaknesses

- The school cares well for its pupils.
- Support, advice and guidance are good, although academic targets are not used effectively to help pupils improve their work.
- The school regards the views of pupils as important to its work.

Commentary

30. Levels of minor accidents, mainly in the playground, are low. Separate zones for different activities contribute to accident prevention. Health and safety arrangements are clear and revised, when needed. Clear arrangements are in place for child protection and looked after children. The arrangements for induction to reception as well as the transfer arrangements to secondary school are well-established and very effective. Staff know the pupils well and address their needs very effectively. They act quickly if a pupil is unhappy or under pressure and are careful to make sure new arrivals are helped to settle in. As a result, most pupils have a good and trusting relationship with one or more adults, the pupil survey confirms.
31. Pupils are identified as having special educational needs as early as possible. There are good assessment procedures to diagnose their weaker areas of learning. In the reception class, lack of achievement in any area of learning may lead to a cause for concern.
32. Good attitudes, work and achievements outside of school are effectively recognised. Staff work closely with pupils and their parents to identify how any concerns can be overcome. Year 6 pupils say that teachers expect them to behave in a more grown up way as they move through school. They generally do. Pupils are directly involved in identifying their personal development targets. The setting of academic targets for pupils is much less developed, however. In some classes, there are academic targets in English and mathematics, but pupils are not involved in their identification and they are not used consistently to help pupils improve their work.
33. The very good relationships, among pupils and their teachers, create a very positive atmosphere in which to seek pupils' views. 'Circle Time', when pupils discuss their feelings and concerns, is a well-established feature in all classes. Although currently inactive, the

school council has had a positive influence on the choice and layout of the new playground equipment. The council has also contributed ideas on the refurbishment of the toilets. The great majority of pupils surveyed strongly agree with the statement that school listens to their ideas.

Partnership with parents, other schools and the community

There is a satisfactory partnership with parents. Links with the local community make a very good contribution to pupils' personal development. Links with other schools and colleges are very good.

Main strengths and weaknesses

- Parents are very positive about what the school provides and contribute well to the partnership.
- Parents find staff very approachable and responsive to individual parents' needs and concerns but do not have sufficient formal opportunities to discuss their children's progress.
- There are no effective procedures to consult parents about whole school matters.
- Visitors, visits, church and community links contribute very strongly to pupils' personal development.
- A strong partnership with a local special school and another primary school enhances the school's creative curriculum very effectively through the annual Arts Festival.

Commentary

34. Parents are generally positive about what the school provides and achieves. They are rightly very positive about the school's contribution to pupils' wider personal development and the rounded education provided. Individual parents' concerns or complaints are dealt with promptly, thoroughly and sensitively by staff, led very well by the headteacher. Teachers are accessible, approachable and willing to provide information about progress and take on board parents' views about their children. However, there are no procedures to survey parents or consult them on whole school policies, such as the new behaviour policy. Parents see this as being opposed to the school's open and supportive ethos and it is unsatisfactory, in that it results in insufficient opportunities to discuss and resolve any difficulties or misunderstandings and maintain an effective working partnership.
35. There are areas for improvement in the information provided on pupils' progress and on how to support learning at home. Parents say that they are made welcome and given good information if they approach the school about their children's progress but there are insufficient formal opportunities for them to gain information on how their children are progressing. The school has already identified the need to provide an additional meeting on progress in the autumn term in its strategic plan. Pupils' annual written reports are satisfactory in that they describe pupils' response to the work covered but unsatisfactory in that they do not identify key improvement targets. As a result, parents are not sufficiently informed of how to help their children improve. Some termly curriculum information is provided in some classes, but this is not a consistent feature throughout the school.
36. Almost a third of parents responding to the questionnaire expressed concern about homework, although opposing viewpoints were expressed at the meeting. However, homework levels are lower and less regular than in most schools and not all year groups use homework diaries. These factors do not help parents in knowing what is being provided or when to expect it and limit their opportunities to help their children.
37. Parents respond well to the opportunities to work in partnership with the school, although a few do not co-operate well in getting their children to school on time. Through the parent teacher association, parents organise successful fundraising events that enhance the school's resources. Some of these, such as family discos, also contribute well to pupils' personal and social development. A very good sense of community prevails, as staff, parents and pupils are involved in many of these events. Parents help in a variety of ways at school, including providing Spanish lessons for Year 6 pupils.

38. Pupils' learning benefits from a wide range of visits and visitors. For example, professional coaches and volunteers enrich the extra-curricular activities in sport. Pupils also get very good opportunities to work with potters and sculptors to produce a range of finished articles, which are effectively displayed in various parts of the school. The very good range of clubs, trips and sports teams provide a large number of opportunities for pupils' development outside of lessons. There are close links with two local churches and the vicars regularly lead collective worship and speakers on other religions, such as Hinduism, visit the school. Public services, such as, the police, fire service and school nurse enrich the curriculum well with contributions on personal safety and healthy living. Pupils take part in competitions as part of the Trawden Garden Festival and the 'Grow and Sow' initiative, on healthy living, organised by the local council.
39. There are very good links with other schools. Close links with local nursery schools contribute to the very good induction arrangements into the reception class. In partnership with a local special and primary school, the school takes part in a long established and highly successful annual Arts Festival, when pupils' understanding of art, poetry, music and dance from other cultures is greatly enhanced. The school benefits from close links with the local secondary school to which nearly all Year 6 pupils transfer. Older pupils visit for design and technology lessons and use the athletics and cricket facilities. These links also help to ease any anxieties about transition. The school provides placements for local students on work experience and vocational childcare courses and for student teachers.

