

INSPECTION REPORT

BARROWFORD ST THOMAS' CE PRIMARY SCHOOL

Barrowford, Nelson

LEA area: Lancashire

Unique reference number: 119431

Headteacher: Mrs A Lloyd

Lead inspector: Mr R Gill

Dates of inspection: 8th – 10th November 2004

Inspection number: 266377

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:	Voluntary aided
Age range of pupils:	4 – 11
Gender of pupils:	Mixed
Number on roll:	111
School address:	Wheatley Lane Road Barrowford Nelson Lancashire
Postcode:	BB9 6QT
Telephone number:	01282 614462
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Appropriate authority:	Governing body
Name of chair of governors:	Mr N Blackburn
Date of previous inspection:	18 th January 1999

CHARACTERISTICS OF THE SCHOOL

Barrowford St Thomas CE School is situated in a semi-rural location near the outskirts of Nelson. The school moved to its present location (a brand new building) in 2002. Most of the 111 pupils come from the immediate locality but a few travel from further afield. Pupils are taught in one of four classes. There are four full-time, equivalent, teachers and a headteacher who teaches regularly. The proportion of pupils with special educational needs is similar to that found nationally. There are currently four pupils with a statement of special educational needs, which is above average. Virtually all the pupils are from families of white British heritage. The small group of pupils from an Asian British heritage entered the school fluent in English. When they start school, children's attainment is generally in line with most children of their age. The deputy headteacher is a recent appointment.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
4074	R Gill	Lead inspector	Mathematics Music Art and design Information and communication technology Geography Special educational needs
8922	B McIntosh	Lay inspector	
30362	J Henshaw	Team inspector	Foundation Stage Science Physical education Design and technology
4350	C Whittington	Team inspector	English English as an additional language History
25431	L Clark	Team inspector	French

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PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

This is a good school with many very good and some excellent features. Standards are generally well above average and pupils achieve well as a result of the very good leadership and management that have radically revitalised the school. Teaching is good overall, but there is some very good and excellent teaching in some lessons. The school provides good value for money.

The school's main strengths and weaknesses are:

- the swift progress the school has made has been engineered by very insightful leadership;
- pupils' very good personal development is reflected in the very positive relationships and behaviour they display around the school;
- the good curriculum is extended by very good opportunities for pupils to broaden their experience, but outside play facilities for the youngest children are limited;
- a strong partnership with parents and the very good care for pupils ensure a positive ethos;
- pupils' writing is not as good as their reading and sometimes lacks finesse in its finished form;
- pupils are not fully enough involved in evaluating and discussing their own learning.

The school has improved very well since its last inspection in 1999. Standards have improved despite the upheaval caused by moving to a new building and a significant turnover in staff. The quality of teaching has improved considerably, partly due to the very good systems of checking that exist now. The level of resourcing for most subjects is good. The school's ability to evaluate its own progress has improved enormously.

STANDARDS ACHIEVED

Results in National Curriculum tests at the end of Year 6, compared with:	all schools			similar schools
	2002	2003	2004	2004
English	A	A	A*	A*
mathematics	A	A	A*	A*
science	B	A	A	B

Key: A very well above average; 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.

Pupils' achievement is good. The school's results in the National Curriculum tests at the end of Year 6 in 2004 were even better than usual. In English and mathematics they were in the top five per cent nationally. Pupils made very good progress from the end of Year 2, but this was an exceptional year and normally, in most years, achievement is good.

The judgements made during the inspection show that currently:

- children in the Foundation Stage make good progress and are on course to exceed the nationally expected goals;
- standards in reading, writing and mathematics are above expected levels in Year 2 and pupils achieve well; and
- standards in Year 6 are above the national expectation in mathematics and science, and well above it in English, particularly in reading. Writing is a relatively less well developed although achievement is good.

Pupils' personal qualities are very good. Their spiritual, moral, social and cultural development is very good. Attitudes and behaviour in lessons are very good and pupils' behaviour around school is very positive. Attendance is very good and punctuality is good.

QUALITY OF EDUCATION

The quality of education provided by the school is good. Teaching and learning are good.

