

INSPECTION REPORT

SALTERFORTH PRIMARY SCHOOL

Barnoldswick

LEA area: Lancashire

Unique reference number: 119267

Headteacher: Mrs G Ackroyd

Lead inspector: Mrs P Allison

Dates of inspection: 8 – 10 March 2004

Inspection number: 260701

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 years
Gender of pupils:	Mixed
Number on roll:	89
School address:	Cross Lane Salterforth Barnoldswick Lancashire
Postcode:	BB18 5UD
Telephone number:	01282 812223
Fax number:	01282 812223
Appropriate authority:	Governing body
Name of chair of governors:	Mr Peter King
Date of previous inspection:	5 October 1998

CHARACTERISTICS OF THE SCHOOL

With 89 pupils on roll, Salterforth is smaller than other primary schools. There are similar numbers of boys and girls. Pupils are aged four to 11 and they are taught in four mixed-age classes. The school is situated in the village of Salterforth, just outside Barnoldswick. It has a wide and mixed catchment area, with currently only 19 coming from the village itself and over a third of pupils making use of the school bus in order to attend. Many pupils come from some areas around Earby and Barnoldswick, which have been identified as being areas of social deprivation. Thirty per cent of pupils are eligible for free school meals, which is above the national average. All pupils are of white British ethnic background. The school has a diverse intake, but overall the socio-economic circumstances of families are below average.

Children entering the school display a very wide spectrum of attainment, and this can vary quite considerably from year to year. Overall however, assessments made as children enter the school indicate that attainment is below what might be expected for children of this age. A number of children have poorly developed language skills. Twenty four per cent of pupils have been identified as having special educational needs, which is above average. Six per cent of pupils have a Statement of Special Educational Needs, which is well above average. Mainly these pupils have moderate or specific learning difficulties.

The school has had a new headteacher since the last inspection and has also had a few changes in teaching staff. The school is part of the Pendle Network Learning Community, which comprises eight schools plus the high school to which the pupils transfer, working together and supporting each other.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
21420	Paula Allison	Lead inspector	Foundation Stage Mathematics Information and communication technology Art and design Design and technology Religious education
11392	Terry Heppenstall	Lay inspector	
21910	Gordon Longton	Team inspector	English Science Geography History Music Physical education Special educational needs

The inspection contractor was:

Parkman Ltd in association with *PkR*
35 Trewartha Park
Weston-Super-Mare
North Somerset
BS23 2RT

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PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

This is a good school, which has recently improved considerably and has the secure potential to become even better. It is a small school with a family atmosphere in which pupils feel secure and happy. The new headteacher has provided the school with a clear sense of direction. Pupils achieve well and standards are improving all the time. The school is very well managed and provides good value for money.

The school's main strengths and weaknesses are:

- The dynamic and purposeful leadership of the headteacher has transformed the school in a short space of time.
- The deputy headteacher and other members of staff are working successfully with the headteacher to bring about improvements.
- Teachers have high expectations of pupils, which encourage them to work hard and make good progress in lessons.
- Standards in Year 6 are above average in science, average in mathematics, but as yet standards in English are not high enough.
- The school is a caring environment that provides well for pupils' personal development; pupils enjoy school and behave responsibly.

The school was last inspected in October 1998. However, it was not until the appointment of the new headteacher and some changes in staffing, that improvements really began to take place and the key issues were tackled. Improvement overall has been good. There have been some quite remarkable changes for the better in terms of the quality of teaching and learning, the effectiveness of leadership and management and the breadth of the curriculum. Parents and members of the community have recognised a much more positive ethos and sense of purpose in the school. As a result, pupils are now achieving well, but this has yet to impact fully on standards, particularly in Year 2 and in English through the school.

STANDARDS ACHIEVED

Results in National Curriculum tests at the end of Year 6, compared with:	All schools			similar schools
	2001	2002	2003	2003
English	C	E	E	D
Mathematics	A	D	C	A
Science	A*	D	A	A*

Key: A - very high; A* - top five per cent; 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.

Achievement is good. Children make good progress during their reception year and most reach the goals that they are expected to reach by the end of reception. They make particularly good progress in communication, language and literacy, because of the effectiveness of the teaching of these key skills.

In the past, many pupils did not continue to make progress in reading, writing and mathematics through Years 1 and 2 and for many years this has been reflected in the low standards achieved in tests at the end of Year 2. Last year, standards were again well below those achieved nationally and those achieved in similar schools. However, although standards are still below average, with much higher expectations and more effective teaching, improvement has been rapid and pupils are now achieving well.

Standards in Year 6, although still not high enough in English, are in line with the national average in mathematics and in science they are well above average. The table shows how much progress there was from Year 2 to Year 6 in these subjects last year. The value added was much better than that in similar schools. To a certain extent there has always had to be some catching up in Year 6 in order to make up for some lack of progress further down the school. However, with more consistent progress now being made through the school, pupils' skills, knowledge and understanding are more secure and standards are getting much better.

Pupils' personal qualities, including their spiritual, moral, social and cultural development are very good. In this small friendly school, provision for pupils' personal development is very good and this shows in their positive attitudes and the confidence with which they take part in all that the school offers them. Behaviour is very good. Attendance is well above that in other schools.

QUALITY OF EDUCATION

The quality of education provided by the school is good. Teaching is consistently good through the school. There has been a considerable improvement in the quality of teaching and learning and this has had a positive effect on how well pupils achieve. Key skills, such as in literacy, numeracy, science and information and communication technology, are much more effectively taught than they were. Teachers encourage pupils and they plan well to meet their individual needs, so that all pupils work hard and make good progress in lessons. Support staff and specialist teachers make a valuable contribution to the overall quality of teaching and learning.

The curriculum is particularly well enriched by extra-curricular activities and opportunities for pupils to take part in the creative arts. Pupils are very well cared for and have very good levels of support. The school works well in partnership with parents and the local community. Links with other schools are very good.

LEADERSHIP AND MANAGEMENT

Leadership and management are very good.

The clarity of vision and sense of purpose of the headteacher are of the highest order. She has inspired and motivated all who are involved with the school. She is very well supported by her deputy and other members of staff. Governors are committed to the school and are determined that the school should provide the best possible education for its pupils. They meet statutory requirements, except in some minor omissions in the documentation for parents.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Parents have very positive views of the school. They feel particularly strongly about the way in which the school is led and managed and have recognised the changes that have taken place. Pupils are very happy in school; they feel cared for and supported and enjoy the range of activities provided for them.

IMPROVEMENTS NEEDED

The most important thing the school should do to improve is:

- Continue with efforts to develop pupils' skills in reading and writing through the school, and thus raise standards in English.

And to meet statutory requirements:

- Ensure the governors' annual report to parents contains all the required information.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning and subjects

Standards are below average, but are improving. Pupils achieve well through the school.

Main strengths and weaknesses

- Achievement through the school is now much more consistent.
- Pupils in Year 6 made very good progress last year; better than in most other schools.
- Standards in Year 2 were low, but are improving, as a result of higher expectations and more effective teaching.
- Standards in mathematics and science in Year 6 are in line with most schools and above those in similar schools.
- The school is focusing on improving pupils' literacy skills, but standards in English are not yet high enough.