LEADERSHIP AND MANAGEMENT

Leadership, management and governance of the school are satisfactory with some good features.

Main strengths and weaknesses

- The enthusiasm and commitment of the headteacher are very good and create a positive and creative learning ethos.
- Leadership and management of provision for the Foundation Stage and for the pupils with special educational needs are good.
- The implementation and evaluation of whole school policies and procedures lacks a systematic approach.
- The support provided by the committed governing body is good.
- Financial management is efficient and the school runs smoothly.
- The budget is used well to provide specialist expertise to meet the school's priority of enriching the curriculum.

Commentary

40. There has been satisfactory improvement in the leadership, management and governance of the school since the previous inspection. The leadership of the headteacher is satisfactory with some strong features, such as his commitment to the development of each individual within a supportive and creative ethos. The headteacher provides a very good role model for staff and pupils through his enthusiasm and commitment, and he is well supported by the senior teacher. He is held in high regard by staff, governors, pupils and the community. His heavy load has been reduced since the previous inspection, although he still has a substantial class and curriculum commitment. He compensates for this by working very long hours but his lack of free time during the school day still places limits on the time and effort that can be given to supporting teachers and to ensuring a consistent and systematic approach to the implementation and evaluation of policies and procedures. The governing body has supported the headteacher well by allowing additional time in the current financial year and by employing a bursar to manage financial affairs and secure best value in purchasing. However, the demands of his current class mean that he cannot yet use this extra time consistently to fulfil his management role.

41. There is effective delegation to make the best use of teachers' skills and the governing body enhances this by thoughtful employment of specialists in music, ICT and modern foreign languages. Strengths and weaknesses in teaching are carefully identified and satisfactory procedures used to provide support, guidance and in-service training.
42. There is a satisfactory action plan with satisfactory priorities that can easily be evaluated. This has improved since the previous inspection but the plan does not clearly set out how the targets are to be achieved or details related to costing. Curriculum leadership and management are variable in quality but overall there is a sound understanding of strengths and weaknesses in the subjects and how they need to develop. The Foundation Stage is managed well to give children a good start to their education. Specialist support is used effectively to manage the provision for pupils with special educational needs, and assess and check their ongoing achievement. Most individual education plans are of very good quality and records suitably maintained.
43. There has been good improvement in analysing the results of national and in-school tests since the previous inspection. Information is used to improve curriculum provision and identify pupils who need additional support. Nevertheless, there are still some weaknesses in using this information systematically to meet the needs of all pupils in lessons. Computerised record keeping procedures are now in place to make information more easily accessible to teachers.
44. The governing body provide wholehearted support for the school and value the work of the staff. They meet their statutory duties and contribute to decision-making satisfactorily. Governors monitor standards attained in national tests and the provision for pupils with special educational needs carefully, and have a good understanding of the strengths and weaknesses of the school. They base their decisions about the school on the vision that they share with the headteacher, with a clear focus on providing a rich range of learning experiences. Greater rigour is needed in the development and implementation of policies that will help raise standards further and improve management strategies, such as consultation procedures so that all those involved in the school have the opportunity to express their views and understand why certain decisions are made.
45. Financial planning and management are good. The headteacher and governors have a good understanding of finances and funding issues, which is supported well by the school's bursar. The budget surplus is used effectively to maintain staffing levels and keep separate year groups, a decision appreciated by parents, and to enrich the curriculum. Principles of best value are understood and applied effectively in providing good quality services for the benefit of the pupils. A good example of this is the use of specialist teachers, which also releases class teachers for the required amount of time to manage their subjects and evaluate their work. There has been no recent externally provided audit report, but other funds are audited annually and legal requirements met. Effective support is provided by well-qualified administrative staff in managing both long-term finances and day-to-day issues.

Financial information for the year April 2002 to March 2003

Income and expenditure (£)	
Total income	412,073
Total expenditure	384,861
Expenditure per pupil	2,174

Balances (£)	
Balance from previous year	33,713
Balance carried forward to the next	60,925

PART C: THE QUALITY OF EDUCATION IN AREAS OF LEARNING, SUBJECTS AND COURSES

AREAS OF LEARNING IN THE FOUNDATION STAGE

The overall provision for children in the Foundation Stage is **good** and the curriculum is very good.

The quality of teaching and learning is good in all six areas of learning. Different areas of learning are linked together particularly well to provide a very good range of curriculum activities. There is a broad spread of attainment when children enter school but it is below average overall, with few who are high attainers. Achievement is good because of good teaching and learning experiences. Children meet the goals expected for the end of reception year (the early learning goals) in physical development, creative development and knowledge and understanding of the world. Although they make good progress, they do not quite meet the goals in the vital areas of personal, social and emotional development, in communication, language and literacy, and in mathematical development.