Teaching is good, with some very good and excellent features throughout the school. Pupils with special educational needs learn well because teachers and support staff, know exactly what to do. The assessment of pupils' work is undertaken very well in ways that help them know what to improve, but pupils are not fully involved in the assessment process. The school provides very good support for pupils. It works very well with parents and the community to enhance pupils' achievements. The curriculum is generally good and the very good opportunities for enrichment, for example in sport, French and philosophy, have a very positive influence on their progress. The accommodation has been improved dramatically, by the governors' excellent efforts, but outside facilities for children in the Foundation Stage sometimes limit learning.

LEADERSHIP AND MANAGEMENT

Leadership and management are very good.

The headteacher and governors have worked very hard to improve the school from one in which many older pupils were making unsatisfactory progress. The headteacher has devised some excellent methods by which the school can be evaluated and governors kept up to date. Co-ordinators are very clear about what needs to be done and have improved standards across the curriculum. The governing body fulfils its statutory duties well in playing a dynamic role in checking on the school's progress and challenging it to do better. Governors ensure that the school successfully includes all pupils and promotes racial equality well. The school has already identified the weaknesses found during the inspection and has some plans in place to improve them.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Parents are very pleased with the school and the improvements to the accommodation. Many appreciate the rapid improvement in their children's progress. Equally, pupils have a very good opinion of the school and talk with confidence and maturity about their work and personal development.

IMPROVEMENTS NEEDED

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

- improve pupils' writing to match the advances made in reading;
- deepen pupils' involvement in the evaluation of their own learning; and
- improve the outside facilities for children in the Foundation Stage.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning and subjects

Pupils' attainment in Year 6 is generally above average and their achievement in reaching this level of attainment is good. By the end of Year 2 standards are generally above average. Standards by the end of the reception year are above the expected levels in all areas of learning.

Main strengths and weaknesses

- Standards are above the nationally expected level in virtually all subjects and areas of learning.
- Pupils achieve well throughout the school.
- Pupils with special educational needs and higher attainers achieve well at their different levels.
- The pupils' progress has accelerated well in line with the advancements in teaching and learning.
- Pupils' progress in writing represents a relative area of weakness.

Commentary

1. Pupils' attainment by the end of Year 6 is generally well above average and pupils' achievement in reaching this level of attainment is good. The results in 2004 were very well above average in English and mathematics and well above it in science. This was very high attainment, which, nevertheless, represented good achievement for the pupils concerned. By the end of Year 2 standards are generally above average, but in 2004 mathematics they were about average because not all higher attainers reached the expected levels. Achievement is generally good by the end of Year 2. Standards by the end of the reception year are on course to be above the expected levels in all areas of learning. This represents good achievement in the Foundation Stage because children consolidate and extend basic skills and make good progress in a number of areas in which they had limited experience when they joined the school, for example in knowledge and understanding of the world.
2. Caution should be observed when making judgements about the published National Curriculum tests results for the school because the number of pupils in each year group is relatively small and one pupil accounts for a high proportion of the final result. Furthermore, one or two pupils moving in or out of school during the year can have a marked effect on statistics. Nevertheless, it is possible to use the records of pupils' learning and their individual test results to make judgements about their achievement, which is good throughout the school.

Standards in national tests at the end of Year 2 – average point scores in 2004

Standards in:	School results	National results
reading	17.2 (17.8)	15.8 (15.7)
writing	16.4 (16.4)	14.6 (14.6)
mathematics	16.8 (17.9)	16.2 (16.3)

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

Standards in national tests at the end of Year 6 – average point scores in 2004

Standards in:	School results	National results
English	31.0 (29.1)	26.9 (26.8)
mathematics	31.0 (28.8)	27.0 (26.8)
science	30.6 (30.2)	28.6 (28.6)

There were 15 pupils in the year group. Figures in brackets are for the previous year