Commentary

1. Attainment on entry to the school varies a lot from year to year and can be quite diverse. However, indicators would suggest that overall attainment is below what might be expected for children of this age. There is often a particular weakness in language skills. Children make good progress in the reception year. They make particularly good progress in communication, language and literacy, mainly because of the effective teaching of literacy skills in this class. Most children reach the goals they are expected to reach by the end of reception.

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

Standards in:	School results	National results
Reading	13.5 (12.5)	15.7 (15.8)
Writing	12.8 (12.5)	14.6 (14.4)
mathematics	13.7 (15.8)	16.3 (16.5)

There were 17 pupils in the year group. Figures in brackets are for the previous year.

Note - The school has small cohorts and because of this looking at standards for one year can be misleading. The impact of one pupil can be quite significant and results can fluctuate quite dramatically from year to year.

2. In the past this good progress was not always continued through Years 1 and 2. Standards in reading, writing and mathematics in Year 2 have been consistently low; usually well below the national average and those achieved in similar schools. Few reached the higher levels, an indication that expectations have not been high enough. Standards have been especially weak in reading and writing, with pupils not gaining the skills they need. The last inspection identified some considerable underachievement. This situation was reflected again in results last year. Standards were well below the national average and well below similar schools, although there had been some improvement in reading and writing.
3. However, things have now changed. With some changes in staffing, much improved teaching and higher expectations, pupils are now making good progress. Currently pupils achieve well and this is shown in the school's own data. Pupils are gaining skills and making good progress in lessons. Standards are improving quite significantly and are higher than they have been for a long time. Currently pupils are working at levels that are below average, but this is in a class where there is a high percentage of pupils with special educational needs.

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

Standards in:	School results	National results
English	24.6 (25.6)	26.8 (27.0)
Mathematics	26.7 (25.9)	26.8 (26.7)
Science	30.6 (27.7)	28.6 (28.3)

There were 20 pupils in the year group. Figures in brackets are for the previous year.

Note - The school has small cohorts and because of this looking at standards for one year can be misleading. The impact of one pupil can be quite significant and results can fluctuate quite dramatically from year to year.

- Standards in Year 6 have fluctuated from year to year, but overall have usually been below the national average. There was an improvement last year, when standards were in line overall. Standards in science were well above average; in mathematics they were in line with the average; in English they were well below the average. But of most significance was the comparison with similar schools. Pupils were seen to have made very much better progress from Year 2 to Year 6 than pupils in similar schools did. The value-added was very good. To a certain extent this reflects a pattern that had been set up in the school; some quite significant catching up being done in Year 6 to make up for lack of progress further down the school. However, it does also reflect the good progress being made currently. Despite having gaps in their learning, a legacy from some weak teaching in the past, pupils achieve well.
- Targets set by the school are challenging, but are based on a realistic idea of what individuals can achieve. Almost all targets were reached last year and there is a determination that the same should happen this year. There is still a good deal of ground to be made up, but some very good teaching in the Year 6 class and some very good quality support are helping with this process. Pupils are responding well. They are gaining more confidence and are now much more aware of how well they can achieve.
- Achievement is good through the school. Pupils are making more consistent progress in lessons and their skills are more secure than they were. Because of this, they are able to build on them as they move from year to year and can achieve better standards. All pupils achieve well. Pupils with special educational needs are effectively supported and have their own targets. They achieve well from their own starting point.
- Overall in the school, standards in English are not as high as they could be. This has been recognised by the school and many strategies have been put in place. The quality of the current work in writing shows the improvements being made. Standards in other subjects are generally in line with what is expected. However, there are some good standards being reached in music. There is better achievement in information and communication technology. Considerably better provision and more access to computers means that skills are more effectively gained and standards are improving.

Pupils' attitudes, values and other personal qualities

Pupils' attitudes, values and personal qualities are very good. Behaviour is also very good. Pupils like school and respond well to the opportunities for them to develop personally and academically. Attendance is very good. There is very good provision for pupils' spiritual, moral, social and cultural development.

Main strengths and weaknesses

- Pupils like school and their behaviour and attitudes to work are very good.
- The provision for spiritual, moral, social and cultural development is very good.

- Relationships are very good.
- The pupils respond well to opportunities to help them mature.
- Attendance is very good.
- A few pupils are late too often.

Commentary

8. Pupils enjoy coming to school and this pleases their parents. Their attitudes to work are very good. They are keen to contribute in lessons and assemblies and they work diligently. Good attitudes help pupils to make progress in their lessons.
9. Behaviour in lessons and around the school is very good. Pupils are courteous, for example, many pupils thank the driver as they disembark from the school bus, and they treat property well. Pupils and their parents are very satisfied with the standards of behaviour. Incidents reported by the pupils are not of a serious nature and they believe that the staff deal with problems promptly and effectively. The orderly nature of the school, which arises from the good behaviour, allows the staff to concentrate on teaching and pupils to learn without disruption. No exclusions were reported in the year prior to the inspection.
10. The pupils' ability to learn is also helped by the good relationships which exist throughout the school. Teachers are liked and pupils have confidence in them. Parents report that the more positive ethos and higher expectations have had a good effect on pupils' confidence and self-esteem.
11. The school makes very good efforts to help pupils mature and they respond well. There is a range of opportunities for pupils to take responsibility. For example, there is a number of roles for monitors and older pupils are expected to help children in the youngest class. Pupils enjoy these responsibilities because they welcome being trusted. All pupils have high regard for the school council. It provides support for pupils and successfully helps to control behaviour. Attitudes to the school council demonstrate good levels of maturity.
12. The provision for spiritual, moral, social and cultural development makes a big contribution to the pupils' overall personal development. There is a strong spiritual element in the school's ethos. For example, pupils are given many opportunities to reflect in religious education and in assemblies. Prayers are also offered at lunch time and there is a spiritual quality to some art work, such as the important collection of sculptures being erected in the school grounds. Pupils are sensitive to spiritual experiences. In a Year 2/3 class, the pupils were thrilled with a visit by *Florence Nightingale*.
13. The behaviour of the staff and pupils is consistent with the school's code of conduct which is based on respect for others. There are high expectations of good behaviour and a clear and effective behaviour policy which is understood by, and influences, pupils. Issues of right and wrong are considered in the programme of personal, social and health education and pupils are encouraged to care for others. For example, there are successful charity appeals. All these factors contribute to very good provision for pupils' moral development.
14. The school's provision for the pupils' social development is also very good. There is a very friendly and social atmosphere, for example, the dining arrangements at lunch time are carefully organised to provide a good social experience. Pupils are encouraged to co-operate and opportunities for co-operation are provided in a range of extra-curricular activities. Provision for social development is enhanced by a residential visit for Years 5 and 6.
15. The school promotes the arts well and gives good encouragement to music, fine art and theatrical type productions. Multicultural education is provided. Ethnic minorities are represented in school displays and a range of faiths and cultures are studied. Links have been developed with a school with a high ethnic-minority population to help promote the idea of a multicultural Britain.

16. There are good procedures to promote good attendance and they are successful. Attendance has been consistently very good for several years. However, a small number of pupils have a persistent problem with punctuality.

Attendance in the latest complete reporting year (%)

Authorised absence		Unauthorised absence	
School data	4.2	School data	0.0
National data	5.4	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 overall quality of education is good. Teaching is consistently good through the school. The curriculum is good, with some very good enrichment. The school cares very well for pupils and has good partnerships with parents and the community.