Children with special educational needs are supported well, and fully included in all activities. The staff are a strong team and contribute equally to the well-planned learning experiences. Every child has an individual plan for their learning, enabling very close monitoring of progress. The warm, calm atmosphere ensures children and parents feel welcome and valued. The children behave well and show good attitudes because they are well cared for, enjoy all their activities and feel safe and secure in school. Good links with parents, together with good procedures make transition smooth and easy for the children when they start school and when they move to the next stage of education.

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Provision in personal, social and emotional development is **good**.

Main strengths and weaknesses

- Teaching is good and children achieve well.
- Children enjoy the varied learning activities.
- Children develop a sense of responsibility and their attitudes and behaviour are good.
- Warm, friendly relationships make the children feel secure and valued, which helps them to develop confidence.
- Many children have a short attention span, and may work alongside rather than interacting with others.

Commentary

46. Many children have a short attention span and limited social skills when they start school and have not yet matured sufficiently to interact fully with others in group activities. They make good progress but still find it hard to concentrate throughout whole class sessions, so that they do not always remember what they have learned. Although they do not meet the early learning goal, children achieve well through good teaching. Attitudes and behaviour are good because they are treated with respect and warmth. This helps them feel secure, more confident and ready to learn. Many personal, emotional and social skills are learned through fun activities with the class puppet, such as the importance of treating others fairly and taking turns, and the difference between right and wrong. Through caring for the puppet they learn about caring for themselves. For example, they clean his teeth and put him to bed. They change for physical education lessons and look after their own belongings well.

COMMUNICATION, LANGUAGE AND LITERACY

Provision in communication, language and literacy is **good**.

Main strengths and weaknesses

- Teaching is good and children achieve well.
- Children listen well and are beginning to speak confidently.
- Reading skills are good and children have good knowledge of letters and sounds.
- Children do not make enough use of the 'mark making' tables to practise writing.

Commentary

47. Good teaching provides a varied range of meaningful activities. Most children have a limited vocabulary when they start school, and many do not speak clearly. Although they progress well, most do not meet the early learning goals by the end of their time in the reception class. Children listen well, which ensures they know and understand their tasks. They read their names and most write them clearly, but they do not make enough use of the 'mark making' tables to practice and extend their writing skills independently. A good emphasis on learning letter sounds provides children with a basis for writing and for reading new words. Lower attaining children are only just beginning to build recognisable words, writing 'sts' for sweets. Higher attaining children have good pencil control, and write freely with well-formed letters. They know that sentences begin with a capital letter but do not always use them. Bright attractive books and stories capture the children's interest in reading, and they all enjoy sharing books with adults. Many are only just beginning to use strategies, such as picture cues and letter sounds, to help them when reading. Parents willingly support their children with reading practice at home.

MATHEMATICAL DEVELOPMENT

Provision in mathematical development is **good**.

Main strengths and weaknesses

- Good teaching ensures the children make good progress, but not many reach the early learning goals by the end of the reception year.
- Good resources encourage children to investigate mathematical concepts.
- Many children count to 100, but most are only just beginning to calculate mentally.

Commentary

48. Good teaching with a strong emphasis on practical activities provides the children with a wide variety of opportunities to investigate mathematical ideas and concepts. The classroom is well resourced with equipment for counting, matching, sorting and recognising numbers, values and shapes. Most children put numbers into the correct order and name the common 2D shapes, such as circles, squares and triangles. They enjoy investigating, such as when trying to find out how much compost or water different containers hold. Higher attaining children are beginning to record number sentences based on practical activities. Lower attaining children are still at an early stage of learning to record number digits. The majority of children do not meet the early learning goals by the end of their time in the reception class.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Provision in knowledge and understanding of the world is **good**.

Main strengths and weaknesses

- Teaching is good and children achieve well.
- A varied range of interesting activities makes learning interesting and exciting.
- The children have good skills in using computers.
- The locality is used well to provide opportunities for outdoor learning.

Commentary

49. Good teaching provides a wide range of interesting and well-linked learning experiences that broaden children's knowledge of the world around them. Most meet the early learning goals by the end of their time in the reception class. They acquire good computer skills through regular lessons in the computer suite. For example, they experiment confidently with the various computer functions, use different tools on the drawing programme and are excited by the colourful effects they create. Each day, the children take turns to email the dinner numbers to the school office. They enjoy learning about living things, such as when they plant grass seeds and beans after reading the story '*Handa's surprise*'. They showed spiritual awareness in the wonder of nature, as when they watched the life cycle of their butterflies unfold. Good links are made between different subjects. For example, experiments with magnets are linked to mathematics as children count how many paper clips their magnet picks up. The children measured the height of the giant Goliath after hearing the Old Testament story from the Bible, and learned about the beliefs of a Muslim classmate's family. The locality is used well to provide many opportunities for learning about geography and history and children made a map after a walk around the school.

PHYSICAL DEVELOPMENT

Provision in physical development is **good**.