3. The school was charged, in 1999, with improving provision in all subjects so that standards could be raised. This has been accomplished very well. Currently, standards in all subjects except physical education, which are typical, are above the nationally expected levels and pupils are achieving well. Vigorous leadership and management have enabled this to happen. Detailed records of pupils' progress reveal how achievement has been improved. For example, the pupils in the current Year 6 made only satisfactory progress, from the end of Year 2, in writing and mathematics until they were in Year 5 when the strong teaching they received accelerated their progress rapidly. Nevertheless, pupils' writing contains weaker aspects such as sentence construction and punctuation particularly at the higher levels of attainment. Improved teaching in Year 3 and Year 4 is now having a positive effect on achievement. This and other associated developments are relatively recent and due to the persistent drive from the headteacher to improve the rate of progress in all classes. For example, it was noticed that, in 2004, a few higher attaining pupils in Year 2 could have done better in mathematics. Teaching for this year is more sharply focused on making sure that all pupils achieve the levels of which they are capable.
4. Pupils who have special educational needs achieve well. Some of them have quite marked difficulties that prevent them from communicating easily with the rest of the pupils. Nevertheless, teaching, from teachers and their assistants, is very effective for these and other pupils with special educational needs. They thrive so well because their individual achievements are valued and celebrated positively in all lessons. Higher attainers make good progress in an atmosphere in which they are often challenged with more difficult questions and set more demanding work. Those that possess particular gifts or talents are also catered for well and make good progress. For example, gifted mathematicians that exist in every class throughout the school are provided with additional work that taxes their abilities. Moreover, the philosophy club appeals to those with an interest in ideas and how they can be debated. Pupils with a talent for languages grasp the basic elements of French very well and those with an interest in sport can join one of several clubs designed to meet their needs.

Pupils' attitudes, values and other personal qualities (ethos)

5. Pupils' behaviour and their attitudes to school are very good. Pupils' personal development, including their spiritual, moral, social and cultural development, is also very good. Attendance is very good and punctuality is good.

Main strengths and weaknesses

- The pupils' very good attitudes help them to learn effectively and achieve well.
- High expectations of the pupils' behaviour are set and achieved; the school deals very effectively with all forms of harassment.
- Pupils' spiritual, moral, social and cultural awareness is developed very well and helps them become mature and responsible.

Commentary

6. Pupils like coming to school, are very keen to learn and play a full part in the variety of experiences that the school offers. They are inspired to do well, feel challenged by the work set and enjoy learning because the teachers make it fun and interesting. They respond with confidence to the challenges set for them and concentrate very well on their tasks. When contributing to discussions or explaining their methods of calculation they are not afraid to make mistakes as they know their answers are valued. Pupils with special educational needs have equally positive attitudes to learning and take a full and active part in lessons. Pupils are very keen on French and think it is a good subject to learn because it is useful and broadens their understanding of another country and its customs. The lessons develop pupils' self-esteem well and gives them confidence to speak out in front of others. Older boys are particularly enthusiastic.
7. A positive attitude to work is encouraged from the moment the children start school. In the reception year, children make good progress towards the goals set for them in personal, social and emotional development and exceed the expected levels by the time they move into Year 1. Adults are proactive in supporting the children effectively. Very good discipline ensures that all children concentrate on their tasks but still enjoy their learning.
8. The school gives a very high profile to pupils' personal development. Since the last inspection the planning for the different aspects of pupils' personal development has been reviewed thoroughly and is now systematically addressed through the curriculum. Relationships are very good throughout the school because the pupils have a very good understanding of their responsibilities within the school community. This helps to create a happy learning environment. Pupils have a very high regard for their teachers and each other and value their friendships. Staff lead by example and use the school's very good systems effectively to promote high standards of behaviour. Parents declare strong praise for the school, particularly for the way their children are taught and the positive effect this has on their attitudes and behaviour. Pupils have a very clear understanding of the difference between right and wrong and almost always try to do what they know is right. Bullying is not perceived to be a problem by pupils, but they feel that if any form of harassment does occur, it is taken most seriously and dealt with very effectively by staff. There has been one fixed-period exclusion during the last school year as a result of seriously inappropriate behaviour.

Ethnic background of pupils

Categories used in the Annual School Census
White – British
White-any other White background
Asian or Asian British-Pakistani

Exclusions in the last school year

No of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
105	1	0
1	0	0
5	0	0

9. Throughout the school a strong Christian ethos is created through a shared sense of purpose and pride in the pupils and their achievements. Pupils get on very well together and collaborate very well in play and work. They are very friendly, polite and very welcoming to visitors. Although pupils play very well together the size of the playgrounds is barely adequate for their high spirits and wish for active play. The atmosphere around the school at lunchtime is positive and sociable. Pupils are very well behaved in the dining room and chat amicably to each other and adults. Spiritual development is an integral part of the curriculum and assemblies, and is well planned around themes that are relevant to pupils. Music enriches pupils' creative and emotional development and their singing is quite moving. Pupils like the

fact that their teachers encourage them to do their very best but do not push or pressurise them in any way. This boosts their self-esteem and confidence and helps them to achieve well. Class discussions give good opportunities for pupils to listen to varied opinions that may not match their own and they show respect for the differing views and feelings of others.