Teaching and learning

Teaching and learning are good. The assessment of pupils' work is satisfactory.

Main strengths and weaknesses

- Consistently good teaching through the school has had a positive impact on pupils' achievement.
- Very good teaching of key skills; pupils make good progress in lessons.
- Support staff and specialist teachers make a valuable contribution to the quality of teaching in the school.

Summary of teaching observed during the inspection in 33 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
2 (6%)	12 (36%)	19 (58%)	0 (0%)	0 (0%)	0 (0%)	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.

17. As can be seen from the table above, the quality of teaching is consistently good through the school. This is a considerable improvement from the time of the last inspection, when there was weak teaching in some classes that was affecting the learning of pupils. Now pupils are making rapid progress in lessons and their overall achievement is much better. This improvement has been as a result of the determination of the new headteacher to raise standards and knowing that the only way to do this was to make certain that pupils made consistent progress through the school. With some changes in staffing, the support of consultants and the hard work of teachers, the quality of teaching and learning has indeed improved very well. Parents are very confident in the quality of teaching that their children receive and recognise the changes that have taken place.

18. The main change has been in the teaching of key skills in literacy, numeracy, science and information and communication technology. This is now very good in all classes and is what lies behind the much better achievement of pupils. They now gain new skills and have the opportunity to practise them and to use them in different contexts. They are building on them securely from one lesson to the next. The school's own assessment data shows how rapidly pupils are now gaining skills and becoming more confident. Staff and volunteers working in the school comment on how they can see pupils moving on from one week to the next and are

amazed by the improvement. The headteacher herself has led the move towards more effective teaching in literacy with her excellent teaching methods.

19. Teachers plan carefully and ensure that they are meeting the needs of all the pupils in their classes. They use resources well to aid pupils' understanding. They use imaginative approaches which keep pupils interested and involved in lessons. An example is the use of role play in religious education and history. Teachers now use time well, which is an improvement from the last inspection when some lessons lacked pace. Now pupils are kept busy and they work hard and are productive. For example, teachers regularly set time limits for tasks and this helps pupils focus their attention in order to get finished on time. Teachers insist on high standards of behaviour at all times, but they also have very good relationships with pupils, knowing them well and being able to introduce humour into discussions. Pupils are happy with the teachers they have. They know that they have to work hard, but they are also confident that they will get help when they need it.
20. Support staff make a valuable contribution to the overall quality of teaching and learning in school. They are well experienced and committed to the school. They work very closely with teachers and often make a huge difference to how effective lessons are. For example, in one information and communication technology lesson the Year 4 pupils in one class worked in the classroom with the teaching assistant, whilst the Year 3 pupils were in the information and communication technology suite with the teacher. This worked very effectively and the arrangement contributed very well to the quality of learning of all pupils. In the reception/Year 1 class, the nursery nurse makes an extremely valuable contribution to the learning, especially of the youngest children, as having two adults means that the teacher can plan more precisely for the different needs of the children in her class.
21. Teaching and support for pupils with special educational needs are very good. Pupils are identified as soon as possible in the reception class or when they join the school part way through their primary education. The special educational needs coordinator and the class teacher discuss each pupil's individual education plan, which they write together. Each plan consists of short steps, which are essential to enable pupils to realise that progress is being made. Class teachers work hard to help pupils with special educational needs make progress. They receive good help from all support staff who work sensitively in classrooms enabling all pupils to access the curriculum.
22. Specialist teachers, such as for music, special educational needs, design and technology and booster work with Year 6, are all highly qualified and professional in their approaches. They make a very valuable contribution to the overall experiences of pupils and make a positive impact on their learning.
23. Assessment systems have been developing well. There are now secure systems in place for tracking pupils' progress and these are used to identify any weaknesses and to provide a basis for whole-school target setting. Teachers know their pupils well and are usually able to plan for their individual needs. Information from assessment is beginning to be used to make this more precise and enable teachers to set targets on an individual or group basis. This is happening in literacy and numeracy, but does not yet apply to other subjects. Nor is there yet enough rigour to the process, particularly in Years 1 and 2. The school has identified this as a priority in its school development planning and all teachers are involved with developing systems they can use effectively.

The curriculum

The curriculum is good. Enrichment opportunities are very good. Accommodation and resources are much improved and are satisfactory.

Main strengths and weaknesses

- The strategies for teaching literacy and numeracy are now effective.
- Provision for the support of pupils with special educational needs is very good.
- Opportunities for enrichment are good.
- Provision for ICT is much improved.
- The library needs reorganising.

Commentary

24. The school's curriculum has been reviewed and reorganised and has been improved considerably since the appointment of the new headteacher. Well-structured schemes of work are in place for all subjects, based on the latest national guidelines. Throughout Years 1 to 6 good curricular planning ensures that teachers use a range of suitable topics on which to base their lesson plans.
25. Pupils with special educational needs are well supported so that they can work alongside their friends to take advantage of the curriculum offered, or are given specialist help individually or in small groups. Provision for pupils with a Statement of Special Educational Needs is good. When necessary the curriculum is carefully adapted to their needs so that the requirements of their individual education plans are met. The school moves quickly to take effective action when there is a need.
26. The school is now implementing the established strategies for literacy and numeracy very well. This results in pupils of all levels of attainment being provided with a good range of learning opportunities to develop their skills in these subjects. The splitting of the Year 5/6 class for literacy and numeracy several times a week is proving very successful and helping to raise standards, though several pupils in the Year 6 group still find the work very difficult. The improvement of skills in information and communication technology enhances the work in other subjects.
27. A central feature of the school's work is its determination to value all pupils and to include them in all aspects of its work. Girls and boys have the same access to all parts of the curriculum including games, with no noticeable difference overall in the standards achieved during the inspection.
28. There is a good range of well-supported extra curricular activities, which enrich the curriculum. These include football, netball and cricket. Clubs for French, computers, guitar playing, gardening, country dancing and keyboard playing. During the inspection girls and boys were observed improving their football skills on the school field under the watchful eye of their teacher assisted by staff from the local football club. There is a residential visit to Winmarleigh Hall where older pupils improve their information and communication technology skills and take part in challenging activities outdoors. The curriculum is also enriched by opportunities to take part in the creative arts.
29. The school is staffed by a dedicated and enthusiastic team of teachers and support staff who work very well together. All of these adults are very well deployed to meet the demands of the curriculum and to support pupils' learning. Lunchtime supervisors provide a good standard of care at midday and know the pupils well. The caretaker ensures a high standard of cleanliness at all times. The quality and adequacy of the building, with its recent improvements meets the requirements of the staff and pupils. The toilets are due to be improved in the near future. The resources in all subjects are at least satisfactory. The school has plans to refurbish the library and make it more attractive to pupils, as well as improving it as a tool for research.

Care, guidance and support

Provision for the care, welfare and health and safety of pupils is very good and they receive very good support and guidance. The school is a caring organisation and it is safe and secure. The pupils are very well supported in their personal development. The way in which the school seeks to involve pupils in its work is good.

Main strengths and weaknesses

- The school is a very caring organisation.
- Pupils receive very good levels of support
- Pupils like and have confidence in the staff.
- Arrangements to help new pupils settle in are very good.