Main strengths and weaknesses

- Teaching and learning are good, and the children meet the early learning goal when they leave reception class.
- Children use the large space in the school hall for physical education lessons.
- Reception children have no direct access to the outdoor play facilities.

Commentary

50. The children's good attitudes and behaviour ensure they use all equipment confidently and safely. Although there is no direct access from reception class to the outdoor area, recent improvements have provided a good range of physically challenging apparatus. Children move and climb with good control, balance and co-ordination. They take responsibility for their clothes, and change efficiently. Children show some good control of small equipment and modelling materials, use scissors safely and handle pencils and brushes competently. They carefully thread string through pasta and straws to make African style necklaces. Children achieve well in this area of learning through good teaching, and meet the early learning goals.

CREATIVE DEVELOPMENT

Provision in creative development is **good**.

Main strengths and weaknesses

- Teaching is good and children achieve well.
- Well planned role-play activities encourage imaginative activities and language development.
- Children express their imaginative ideas by using a wide variety of materials.
- The children enjoy regular lessons with the specialist music teacher.

Commentary

51. Good teaching ensures the children meet the early learning goals by the end of their time in reception class. During the inspection the role play area was set up as 'Handa's kitchen' to link with the class story 'Handa's surprise'. It was resourced well with African costumes, baskets and model fruit, which contributed well to pupils' cultural understanding. Children experience working with a wide range of materials and media. They mix and blend colours boldly with paint and collage, pencil and pastel, such as when they produced brightly coloured and larger than life-sized African figures. In music lessons, children adapt their voices well to changes in volume and rhythm, showing good listening skills. The specialist teacher skilfully makes learning into games, and the children enjoy playing a '*stand up, sit down*' game that teaches them about pitch.

SUBJECTS IN KEY STAGES 1 and 2

ENGLISH AND MODERN FOREIGN LANGUAGES

Provision in **modern foreign languages** was only sampled and so it was not possible to make overall judgements on provision. A lesson observed in French, two very brief observations in Spanish and French and an examination of pupils' work show that pupils are achieving well and that standards are higher than in most primary schools. Pupils enjoy the practical and oral approach to learning and are confident in speaking aloud in the target language. Teaching in the lesson observed in French was very good.

English

Provision in English is **good**.

Main strengths and weaknesses

- Pupils achieve well in speaking and listening and reading; standards are above average by the end of Year 2 and Year 6 because teaching is good.
- Achievement in writing is satisfactory but not as good as in other aspects of the subject and higher attainers could achieve more.
- There are insufficient opportunities for pupils to develop their skills in writing across the whole curriculum.
- Marking and target setting are inconsistent and do not sufficiently inform pupils how to improve their work.

Commentary

52. Pupils achieve well throughout the school and attain standards at the end of Years 2 and 6 that are higher than those found in most schools, particularly in speaking and listening and in reading. Standards in writing are broadly average by the end of both Year 2 and Year 6. Current standards reflect those recorded consistently in the results of national tests in the past few years and show improvement on those noted at the previous inspection. Achievement and standards in reading and speaking and listening have shown good

improvement because of the effective action the school took to remedy the weaknesses identified.

53. Standards in writing are average by the end of Year 2 and Year 6 and achievement is satisfactory, overall. However, higher attaining pupils could achieve more. The majority of pupils' unaided writing is creative and this limits progress, particularly for higher attainers, in making decisions about the best writing styles to use in different situations, such as in factual reports. The development of writing is a focus of the school's development plan in the current year but as yet there has been no systematic whole school plan put into place to achieve improvement. There are very few examples of good writing displayed to celebrate success and provide inspirational models for other pupils. Pupils use a word-processor competently to draft and redraft their writing. This is an improvement since the previous inspection, when they had insufficient opportunities to improve their writing through redrafting. It also helps pupils to develop their understanding of the use of computers in this process effectively. Handwriting has improved since the previous inspection as a result of a whole school approach to teaching.
54. Teaching is good. Relationships with pupils are very good and classes are managed in a positive manner. Teachers use good subject knowledge to plan interesting lessons that build well on previous learning. They provide pupils with many opportunities to develop their skills in speaking and listening, not only in English lessons but across the whole curriculum. For example, pupils take part in role-play in mathematics and religious education lessons, and teachers take good care to widen their vocabulary by explaining specific terminology, such as in science. Teachers place a good focus on developing a love of reading and the school has a good range of books that engage pupils' imaginations. Boys enjoy reading as much as girls because care is taken in the selection of books to ensure that all needs are catered for. Reading is taught well and teachers question pupils effectively to help them understand the meanings of their texts and identify how authors have achieved their effect.
55. Assessment procedures are satisfactory and information is used to highlight areas for improvement and to match work to pupils' needs in speaking and listening and in reading. However, it is not used as effectively in writing, where pupils often undertake the same tasks. The use of worksheets sometimes has a limiting effect on progress, when text boxes are small and do not allow pupils to write as much as they could. Pupils with special educational needs are fully included in lessons, working on the same topics as other pupils and they have good support from teachers and additional staff. Lower attainers are supported well by class teachers but in classes where there is no additional support this reduces the amount of time available to maximise learning for others.
56. Teachers provide good oral feedback in lessons to help pupils improve but the quality of marking is much less consistent in providing such information. There is no whole school policy and practice varies considerably between classes. Sometimes it is confined to a tick, sometimes there is a helpful comment linked to a learning target and sometimes work is very heavily corrected with no clear indication of the priorities for improvement. Whilst all pupils have individual targets, there is no consistent approach to sharing them with pupils so that they understand where they need to go next.
57. Leadership and management are satisfactory overall with some good aspects. Good leadership was demonstrated in leading improvement in speaking and listening and reading and the co-ordinator has a clear view of standards and provision across the school. She regularly checks teachers' planning and pupils' work but this is not as systematic as it needs to be to. There is as yet no clear detailed plan in place to identify how the school is to set about meeting the current target of improving writing or of how the success of action taken is to be evaluated.