10. Pupils gain a very good understanding of their own cultural traditions and the diversity and richness of other cultures. They learn about world faiths and traditions through art, history, geography, religious education and themed cultural weeks. The 'Building Bridges' multi-faith group visits regularly and helps to develop links between Christians and Moslems. Pupils are clearly influenced by the visits and show a very good appreciation and respect of others' beliefs, ideas and culture.

Attendance

Attendance in the latest complete reporting year 2003/04 (%)

Authorised absence		Unauthorised absence	
School data	3.4	School data	0.2
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.

11. Attendance is consistently very good. Most parents are quick to inform the school when their child is absent and any unexplained absences are followed up rigorously. The small amount of unauthorised absence arises from family holidays that are in excess of ten days. The school makes first day absence calls where no explanation of absence or lateness is received. This very prompt action ensures the safety of the pupils. The majority of pupils arrive punctually with just a few persistent latecomers.

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The school provides a good quality of education that includes good teaching and learning. The assessment of pupils' work is very good and this has helped to raise standards and improve teaching. There is an effective curriculum which is very well enhanced by activities beyond the classroom. Pupils receive very good care, support and guidance and the school has a very good partnership with parents and the community. Pupils greatly appreciate what the school does for them, particularly in the way that their views are taken into account.

Teaching and learning

Teaching and learning are good with some very good and occasionally excellent features. A range of very good assessment methods has been introduced and these methods are working well to help teaching to improve pupils' learning.

Main strengths and weaknesses

- Teaching provides very good opportunities for all pupils to succeed.
- Lessons are planned well to link subjects together.
- ICT is used well to enhance learning.
- Methods of assessment are often very good, but pupils are not yet fully involved in assessing their own work.

Commentary

12. The quality of teaching is much improved on that found at the time of the last inspection. There is now no unsatisfactory teaching and the proportion of good and better teaching has grown very well. There have been several changes in staff over the years and new staff have been inducted very well in methods designed to raise standards. Parents are very positive about the way in teaching has improved since 1999.

Summary of teaching observed during the inspection in 27 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very poor
2	10	14	1	0	0	0

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

13. Strong teaching has several common themes running through it, but the central feature is the way in which lessons provide an equal opportunity for all pupils to learn productively. Those with a special educational need are often expertly guided by teaching assistants in ways that allow them to learn alongside others and gifted pupils are offered more demanding work that satisfies their curiosity and capacity for deeper thought. For example, gifted pupils in reception, Year 2 and Year 3 are all given work in mathematics that not only extends their skills in arithmetic, but requires them to think around a problem and try different solutions. Teaching assistants, who play a positive role in lessons, are sometimes deployed to work with higher attaining pupils, for example in the ICT room. In this way as many pupils as possible benefit from their enthusiasm and expertise.
14. The school's aim to provide a rich, interesting and interlinked curriculum is fulfilled well in many lessons throughout the school. The teaching of French from Year 1 to Year 6, in which pupils progress well, adds a special dimension to pupils' learning that they enjoy immensely. Good teaching develops pupils' responses to questions well and helps them to articulate words distinctly as they carefully mimic their teacher's accent and intonation. Pupils in Year 6 understand how well their studies are linked together and speak well about the way in which this approach to learning makes lessons enjoyable. For example, music is composed on computers to accompany the reading of writing produced in English lessons. Drama was used well, in Year 6, to help pupils understand more about Victorian social history, and in Year 2 pupils' learning about the Great Fire of London came alive when they baked biscuits in design and technology. They were able to grasp at first hand how the fire could have started in a bakery.
15. The use of ICT in as many lessons as possible makes learning exciting and extends pupils' thinking well. Teachers use electronic whiteboards well to test out ideas and display useful information. Pupils are eager to be chosen to demonstrate their skills using these boards and the thought of doing it fixes their attention well. Classroom computers are used well for recording ideas, word processing and researching for information on the Internet or from CD-ROMs. The school's open plan room for computing is used very well to teach skills and allow practice. Video clips are used very well to exemplify teaching points in history, for example.
16. The good, and often very good, teaching in the Foundation Stage contains all of the successful elements found elsewhere in the school. Children are engaged very well, encouraged in skilful ways and challenged to be independent and resourceful learners. They respond well to these challenges, but their learning is sometimes restricted by the room, which is too cramped to ensure that children are free to make their own choices and be fully responsible to their own equipment. This is particularly true when inclement weather prevents the use of the outside area, leaving all the children inside.