Commentary

30. The school successfully aims to be a very caring organisation. Looking after each other is part of the code of conduct. Full benefit is taken from the small size of the school, which allows all the staff to know all the pupils. This is appreciated by parents. Considerable effort is made to help individual pupils with specific difficulties. Raising self-esteem is regarded as an important part of the caring process and achievements are celebrated in special assemblies. Pupils who care for others are given recognition. The caring ethos helps the pupils to feel secure and to enjoy school.
31. There is a good number of adults to provide support in classrooms and assessment procedures have been improved considerably since the previous inspection. These, together with the caring ethos, provide good levels of academic support for the pupils. Teachers know their pupils very well and monitor their personal development well, although there are no formal procedures for this. Arrangements to identify early and support pupils with special educational needs are very good. Pupils with special educational needs are identified early. The school has very good relationships with outside agencies, which are used regularly.
32. Pupils feel well supported. They are very happy to approach teachers, including the headteacher, with any problems. Their views are taken into account when decisions are made about aspects of the school's work. Currently pupils are concerned about the condition of the toilets. Plans are in place to deal with this. Induction procedures in general are very good. Discussions with a pupil who had recently started indicated that he had been made to feel very welcome. Parents are very pleased with the way the school helps their children settle when they first start school.
33. No serious health and safety issues were identified during the inspection. However, attention is required to the surfaces of some paths and yards. The surface of the pathway to the field is in a particularly poor condition.

Partnership with parents, other schools and the community

The school has good links with parents. They hold the school in very high regard and support many of its activities well. Links with other schools are very good and there are good links with the community.

Main strengths and weaknesses

- Parents like the school very much.
- The school makes good efforts to develop links with parents.
- Parents support some school activities very well.
- The parents of children with special educational needs are well informed and given good opportunities to be involved.

- Links with the community and other schools provide good benefits for the pupils.
- Pupils' progress reports and the governors' annual report to parents are not as good as they could be.

Commentary

34. There are very few organisations in the locality which are able to act as a focus for community life and the school is very keen to have this position. Therefore, links with parents are well promoted mainly because of the impact they have on the pupils' learning but also because they contribute to the school's community role. The school makes considerable effort to develop links with parents and good partnerships were noted at the previous inspection. It operates an open door policy and the staff are very accessible. Parents have no concerns about making visits. Frequent and informative newsletters should keep them informed about the school and its activities. Courses and meetings are arranged to inform parents about matters such as literacy and numeracy and they are provided with regular information about the curriculum. The school makes good efforts to determine parents' views and to acts on them. For example, the breakfast and after-school clubs were established to meet parents' wishes.
35. The special educational needs co-ordinator knows the parents of pupils with special educational needs well. They are provided with good information about the progress and plans for the education of their children. As far as possible the school establishes close relationships with parents of pupils with special educational needs. Parents believe that their children receive good support from all staff.
36. The parents' response to the schools' efforts to involve them are mixed. Parents like the school and there is very good support for activities which directly involve their children. For example, attendance is good at parents' consultation evenings and school productions and a good level of help is provided for activities such as school visits. However, the extent of regular help in classrooms is relatively small and support for the courses and curriculum meetings is low. Until very recently, it has not been possible to fill vacancies for parent governors. The lack of interest by parents in some of the school's activities is a matter of concern, since it limits the way they can be involved in their children's education.
37. Information for parents is satisfactory overall. However, the pupils' annual progress reports do not consistently indicate what should be known, what is known and what steps are needed to improve and the content of the governors' annual report does not satisfy statutory requirements. The school has recognised these deficiencies and appropriate improvements are planned.
38. A very good range of community links have been developed. They benefit learning in a variety of ways. For example, the one large local employer has provided resources and supports technology projects for Year 6 pupils. A summer fayre, which operates as a community event, raises funds for the school and interviews are held with community residents to support projects. As part of its community role, the school runs information and communication technology courses and members of the community are invited to all school events. The community role benefits pupils because it reinforces the idea that education is important.
39. The most significant link with other schools is based on a network learning group. This results in very close co-operation over research projects and the pupils benefit from the results. Improved teaching methods arising from research into dyslexia is one example. There are comprehensive arrangements for the transition of pupils to the secondary school, which ensures that pupils make a confident move from one school to the other.

LEADERSHIP AND MANAGEMENT

Leadership and management are very good. The leadership of the headteacher is excellent. The leadership of key staff is very good. The school is very well managed. Governance is good.

Main strengths and weaknesses

- The headteacher has clarity of vision and a determination to raise standards.
- The deputy headteacher provides very good support.
- There is a shared sense of purpose in the school.
- Governors are very committed to the school and are playing a more strategic role in decision making and planning for the future.
- Very good management has brought about improvement.

Commentary

40. The clarity of vision and determination of the headteacher are of the highest order and have been recognised by all who are involved with the school. Everyone is aware of the changes that have taken place and the impact of them - 'breathtaking' says one parent. The new dynamism has inspired and motivated everyone. The deputy headteacher is very capable and strongly supports the headteacher's vision. They have worked together well and both provide very good role models in the quality of their own teaching and their high expectations.

41. There is a strong team of teachers and they all make an effective contribution. All the staff are working together and are determined to raise standards and improve achievement. This shared sense of purpose is apparent in all that the school does. Subject coordinators are more organised and are beginning to take responsibility for standards and quality of provision in their subjects. Provision for special educational needs is very well led and managed. The special educational needs co-ordinator is very experienced and has built up a valuable trust between the school and all parents. She works closely with all staff and provides very good support for pupils with special educational needs.

42. Governors are very supportive of the school and its community and are committed to its success within the community. They fully support moves by staff to improve and are determined to achieve the highest possible standards for the pupils. They bring to the role a range of interests and expertise and work effectively in committees. They are more aware now of the work of the school and are able to make decisions based on this knowledge. They are more involved with the strategic planning for the future of the school.

43. The school is very well managed. Everything is highly organised on a day-to-day basis and all systems are in place or are being developed. Self-evaluation has been a key to the success of the improvements. Weaknesses were identified and action taken to address these issues. The success of this shows in the improved quality of teaching and learning and the higher standards in mathematics, science and information and communication technology. Current action is proving to be very effective in raising standards in literacy.

Financial information for the year April 2002 to March 2003

Income and expenditure (£)	
Total income	345,869
Total expenditure	340,713
Expenditure per pupil	3,244

Balances (£)	
Balance from previous year	16,096
Balance carried forward to the next	5,156

44. There have been financial difficulties in the past, but financial planning is more stable now. The school has very little money to play with, but the headteacher makes extremely good use of any extra funding in order to enrich the curriculum to the benefit of all pupils. One example is the very wise investment in a specialist music teacher and the imaginative spending on a sculptor to work with pupils. Both of these projects have had a profound impact on the quality of the curriculum and the motivation of pupils.

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

AREAS OF LEARNING IN THE FOUNDATION STAGE

45. There are currently seven children of reception age and they are taught in a mixed age class with Year 1 pupils. The teacher has a very calm and caring manner and children respond well to this. They soon settle into the class and parents are very positive about how good the induction procedures are and how well their children settle in. The teacher has a very good understanding of the needs of young children and she plans the curriculum for them very carefully. They join in with whole-class activities and then have their own work appropriately planned for them. A nursery nurse works alongside the teacher for a large part of the day. She is very experienced and provides very good quality support for children. The teacher plans to provide opportunities for children across all areas of learning, but it is sometimes difficult to do this in the restricted confines of the one classroom.
46. Children enter the reception class with a very diverse range of skills. Overall however, attainment on entry is below what might be expected for children of this age. Assessments made at the beginning and end of the reception year show that children make good progress. They gain a wide range of skills and most start Year 1 having reached the goals expected of them. Progress in the reception year is better now than it was at the time of the last inspection.