Language and literacy across the curriculum

58. Pupils have good opportunities to develop their speaking and listening skills across the whole curriculum. Teachers plan opportunities for discussions with partners so that those who may be less confident in speaking to a whole class have an opportunity to share their opinions and ideas. Reading is also developed well through work in other subjects, such as in research in books or on computers. Opportunities for developing writing skills in subjects such as science, geography, history and religious education are less well developed and there has been little improvement on this since the previous inspection. This is particularly so for older pupils, where writing is frequently copied or relies on worksheets. This restricts pupils' progress in practising their skills and in understanding how to organise their work.

MATHEMATICS

Provision in mathematics is **satisfactory** and standards are improving throughout the school.

Main strengths and weaknesses

- Standards are average by the end of Year 2 and pupils are now achieving well. They are below average by the end of Year 6, although they are beginning to rise.
- Basic mental arithmetic skills are below average by the end of Year 6 and impede learning.
- Teaching is good in about half of lessons; it is successfully raising standards in those classes
- Assessment is not used sufficiently to match work to individual needs and marking does not sufficiently inform pupils how to improve.

Commentary

59. The school has maintained the average standards noted in Year 2 at the time of the previous inspection. These standards are also reflected in the test results of the past few years. Attainment on entry to Year 1 was a little below average for this year group and they are achieving well in all aspects of mathematics to reach average standards. Standards in the current Year 6 are below average, as they were in national tests in the previous year, although achievement is satisfactory overall. There is evidence of rising standards through the school. For example, pupils in Year 4 are achieving well and standards are higher than those that might be expected at this age.
60. Pupils' skills in mental arithmetic are below average; there are key weaknesses in the retention of facts and pupils cannot calculate quickly, which impedes their learning. Even pupils who are higher attainers do not know their multiplication tables sufficiently well, or respond quickly enough to simple mental addition and subtraction questions. Standards are not as high as they were at the previous inspection, when they were judged to be above average and mental skills were a strength. There has been no obvious decline in provision, but the composition of year groups has changed considerably, with more pupils joining the school at a late stage in their education. Attainment in different areas of mathematics has been carefully analysed and this information is used to inform teachers' planning, although some weaknesses remain that have not yet been addressed sufficiently.
61. Teaching is good in about half of lessons. In the most effective lessons a love of mathematics is conveyed to pupils, and as a result pupils are keen to answer questions. There are high expectations of behaviour and the quantity of work completed. Practical activities reinforce learning where relevant and work is matched well to the needs of the pupils. Where pupils have learning difficulties associated with behavioural problems, they are managed effectively. In lessons where teaching is less effective, the teacher spends too much time talking to the whole class, which leaves gives pupils too little time to reinforce and develop their skills. Teachers do not consistently identify and use key vocabulary effectively, target questions to make sure pupils at all levels of attainment participate in whole class discussions and ensure pupils explain their reasoning. In many classes mental arithmetic activities are not sufficiently structured to develop pupils' skills and strategies. A scrutiny of pupils' work shows that assessment information is not always used effectively to plan work at

the right levels for all pupils. All complete the same or very similar exercises and sometimes too much reliance is placed on textbook work and the use of routine worksheets. Pupils' work is marked regularly but across the school it does not sufficiently inform pupils how to improve.

62. The subject manager has good vision; he is aware of the weaknesses in teaching through the checking process and has provided effective training. Assessment and recording procedures have identified weaknesses in the curriculum and these are being addressed satisfactorily. Mathematics has been a lower priority subject for development than English over recent years, but is now high priority and steps are already being taken to improve provision and standards. Management is satisfactory overall but there is not yet sufficient consistency in the implementation of the numeracy strategy and the use of assessment information.

Mathematics across the curriculum

63. Numeracy skills are used satisfactorily to support other subjects and pupils are competent in applying their skills. For example in history, in Year 2, pupils arrange teddy bears from three months old to 108 years old in order to support their understanding of differences between past and present. This also reinforces ordering of number.

SCIENCE

Provision in science is **satisfactory**.

Main strengths and weaknesses

- There is good emphasis on learning through investigation.
- Pupils behave well and show good attitudes in lessons.
- A limited amount of work is recorded, and pupils are not always expected to make predictions or draw conclusions.
- Marking is not always used effectively to pupils a clear understanding of what they need to do to improve their work.