17. The creation of a calm and productive atmosphere for learning in all lessons is accomplished by skilful management that includes noise level indicators that guide pupils very well in how much talk is required. They understand exactly which activities have to be quiet and in which they can talk at a louder volume. In this and other well-planned ways teaching orchestrates pupils' responses to enable lively debate and purposeful high noise level involvement and peaceful moments of quiet contemplation.
18. Some very good methods of assessment are used, which ensure that pupils' learning is monitored very well and lessons are planned accordingly. Discussion about what is being learnt is of a high quality in many lessons. Teachers ask a variety of well-considered questions that appeal particularly to higher attainers. Pupils' responses are often thoughtful and well composed. For example, in a Year 2 personal, social, health and citizenship education lesson in which the class was considering how they would feel if no one gave them a present at Christmas, one pupil volunteered that, "I would feel an empty space inside me." A relative weakness in some lessons is that teachers rely too heavily on pupils putting their hands up to answer and therefore some pupils remain silent and go unnoticed. On other occasions questions are either too demanding for most pupils or not spread around enough pupils to ensure a wide enough involvement in the discussion. Learning objectives are regularly advertised well at the beginning of lessons but not discussed well enough at the end of many lessons. Pupils are encouraged to use a simple self-assessment system to indicate whether they think they have succeeded or not, but the lack of albeit a brief discussion about this aspect limits pupils' learning. Work is well marked. Teachers provide useful comments and clear guidance about what needs to be improved. Pupils nearly always respond to these ideas about improvement, but occasionally they are ignored and on these occasions pupils fail to make the required progress.

The curriculum

The overall quality of the curriculum throughout the school is good. Opportunities for curriculum enrichment through the range of extra-curricular activities are very good. Overall the range and quality of resources and accommodation are good.

Main strengths and weaknesses

- All pupils enjoy a very well designed curriculum in which innovation has a high priority.
- Very good provision is made for pupils' personal, social, health and citizenship education.
- Space for outdoor learning for children in the Foundation Stage is insufficiently developed.
- There is a wide range of extra-curricular opportunities for all pupils, including suitable activities for the younger pupils.

Commentary

19. The school's curriculum is generally broad and balanced and is based largely on nationally recommended schemes, adapted effectively to meet the needs of the pupils. The quality and range of learning opportunities provided are good and a high priority is given to opportunities for relevant cross-curricular work. Although this is still in the process of development in some areas, some very good examples were seen: for example, the link between English and history in Class 3, and the use of ICT across all subjects, particularly an excellent ICT lesson, linked with music, in Year 6. The curriculum meets all statutory requirements, including the provision for education concerning sex, relationships and drugs awareness. Pupils are prepared very well for the next stage of their education. Curriculum reports are sent home every half term, so that parents know what their children will be doing. French is taught effectively to all pupils through the school from Year 1. It is well planned to cater for two year groups in a class as it is taught in a two-year cycle. The planning links in well with national guidance and in addition termly topics are planned to link in with what is being taught in other

subjects; for example, this term's topic on clothes has a connection with the Victorians which pupils are learning about in history.