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

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

Main strengths and weaknesses

- The teaching is good and children soon settle confidently into the classroom environment.
- Children achieve well and are on course to reach the expected goals.

Commentary

47. The teacher has created a warm and welcoming environment in which children feel secure and happy. The room is carefully organised and there are well-established routines to the day. This helps children to settle in and feel confident. The adults know the children and their families well and support them effectively and as necessary. For example, one child with special educational needs did not feel ready to join in with the planned activity for his group. He was quietly offered an alternative and then, when he later felt he could join in with the others, was very sensitively welcomed into the group.
48. Children achieve well. They are interested in all that is offered to them and they want to learn. They maintain concentration and sit quietly listening to the teacher and other children. They form good relationships with each other and with the adults in the classroom. They work and play cooperatively. They learn how to behave responsibly.

COMMUNICATION, LANGUAGE AND LITERACY

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

Main strengths and weaknesses

- Children achieve well and are on course to achieve the expected goals.
- Early literacy skills are carefully taught.

Commentary

49. A number of children enter the class with weak language and literacy skills and some have speech problems. Assessments show that they are particularly weak in phonic skills. The teacher emphasises these skills and provides for them well. Throughout the day they have opportunities to develop their speaking and listening skills, through whole-class discussions and small group work. In an activity led by the nursery nurse, children used play people to put together a model of their family. As they did this the adult very carefully and effectively encouraged children to talk about their family members. A lot of learning took place, as children gained confidence in speaking.
50. Reception children take part in the whole-class sessions of literacy lessons. They enjoy listening to stories and respond well alongside the older pupils, as they follow a text and talk about events and characters. They gain a good knowledge of sounds and letters and an understanding of the writing process. They are given opportunities to try out their skills in emergent writing. This was not the case at the last inspection and this is one of the reasons that children are now achieving more confidently. Scrutiny of children's attempts at writing shows that they are all aware of how writing communicates meaning and most are beginning to incorporate letter forms in their writing. Higher attaining children write confidently with letters correctly formed. Lower attainers have much less confident pencil control.

MATHEMATICAL DEVELOPMENT

Provision in mathematical development is **good**.

Main strengths and weaknesses

- Teaching is good and children achieve well; most are on course to reach the expected goals.
- Practical activities promote children's understanding.

Commentary

51. Children join in with number rhymes and songs. They learn to count and most do this confidently. They learn to read and order numbers and count out numbers of objects. In an activity involving throwing a dice and counting out an appropriate number of teddies, children counted successfully and accurately. A few could say how many more they needed to make ten. When the opportunity arises, use is made of the space in the hall for such activities as jumping from one number to another in sequence. The teacher provides a good range of practical activities so that children gain understanding and use mathematical language. They sort *tall* things and *small* things; *fat* things and *thin* things.

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; most are on course to achieve the expected goals.
- There is a wide range of opportunities for children to explore and find out.

Commentary

52. The teacher plans the curriculum around a series of topics that lend themselves to providing for reception children and for the Year 1 pupils to have access to the National Curriculum. This works out successfully and the youngest children have lots of opportunities to develop their knowledge and understanding of the world. They have found out about the village by going out and observing and talking about what they found. They have had visits from local people, such

as the community dentist. Currently they are finding out about families and they can all talk about the different members of their family. In one lesson the teacher encouraged them to think about how their mothers helped and supported them and the reception children confidently joined in the discussion.

53. Children are given the opportunity to work with a range of construction toys and have used tools and techniques to make models from boxes. They have access to computers and with support can type out and print a label for a picture. They have worked with programmable toys, such as a *Roamer* and learnt how to give instructions.

PHYSICAL DEVELOPMENT

54. It was not possible to make an overall judgement on provision or standards, but observation of a physical education lesson and other activities indicates that children achieve satisfactorily and are on course to achieve the expected goals. They run, jump, skip, march and change direction confidently. They are not always aware of others or the space around them, but have sufficient control of their movement to be able to stop on a signal. They successfully use tools, such as scissors and pencils. The teacher makes the most of opportunities to use the designated outdoor area, but with no access from the classroom there are supervision and planning issues involved. As a result, it is not used as regularly as it could be and opportunities for children to engage in physical activity are not as good as they could be.

CREATIVE DEVELOPMENT

55. It was not possible to make an overall judgement on provision or standards. Alongside the older pupils, reception children have opportunities to use paint and crayons and other media for their pictures and patterns. They have tried out techniques, such as leaf rubbings and mixing colours. However, they do not have enough opportunities on a regular basis to choose their own materials, to explore and experiment and express themselves independently. This was a weakness at the time of the last inspection and remains so now. One of the main reasons for this is lack of space in the classroom. For example, the teacher cannot make paint and other materials always available. The school is looking into ways of making the outside area accessible from the classroom, which would at least for most of the year give some space for this kind of activity to take place.
56. Provision for musical activity is good. The visiting specialist teacher provides activities for children to explore sounds, sing simple songs and chants and respond to music generally. In the lesson observed, the reception children took part eagerly and enjoyed the sounds and rhythms they were being introduced to.

SUBJECTS IN KEY STAGES 1 and 2

ENGLISH

Provision for English is **very good**.

Main strengths and weaknesses

- Excellent subject leadership is giving impetus to improvement.
- The National Literacy Strategy is being used very effectively.
- Despite efforts being made, standards are not yet high enough.
- Teachers have good subject knowledge and make lessons interesting.
- The school lacks a dedicated and attractive library area.