Commentary

64. Standards are average in both Year 2 and Year 6, as they were in the national tests and assessments in 2003. Predictions for the results in 2004 suggest that more pupils in both Year 2 and Year 6 will attain the higher levels. Test scores are not as high as at the previous inspection because of variations caused by the relatively small year groups, the mobility of pupils into the older classes and the admission of more pupils with special educational needs. In comparison with national averages, however, grades have been maintained and show slight improvement. Pupils with special educational needs are supported well and make similar progress to that of their classmates. The achievement of pupils is satisfactory overall but there is not always sufficient challenge planned for higher attaining pupils to extend their skills and knowledge as far as they might.
65. Teaching is satisfactory overall, and sometimes good. Teachers have good knowledge of the subject, and plan suitable activities, using good and well-organised resources to support pupils' learning. They use scientific vocabulary well, and help pupils use the correct terms; for example, Year 2 pupils confidently used 'chrysalis' and 'habitats' when discussing their fieldwork. Teachers place a strong emphasis on learning through practical activities, which usually provide good opportunities for investigation, and this helps pupils to understand the need for fair tests. Most pupils understand how to make a test fair, then carry it out and record their results. This was evident when pupils in Year 4 worked independently and responsibly to investigate the permeability of different rocks and had the opportunity to decide how to record and report their results. However, this does not always occur, and pupils are

sometimes directed rather than being given opportunities to plan their own investigations and record independently. Support is targeted well to lower achieving pupils, and those with special needs. Good classroom displays support learning. In some lessons, teachers talk a lot and reduce pupils' opportunities to learn for themselves. Pupils are not always expected to make predictions or draw conclusions to explain their results. They record a limited amount of their work, and information may be copied from teachers' script. Younger pupils are given a lot of worksheets, limiting their opportunities to carry out practical work and use their literacy skills. The digital camera is used, but pupils do not often use the computer for recording or to research on the Internet. Work is marked regularly, but does not show pupils how they could improve their work.

66. Leadership and management are satisfactory overall and have led to satisfactory improvement in provision since the previous inspection. The subject co-ordinator gains a clear view of provision through checking the quality of teachers' plans and pupils' work but has not yet had the opportunity to visit all classes because of time limitations. However, more time has recently been made available for her to undertake her role fully. Science makes a useful contribution to pupils' spiritual, social and moral development. Pupils co-operate well in mixed ability groups, treat the environment with respect and are intrigued by their discoveries. For example, Year 2 pupils were fascinated by the tiny creatures they found on the school field and handled them with care.

INFORMATION AND COMMUNICATION TECHNOLOGY

Provision in information and communication technology (ICT) is **satisfactory**.

Main strengths and weaknesses

- Standards throughout the school match those expected nationally with above average attainment in some aspects.
- Specialist staff are used well to improve standards.
- The generously-resourced computer suite contributes well to the standards achieved.
- Consistent assessment procedures are in the early stages of development.

Commentary

67. Pupils' achievement is satisfactory and they reach the standards expected by the end of Year 2 and Year 6. Pupils are very confident in using equipment. For example, those in Year 6 quickly demonstrate how to access programs and have a good understanding of the network system. Internet access is suitably protected, so that pupils can use their skills for independent research and develop responsibility for their own learning without rigid supervision.
68. Teaching and learning are good and all areas of learning are taught. There have been some weaknesses in control and problem solving, due to lack of software and hardware, but these are now addressed. A recently appointed specialist teacher has identified the weaker areas in the curriculum, caused by a lack of specific resources, and is making a good impact on provision. Additional technical support is used well, such as to provide very specialist small group teaching for older pupils. For example, a specialist teaches them how to take photographs and manipulate them on computer; this raises the achievement of all pupils, including those who are lower and higher attainers effectively. The generously resourced suite means that all pupils in a class can use a computer simultaneously, thus helping teachers to manage time effectively and ensure that all can practise the skills they are taught. There are still some technical difficulties that restrict efficient use of all available resources and systems for filing pupils' work to inform assessment, but there are plans to rectify this. Behaviour in the computer suite is very good; pupils are highly motivated to learn, concentrate well and frequently help each other. They enjoy their lessons and this contributes to their learning.

69. The very newly appointed subject manager who had only been in school for three weeks at the time of the inspection is rapidly identifying areas for development such as more consistent assessment procedures and is already providing good leadership. Previous management had been at least satisfactory. The governors are justifiably proud of the priority given to the development of ICT skills and resources.

Information and communication technology across the curriculum

70. Pupils use computers well to support learning in other subjects, such as by using the Internet for research in several subjects. Word processing is used extensively to improve pupils' grammar and composition skills and present work attractively. Spreadsheets are used to record and analyse data, supporting learning in both mathematics and science. Pupils of all ages create pictures, designs and patterns competently, supporting their work in art and design and design and technology. Class teachers often use computers in classroom lessons but do not yet use the interactive whiteboards efficiently or effectively to enhance learning.

HUMANITIES

It was only possible to sample work in geography and history and no judgements can be made on the overall provision for the subjects.