Commentary

57. Standards observed in lessons, and an analysis of work in books, indicate that standards of pupils in Year 2 and Year 6 are still below average. There is a very wide spread of ability within the classes, with a significant number of pupils having special educational needs. There has been good improvement during the past year. This is due to:
- A thorough review of the English curriculum.
 - A whole-school focus on reading and speaking and listening.
 - The efficient implementation of the National Literacy Strategy.
 - Effective assessment now being used to inform future plans.
 - Very good and excellent teaching since the appointment of the headteacher and new staff.
58. Pupils throughout the school enjoy English lessons and achieve well. They are now given many opportunities to develop speaking and listening skills, which are improving though speaking skills, are still below the expected level nationally. For example, pupils often discuss with a partner before attempting to write. This was observed in the Year 5/6 class when *talking partners* discussed their likes and dislikes as they studied the poem *The Streets of Lorado*. Pupils' listening skills are good, especially in situations such as assemblies and group reading sessions. Year 5/6 pupils listened very well when other pupils read their work they had written in a geography lesson.
59. Teachers have worked hard to improve the standard of reading and pupils are now achieving well. When the Year 3/4 class read a passage from their favourite book *Goodnight Mr Tom* they read confidently and with good expression. This shows that the school's initiatives to improve the quality of reading are beginning to pay off. Phonics is now taught well. In Year 2, the teacher made the lesson on phonics and spelling so interesting that all pupils enjoyed it and achieved well. There is good additional help for pupils with special educational needs and teachers' support assistants provide valuable help to all pupils.
60. In spite of the school's efforts to improve reading, overall, the standard of reading is still not up to the standards expected nationally. The school is doing all it can to help pupils who find reading difficult, especially when it comes to tackling unfamiliar words and texts. Many parents are now listening to their children read at home every night. Where this is happening pupils are making very good progress and their reading is improving rapidly. Pupils would benefit from a reorganisation and a restocking of the library. Currently they do not have sufficient opportunity to develop their skills in using a library as a source of information.
61. In writing, pupils of all attainments are now making good progress and most achieve well. They write for different types of text; for example, Year 1 pupils write greeting to add to their Mother's Day cards. Older pupils write letters on a variety of topics or use their improving writing skills in science, geography or history lessons. Opportunities are now provided for pupils to write at length and this is helping to raise standards. In fact, an analysis of work in books shows that overall many pupils in Years 4 and 5 are now reaching the expected level of attainment for their age.
62. Pupils with special educational needs are well supported through well focussed individual education plans that detail the targets these pupils should achieve. During the inspection teachers and support staff were observed working successfully with groups of special educational needs pupils. A combination of good subject knowledge, high expectations and very good relationships led to the pupils making clear progress.
63. The quality of teaching is good, with several examples of very good and excellent teaching observed during the inspection. Teachers plan their work very well and use a range of strategies that engage the interest and involvement of pupils. All teachers use praise and encouragement very well, which helps to boost their pupils' self esteem. One parent wrote to the inspection team praising the staff for all they were doing to help her child. She remarked

that the improvement in her attitude to school over the past year was remarkable. Teachers mark work conscientiously and set new challenges for improvement. They generally use discussion and questioning well during lessons. The ends of lessons are used appropriately, both to reflect on what pupils have learned and in some instances provide further challenges for them to use and apply their skills.

64. The leadership and management of the subject by the headteacher are excellent. Her own high level of knowledge and understanding of teaching and learning enables her to support colleagues and lead by example. Her teaching of the new style of handwriting in all classes is helping pupils to make very good improvement to their work and this is having an impact on raising standards and helping to improve the pupils' self esteem. During the past year the school has been very well supported by the local education authority. Resources are good, well stored and readily available. The school is now in a very good position to improve attainment in this subject.

Language and literacy across the curriculum

65. The pupils have satisfactory opportunities to use their reading and writing skills across other subjects such as history, geography and science. As pupils become more confident in their information and communication technology skills more use is being made of computers. For example, there are several examples of pupils drafting and redrafting work to improve the standard before printing it for display.

MATHEMATICS

Provision in mathematics is **good**.

Main strengths and weaknesses

- There is more consistent achievement now through the school.
- Standards are improving.
- Better teaching results in pupils gaining skills.

Commentary

66. Standards in mathematics have fluctuated quite dramatically from year to year. In part this is because of the small cohorts, but mainly it is as a result of pupils' inconsistent acquisition of number skills through the school. Last year there was some improvement. Although test results in Year 2 were still well below average and well below those in similar schools, results in Year 6 were in line with the national average and were well above those in similar schools. This year has seen some more improvement. Changes in staffing and improvements in teaching and learning have resulted in all pupils now achieving well. They are gaining skills and making good progress in lessons. Standards are higher than they have been and are set to rise even further.

67. Overall achievement is more secure than it was, and this promises well for the future. However, there is still some catching up to do and inspection evidence reflects this. Year 2 were handling data confidently, as they sorted and classified objects and recorded results in a pictogram. The way that they were able to explain how they worked out, for example, whether a number was odd or even, shows that they have a more secure understanding of number skills than they have had in the past. On the other hand, Year 6 pupils have gaps in their learning. They have a limited understanding of some basic mathematical ideas and lack confidence in their own ability to work with number. For example, when working out the area of rectangles, many had fully understood why they could multiply the length by the breadth, but they were not confident enough in their own skills to work this way, and they soon resorted to counting squares, which was much safer. Some very good booster work is going on at the moment and pupils are rapidly gaining skills and confidence. The school has set itself some challenging targets, but looks likely to reach them.

68. There have been considerable improvements in the quality of teaching and learning since the last inspection. There is more pace to lessons and higher expectations. Pupils work hard and gain the skills they need. Teachers are willing now to take a more practical approach and this helps pupils develop their understanding. For example, when working with odd and even numbers, Year 1 pupils made numbers into towers of cubes and could soon see the odd one out. This kind of approach gives pupils a secure base for the development of skills. Teachers are also more likely to include an element of investigation in their lessons. For example, in a Year 3 and 4 lesson pupils were making decisions as to where to place numbers on a grid so as to produce a given pattern. This encouraged pupils to think about place value and they were soon all involved with suggesting ways of doing this. The teacher asked pupils to explain their strategies and in this way she could assess how well they understood the mathematics involved.
69. Mathematics is satisfactorily led and managed. The coordinator is gaining more confidence in leading the subject. She has had the support of the senior management team and outside agencies in order to bring about the improvements. She is now developing her role further and taking much more responsibility for the standards and the quality of provision in the subject.

Mathematics across the curriculum

70. There are some examples of mathematics being used across the curriculum, for example, in measuring in science. However, until now pupils' skills have not been good enough for them to support their work in other subjects. Information and communication technology is used well in mathematics, for example in data handling and graph work.

SCIENCE

Provision in science is **very good**.

Main strengths and weaknesses

- There is very good leadership and management.
- Investigative science is a strength of the school.
- Pupils' very good attitudes have a positive effect on achievement.
- By the time they leave the school pupils' attainment is well above average and they are enthusiastic young scientists.

Commentary

71. Science is a strength of the school's curriculum. Pupils develop a very good understanding of science as they move through the school. In Years 1 and 2 they acquire a sound understanding of a wide range of topics and standards are average overall by the end of Year 2. By the end of Year 6, pupils attain standards that are well above those expected nationally, with a high percentage of pupils reaching the higher Level 5. Pupils have a very good understanding of a wide range of topics and a good grasp of the requirements that make a test fair.
72. Due to the organisation of the timetable during the inspection it was only possible to observe two lessons. However, an analysis of work in books and discussions with pupils show that pupils are enthusiastic about their work and achieve well. Teachers plan lessons carefully to meet the differing needs of pupils in their mixed age classes. They explain things carefully and use targeted questioning well to make sure that pupils know what they are expected to do and what they are about to learn. Pupils enjoy the subject and work hard because teachers make learning interesting. They respond well to the teachers' high expectations and the challenging activities presented to them.
73. Teachers give good attention to developing learning through investigation. This is a big improvement from the time of the last inspection. Pupils carry out experiments carefully and

discuss their results with developing understanding. For example in a Year 3/4 lesson, pupils planned an investigation to decide which surface objects would slide over most easily. As they moved round the carousel of experiments to investigate the different surfaces they quietly worked very well together in groups and showed a willingness to help each other, which is indicative of the very good relationships found throughout the school. At the end of the lesson the pupils discussed their results well. They were eager to see if their predictions had been correct and could identify any differences, and understand why they had occurred. Teachers develop the use of correct scientific vocabulary well and are making use of the pupils' mathematical skills to support learning. The work of older pupils shows good use of charts, tables and graphs. The use of information and communication technology is improving as pupils become more confident and improve their information and communication technology skills.

74. The subject is well managed by the coordinator and she gives good leadership and support to all staff. She is knowledgeable about science and has a good awareness of the strengths and weaknesses in the subject. The *Science Week*, when every class was involved in experiments and investigations and reported them in detail to the whole school at a special assembly, gave added impetus to science and provided opportunities for pupils to develop their speaking and listening skills. Resources are good and used carefully. Attention to safety issues is good.

INFORMATION AND COMMUNICATION TECHNOLOGY

Provision in information and communication technology is **good**.

Main strengths and weaknesses

- Provision has improved considerably.
- Pupils are effectively gaining skills.
- Teachers are confident with information and communication technology and teach it well.
- The subject is well led and managed.

Commentary

75. Standards in Year 2 and Year 6 are in line with what is expected. Year 2 pupils have used word processing skills to write an invitation. They find information from a CD-ROM using a *search* facility and key words. Year 6 pupils use web sites to extract information that they need. They combine text and graphics and adapt their work to suit a particular audience. Achievement is good, as pupils rapidly gain skills and use them in different contexts. Improvement since the last inspection has been considerable. Much better resources and facilities and more confident teaching have led to pupils making better progress through the school.

76. The quality of teaching is good and pupils learn effectively. Teachers are confident with information and communication technology and use the recently installed information and communication technology suite very well. They use the digital projector for effective demonstrations that involve all pupils. Teachers plan carefully, so that pupils gain the skills they need and have the opportunity to practise them. For example, Year 3 pupils had learnt how to work with databases and they were set the task of adding records to a file. The teacher had chosen a topic of monsters, which interested the pupils, and they worked independently, extracting information from a picture and entering the information into a record by answering simple questions. The learning was made even more effective, as Year 4 pupils later showed their paper records and Year 3 pupils explained how information and communication technology had made the task easier for them to do.

77. The information and communication technology suite has been equipped and furnished to a high standard and provides an effective working environment for pupils, although it can be quite cramped for a whole class. However, it has improved the provision for information and communication technology considerably. Pupils now have regular access to computers and are rapidly gaining skills as a result. The subject is well led and managed. The coordinator's

enthusiasm and expertise have inspired the rest of the staff and encouraged them in their use of information and communication technology over the last year. There is no assessment system in place, so teachers are not always aware of what skills individual pupils have acquired. They cannot therefore with any certainty accurately match the demands of a particular task to the skill level of pupils. The coordinator is aware of this and is currently trialling some assessment systems, with a view to introducing them in the near future.

Information and communication technology across the curriculum

78. Good links are being made between information and communication technology and other subjects, for example, in mathematics, science and art and design. The information and communication technology is timetabled for each class several times a week and, as teachers grow more confident and pupils' skills are developing, they are seeing how it can support teaching and learning across the curriculum.

HUMANITIES

History

Provision for history is **good**.

Main strengths and weaknesses

- Teachers' knowledge and understanding of the subject lead to good learning.
- Pupils are enthusiastic and enjoy history.
- Teachers make lessons very interesting.

Commentary

79. Observations of lessons and an analysis of pupils' work and on display indicate that attainment is as expected nationally and all pupils achieve well. Pupils enjoy history and were particularly keen to talk about their visits to Skipton Castle and a Victorian Day at Helmshore. Teachers make lessons interesting and use role play well to help pupils understand what life was like in the past. For example, Year 1 pupils enjoyed using old-fashioned artefacts to do the washing. They knew there was no electricity in those days and how people had to find different ways to heat their irons. The pupils in the Year 2 class were thrilled with the visit of Florence Nightingale. They prepared their questions well and listened carefully to the answers provided by their visitor, a part played very well by the headteacher. She also joined in a literacy lesson in the Year 3/4 class when pupils were reading the book, *Goodnight Mr Tom*. Again the pupils were able to question her as she played the part of an evacuee. These opportunities made history come alive for the pupils and they were busy talking about the experiences as they left the classrooms for break.

80. Teaching is very good. Teachers have a very good rapport with their pupils and create a very good ethos for learning. Pupils work hard. Year 5/6 pupils made a very good display on Salterforth since the 1930's. This linked very effectively with visits from members of the local community. They were able to give a first hand account of life in those days, especially about the time when evacuees came to Salterforth in the Second World War.

81. The subject coordinator is enthusiastic and knowledgeable. She provides good leadership in the subject, sharing her expertise and experience well with all staff. Resources are satisfactory. The subject provides good links to mathematics with timelines to help pupils understand the passage of time, and opportunities for pupils to improve their literacy skills in writing about life in the past.

Geography

Provision for geography is **good**.

Main strengths and weaknesses

- There is good exploration of the local area.
- Discussion is used effectively in lessons and cultural differences are celebrated.

Commentary

82. Although it was only possible to observe two lessons in geography, an analysis of pupils' work in books and on display throughout the school indicates that pupils achieve well and attainment is as expected nationally at the end of Year 2 and Year 6.

83. Pupils enjoy their geography lessons and are keen to take part in activities. Year 2 pupils had produced a graph of where pupils had been on holiday and Year 1 had investigated how pupils travel to school. There was great excitement as they attempted to explain which way the school bus travelled round the district. Year 3/4 pupils studied the geography of a village, linking it well with their knowledge of their own local area. Their task in the lesson observed was to know about land use in a settlement. Using maps of the area the pupils were challenged to calculate the number of houses, shops and areas of land used for different purposes. A lively discussion was well led by the class teacher who used an overhead projector which allowed all the pupils to see the enlarged map very clearly and enabled them to take an active part in the lesson. Pupils prepared a tally chart to help them find the number of houses and shops in the area. This made an interesting link with their mathematical skills and they presented their findings in the form of a graph.

84. The Year 5/6 teacher had a novel way of presenting her geography lesson about mountain environments. Instead of simply presenting a series of facts she challenged her pupils to design a poster, which would attract a family of two adults and two children to spend a holiday in a mountain environment. This captured the pupils' interest and imagination. Cooperating very well together in small groups they set to work eagerly determined to complete the project in the time allowed. The good collection of resources included bright brochures, books, maps and Internet links which could be used to download pictures of mountain ranges in different countries. The very good routines established in this class and the teacher's own very high expectations of behaviour and effort helped produce work of a good standard. Aware of the limited literacy skills of some of the pupils in the Year 6 group, she had mixed the pupils so that they could all help each other. The relationships built up in the class are so good that this worked well and all pupils achieved to their highest potential. At the end of the lesson the work of each group was appraised by the rest of the class. The generous applause from their friends encouraged the pupils and helped to lift their self-esteem. Attention to display throughout the school captures the pupils' interest in the subject.

85. The leadership and management of the subject are good. The coordinator has made significant changes to the curriculum, concentrating more on the development of geographical skills. Resources are satisfactory and well used by staff and pupils.

Religious education

Provision in religious education is **good**.

Main strengths and weaknesses

- Imaginative approaches to teaching motivate the pupils.
- Pupils have the opportunity to discuss issues that are important to them.
- The subject is sensitively led and managed.