No lessons could be observed in **geography** due to timetable arrangements. Insufficient evidence of work was seen to make a judgement on standards in Year 6. Although there are records of work in pupils' books to show that studies are undertaken in comparative regions, including mapwork and physical geography, most work is copied and does not give a clear picture of what pupils know and can do. Pupils in Year 2 attain the standards expected for their age and curriculum coverage is good. Leadership and management are satisfactory.

In **history**, evidence of work in pupils' books and discussions with pupils in Year 6 show that standards are average by the end of Year 2 and Year 6 and pupils' achievement is satisfactory. Pupils study periods in history at satisfactory depth and teachers make good use of resources and very good use of the locality and visits further afield to bring learning to life. This helps pupils understand the significance of historical artefacts and evidence. Pupils in Years 1 and 2 handle old toys, compare them with their own and sketching them. For example, those in Year 1 look at Victorian toys and those in Year 2 bring in their own family teddy bears and order them by age. Pupils in Year 6 study the history of the Lancashire witches and their local village, and visit Eden Camp when studying World War 2. There are effective links to art and design, geography and ICT to maximise learning. For example, in the village study, pupils sketch local buildings and points of interest and take photographs of historical evidence, later manipulating their images on computer. The quality of pupils' written work in Years 3 to 6 does not fully reflect their knowledge and understanding, as most is copied. This limits their learning in that they do not have to think deeply about what they have learned and inhibits the development of their writing skills. Where pupils do have the occasional opportunity to write unaided, it is usually in the form of a story to demonstrate empathy and there is little evidence of a range of factual writing styles.

Religious education

Provision for religious education is **satisfactory**.

Main strengths and weaknesses

- Pupils have good attitudes to learning about Christianity and other world faiths.
- There are good links between the curriculum for religious education and for pupils' learning in personal, social and health education and citizenship, which strengthens pupils' understanding.

- Pupils have good opportunities to develop their speaking and listening skills in lessons but older pupils do not have sufficient opportunity to write about what they know and understand in their own words.
- There are good links with the local churches that enrich learning.

Commentary

71. Standards in both Year 2 and Year 6 are in line with those expected by the local agreed syllabus for the subject and achievement is satisfactory. Pupils develop a satisfactory bank of knowledge of Christianity and a range of world faiths, which is enhanced by visits to local churches and by visitors to the school. They have a sound knowledge of the stories, special artefacts and symbols of Christianity and other faiths and develop good attitudes to learning. They develop respect for those of other faiths than their own and know it is important to understand about others' beliefs and traditions. Higher attaining pupils relate how faith affects the way people live. Pupils have a satisfactory understanding of the links and the differences between Christianity and other faiths, such as that they recognise a deity and have special places and special books like the Bible and the Qumran which provide guidance for the lives of believers but that different faiths do not all recognise the same deity.
72. In Years 3 to 6, much of the pupils' recording of work is insufficient to communicate their depth of knowledge and understanding and many opportunities are missed for them to develop their literacy skills and consolidate learning through recording.
73. Only a few lessons could be observed during the inspection and it is not possible to make an overall judgement on the quality of teaching. An examination of pupils' books and discussion with Year 2 and Year 6 pupils, indicate that it is satisfactory overall.
74. Teachers provide many opportunities for pupils to develop their oral skills and deepened their understanding through discussion and role-play on faith stories, beliefs and issues. For example, in a well taught lesson in Year 1, pupils enjoyed the opportunity to take part in role-play in a mock Baptism Service and Christening party. Work is enhanced by the strong links with the programme for personal, social and health education and citizenship. For example, older pupils discuss relationships, conflict and temptation in their own lives, related to Bible stories they study.
75. The co-ordinator has developed the curriculum more fully to reflect the requirements of the local agreed syllabus. She has not had the opportunity to gain a full overview of provision and standards, although senior managers have a sound understanding of provision.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

It was only possible to sample these subjects and therefore no overall judgements can be made on provision.

One lesson was seen in **art and design**, in Year 5, when pupils developed ideas for repeat patterns, sensitively blending colours and shapes. Teaching was satisfactory, and the standard of the work produced in line with what might be expected. However, evidence of other work and discussions with pupils shows that pupils are achieving well, overall. The school makes very good use of visiting specialists to enrich the curriculum and stimulate pupils' imagination and expressive ideas. This enables pupils to achieve standards that are above average by the time they leave the school. Year 6 pupils demonstrate good knowledge of the work of artists from different times and cultures, confidently comparing 'pop art' with the Impressionist painters. Standards are in line with those expected by the end of Year 2. Good quality displays enhance the building that celebrate pupils' achievements and encourage them to aspire to high standards. Good use is made of the local buildings for detailed observational drawing and pupils sometimes work with an artist in nearby Wycolter Country Park. They respond to this work by producing imaginative puppets, models and collage with natural materials. Pupils also enjoy 3D work with clay, fabric and modelling materials,

using colour well to enhance their work. They make good use of drawing programs on computer, such as when they produce very imaginative book cover designs with swirling, dramatic colours. Drawing books are used to practice skills, ideas and techniques satisfactorily. Art supports pupils' work in other subjects well. For example, Year 1 pupils enjoyed drawing the old toys they were studying in history. The broad, rich range of experiences makes a strong contribution to pupils' overall spiritual, social and cultural development.

Design and technology alternates with art and design and was not timetabled during the inspection week. Teachers' planning is based on a recognised scheme of work to ensure pupils experience the full designing and making process. This was confirmed by scrutiny of work and discussion held with pupils. Pupils examine commercial products, learn the skills they will need and evaluate their finished work carefully. For example, Year 2 pupils practice basic stitches to make lavender bags for Mothering Sunday and Year 4 pupils evaluate the storybooks they produce for younger pupils to see how they could be improved. Although there was only a very limited range of evidence the work that was seen was in line with the standards expected.

During the inspection, only one lesson was seen in **physical education**, in Year 6. In this lesson, the teaching of the development of athletic skills was good. Pupils behaved well and participated eagerly and standards were in line with those expected. Teachers' planning is securely based on a local scheme of work to ensure satisfactory coverage of all aspects of physical education during the year. Pupils in Year 3 attend swimming lessons, and by the age of eleven, the almost all pupils swim at least 25metres. School teams regularly enter local leagues and competitions for netball, football and rounders, and take part in cross-country events. A wide range of after-school activities are well supported and specialists provide tuition in cricket and football, yoga and badminton. This provides well for those pupils who are interested or talented in sports.

Music

Provision for music is **good**.

Main strengths and weaknesses

- A high proportion of pupils attain standards above those expected in singing, musical theory and instrumental skills.
- Pupils are taught by a specialist teacher, which promotes good achievement.
- Pupils benefit from a full and varied curriculum, which stimulates an interest in learning.
- Many opportunities are given for pupils to perform publicly and celebrate success.

Commentary

76. Standards attained by the end of Year 2 are average and pupils' achievement is satisfactory. By the end of Year 6, a high proportion of pupils attain standards that are higher than those expected and achievement is good. Pupils achieve well in theory of music and instrumental work due to the provision of free instrumental tuition for all pupils. Pupils with special educational needs are fully included and some of these reach above average standards through their continued commitment to learning to play their instruments. Those who are talented also achieve well.
77. All classes are taught by a specialist musician with a clear understanding of how best to teach music to young pupils. The most recent national guidelines form the basis for teaching, but work is adapted well to the needs of the school. A lack of breadth in the curriculum was criticised in the previous inspection but this is now resolved and there are good opportunities for all pupils. Lessons are taught with enthusiasm, stimulating a love and enjoyment of music and of performing solo and in groups. Pupils are managed well, behaviour is good and pupils achieve well in lessons.

78. Pupils gain self-confidence through the many opportunities to perform publicly, and with others who enjoy music, either singing in the choir or playing instruments. Their contributions to musical events and competitions are valued in the local community. The annual arts festival enriches pupils' learning very well through opportunities to listen to and take part in music from other cultures. Leadership and management of the subject are good. The co-ordinator has very good subject knowledge and teaches the subject throughout the school, therefore gaining a very clear overview of provision and standards. A sound scheme of work that covers all aspects of the National Curriculum is now in place, which is an improvement since the previous inspection.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

Provision for personal, social and health education and citizenship is good, and contributes effectively to pupils' personal development. Pupils are taught personal, social and health education and citizenship through specific lessons, 'circle times', as well as being incorporated into other subjects, such as science and religious education. Teachers identify pertinent and relevant subjects to be discussed in these sessions. In Year 2, for example, pupils suggested things they could share with a friend and Year 6 pupils discuss such issues as conflict and temptation. These sessions allow pupils to air their views about school life and their views are valued. For example, the school council's ideas were successfully incorporated into the scheme for upgrading the playground. Pupils are taught sex education and a satisfactory awareness of drug abuse through the science curriculum. Older pupils have a short, specific programme of sex education before they leave delivered in association with the school nurse.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

<i>Inspection judgement</i>	<i>Grade</i>
The overall effectiveness of the school	4
How inclusive the school is	3
How the school's effectiveness has changed since its last inspection	4
Value for money provided by the school	4
Overall standards achieved	4
Pupils' achievement	4
Pupils' attitudes, values and other personal qualities	3
Attendance	2
Attitudes	3
Behaviour, including the extent of exclusions	3
Pupils' spiritual, moral, social and cultural development	2
The quality of education provided by the school	4
The quality of teaching	4
How well pupils learn	4
The quality of assessment	4
How well the curriculum meets pupils needs	3
Enrichment of the curriculum, including out-of-school activities	2
Accommodation and resources	3
Pupils' care, welfare, health and safety	3
Support, advice and guidance for pupils	3
How well the school seeks and acts on pupils' views	3
The effectiveness of the school's links with parents	4
The quality of the school's links with the community	2
The school's links with other schools and colleges	2
The leadership and management of the school	4
The governance of the school	4
The leadership of the headteacher	4
The leadership of other key staff	4
The effectiveness of management	4

Inspectors make judgements on a scale: excellent (grade 1); very good (2); good (3); satisfactory (4); unsatisfactory (5); poor (6); very poor (7).