Commentary

86. Standards in Year 2 and Year 6 are in line with the requirements of the locally agreed syllabus. Year 2 pupils know stories of Jesus and are aware of ideas such as change and new life as seen in someone like Zacchaeus. Year 6 pupils have an understanding of symbols in religion, have talked about rules to live by and have a good understanding of how faith can show itself in a person's sacrifice. Pupils achieve well through the school. They gain a knowledge and understanding of Christianity and other religions through stories and looking at traditions. They learn what faith means to people and they explore aspects of human experience.
87. The subject is taught well and more consistently through the school than it was at the time of the last inspection. A particular strength is the imaginative way in which teachers present the subject. For example, in Years 1 and 2 role play is used and this helps pupils gain an understanding of quite central ideas, such as how people feel, why they act as they do and how actions affect events. In a Year 2 lesson the teacher managed to involve everyone in a drama based on the story of Zacchaeus. Careful questioning and the use of freeze frames encouraged pupils to consider how the characters felt and understand why they acted as they did. In a Year 5/6 lesson the teacher approached the quite difficult idea of sacrifice through faith by asking pupils for single words and phrases to describe the life of Nelson Mandela. This helped them focus their thoughts and consider the most important aspects of the story.
88. The curriculum for religious education is carefully planned, in line with the requirements of the locally agreed syllabus and based on the local authority's guidelines. Pupils are introduced to a range of faiths and given the opportunity to consider issues that are important to them. The coordinator leads the subject sensitively. She provides a good role model in the calm and considered manner of her own teaching, which enables her to approach quite complex ideas with the young children in her class. Recently she has successfully raised the profile of the subject and ensured that it is more embedded in the whole curriculum plan.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

Music

Provision for music is **good**.

Main strengths and weaknesses

- The specialist knowledge of the visiting music teacher is very good.
- There is good appreciation of cultural diversity in music.
- There is good provision for pupils to learn to play a musical instrument.
- Pupils enjoy all forms of music, especially singing and dance music.

Commentary

89. The very good singing of pupils in assemblies indicates that the school values this aspect of performance. Pupils know their songs well. They enjoy singing and perform with enthusiasm, especially when singing together and adding actions to their songs when appropriate. The singing of the school song in assembly not only provided the pupils with the opportunity to perform well but also taught them essential school rules which helped to support the very good ethos throughout the school. The implementation of a new music programme has effectively sustained pupils' attainment at expected levels and the teaching by the new music specialist is helping all teachers and giving them confidence in teaching the subject themselves.
90. As pupils returned from their lunch break the visiting music specialist was playing beautifully on the piano in the school hall. A buzz of excitement went through the school as pupils remembered it was music day and they had exciting music lessons to look forward to. The music teacher has an excellent rapport with the pupils. Year 2 pupils worked with total attention

and enjoyment right from the novel warm up exercises to the learning of an African song entitled Tingh Layo towards the end of the lesson.

91. Every member of the Year 5/6 class enjoyed taking an active part in their music lesson, which came at the end of a very busy day. The music teacher has very good subject knowledge and a lively personality which makes the perfect combination to teach music. As well as sustaining the pupils' interest in the lesson with well thought out routines and occasional glimpses of humour, he provides pupils with challenges which they try hard to achieve. During the lesson they learned the importance of rests in music and practised them with lots of fun.
92. The specialist musician's enthusiasm for developing the subject and his contribution to the ethos of the school through music are very good. Resources are good and carefully used by pupils. The school is now in a good position to develop the subject further.

Physical education

Provision for physical education is **good**.

Main strengths and weaknesses

- Pupils are very enthusiastic and enjoy all activities.
- Pupils achieve well because of good teaching across a range of activities.

Commentary

93. Attainment at the end of Years 2 and 6 reaches national expectations. School records indicate that standards in swimming meet national expectations with many pupils swimming longer distances in good style by the end of Year 6. In lessons and sports clubs observed, pupils made good progress. Based on prior individual skills and team contribution pupils achieve well, due to their own enthusiasm, keenness to improve and good coaching. For example, in their cricket coaching session Year 5/6, pupils made very good improvement to their style of batting as they enjoyed playing a game.
94. Pupils always change quickly and quietly without fuss. Children in Year 1 prepared quickly for their lesson, which they obviously looked forward to with excitement. Pupils in all year groups know the importance of warming up and cooling down exercises in relation to muscle-tone, heartbeat and breathing. Pupils show good control as they exercise. For example, Year 2 pupils transferred their bending and stretching shapes successfully onto the apparatus after practising them on the floor mats. Boys and girls in Years 5/6 worked very well together when developing skills in controlling and passing the ball at speed when they took part in football practice organised by Lancashire Leisure Services. In their dance lesson they achieved well, every pupil worked hard, with total concentration, and enjoyed performing in the style of Madonna and Fred Astaire.
95. The school places a strong emphasis on developing physical ability, healthy life-styles and competitions. Good community links are formed with other local schools. Physical education contributes well to the development of the pupils' spiritual, moral, social and cultural development. The residential visit to Winmarleigh Hall provides older pupils with a variety of challenging outdoor pursuits.
96. The quality of teaching is good. The subject is managed and organised well by the knowledgeable and enthusiastic coordinator, supported by an keen team of teachers. The new scheme of work and detailed planning ensure that the full range of physical activities is covered. Resources are well organised and the school has adequate outside areas and a field.

Art and design

97. There was not enough evidence upon which to make a secure judgement on the quality of provision or the standards being reached. However, samples of pupils' work indicate that they are being introduced to a wide range of techniques, media and materials. They have the opportunities to explore and experiment that they did not have at the time of the last inspection. For example, Year 5 and 6 pupils have explored textiles and considered how they could be used in their work. They used sketches to plan a collaborative frieze based on a poem. The school is focusing on developing creativity in the curriculum and some whole-school events, such as felt making and batik have enriched pupils' experience. Currently, pupils are working alongside a sculptor to create a series of stones for the Greek garden. This is a highly effective activity that is enjoyed by everyone and is having a positive impact on the art and design curriculum.

Design and technology

98. There was not enough evidence to make overall judgements on provision or standards, but samples of pupils' work indicate that they are accessing an appropriate curriculum and producing work of a good standard. They have used a range of tools and techniques and have evaluated their work.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

99. The school regards the personal development of pupils as a vital part of its provision. It is taught separately as a subject. For example, Year 1 pupils spent a lesson talking about their mothers and the different kinds of support they received. However, the promotion of values, healthy living and other aspects of the subject pervade the whole of the school's provision. For example, in an assembly the theme was caring and sharing.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

<i>Inspection judgement</i>	<i>Grade</i>
The overall effectiveness of the school	3
How inclusive the school is	2
How the school's effectiveness has changed since its last inspection	3
Value for money provided by the school	3
Overall standards achieved	3
Pupils' achievement	3
Pupils' attitudes, values and other personal qualities	2
Attendance	2
Attitudes	2
Behaviour, including the extent of exclusions	2
Pupils' spiritual, moral, social and cultural development	2
The quality of education provided by the school	3
The quality of teaching	3
How well pupils learn	3
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	4
Pupils' care, welfare, health and safety	2
Support, advice and guidance for pupils	2
How well the school seeks and acts on pupils' views	3
The effectiveness of the school's links with parents	3
The quality of the school's links with the community	3
The school's links with other schools and colleges	2
The leadership and management of the school	2
The governance of the school	3
The leadership of the headteacher	1
The leadership of other key staff	2
The effectiveness of management	2

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