20. Provision for pupils with special educational needs is very good. There are detailed plans for their learning that have been drawn up after full consultation with teaching assistants, parents and the pupils themselves. These plans are implemented in very well considered ways that provide learning to suit the needs of the pupils.
21. Provision for personal, social, health and citizenship education in the school is very good. The school is highly inclusive in all its aspects and various strategies are used to develop children's pride, initiative and responsibilities. Older pupils are given a wide range of increasing responsibilities and all take these seriously. Members of the school council feel they have influence and are able to make a difference within the school.
22. The curriculum is enriched by a wide range of sporting, arts and other activities provided for the pupils. These include football, basketball and netball, art, recorders (at three levels), violin, chess and country dancing. Suitable activities are also provided for the younger pupils. One pupil said that these opportunities were one of the best things about the school because "there is something to suit everyone's needs".
23. The teachers and learning support staff in all parts of the school are experienced and work effectively together to support the pupils' development, and contribute to their good achievement over time.
24. The quantity and quality of resources are generally good, and these are used appropriately. Good use is made of the accommodation, but there is no suitably developed outside area for children in the Foundation Stage, which limits opportunities for them to learn outdoors. The school playgrounds are small for the number of pupils who wish to run around or play ball games at break times. The range of attractive and interesting displays around the school enhances the pupils' learning.
25. The school's leadership and management have had a very good influence over the way that the curriculum, resources and accommodation have improved, very well, since the last inspection. There is now a good curriculum in all subjects and areas of learning, adequate accommodation is provided and there is a good level of resources with which pupils can learn.

Care, guidance and support

Arrangements for ensuring pupils' welfare, health and safety are very good. The strong caring atmosphere in school helps pupils to enjoy their learning. The school provides pupils with very good support, advice and guidance. The way the school seeks and acts upon pupils' views is very good.

Main strengths and weaknesses

- The atmosphere of warmth and calm creates a happy environment in which pupils are very well cared for so they can enjoy their learning and achieve well.
- Prompt and very well-targeted academic help and guidance make a significant contribution to pupils' good achievement and personal development.
- Good induction arrangements help children settle in quickly and smoothly to school.
- Pupils' views are sought, valued and acted upon. They contribute very well to the development of the school.

Commentary

26. Pupils are safe and secure at school and the very good attention paid to their care, welfare and safety allows them to concentrate on learning. All staff work hard to make the school a very welcoming place for pupils. Arrangements for health and safety are very good and records are meticulously maintained. Daily routines are well planned and pupils are carefully supervised when at work or at play. At lunchtimes clear systems are well established and this ensures a continuity of pupils' welfare and safety.
27. Pupils and staff take great delight and enjoyment in learning. Parents agree that the school provides their children with a high standard of care and that individual pupils receive very good support when it is needed. Pupils find their teachers kind, helpful and fair and feel they are looked after very well. When asked to sum up what it is they like about the school, without hesitation they say "It is nice, small and friendly". As a result they are happy and can get on with their learning. Relationships throughout the school are very strong so pupils feel secure and know there is always someone to whom they can turn for help. Child protection procedures are very well established and staff are fully aware of what to do if they have any concerns about the children in their care.
28. There are good arrangements to help the new reception children and their families to familiarise themselves with the staff and routines of school life. The staff establish early links with parents through well-planned meetings and visits and gather information about the children in order to maximise support and guidance. Pupils starting at other times throughout the year are soon made to feel welcome and part of the school community.
29. The information about pupils' achievements is used very well to set targets for academic and personal development. As a result pupils' achievement is good. Pupils have a satisfactory awareness of how well they are doing and how to improve their work but their involvement in evaluating their own learning is underdeveloped because they do not talk enough about it. Pupils with special educational needs are supported well in class so they take a full and active part in lessons. The targets on the individual education plans are detailed, giving staff a clear understanding of the specific areas of learning to focus upon, and this helps the pupils to achieve well. Pupils are included well in the process by contributing their comments to the individual plans.
30. Pupils are actively encouraged to contribute towards improving the school. They know that their views matter and the school will respond to what they say. The school council helps pupils to learn about democratic decision taking and makes a very good contribution to the life in school.

Partnership with parents, other schools and the community

The partnership with parents is very good, which is an improvement since the last inspection. Links with the community and other schools are very good. They enhance the range of learning opportunities for pupils and help them to achieve well.

Main strengths and weaknesses

- There is a strong partnership with parents which is based upon mutual trust and their confidence in the school.
- Parental involvement in the life of the school makes a very good contribution to pupils' learning.
- Very good communication keeps parents well informed about the school and their children's progress.
- The school sees its links with the community and other schools as a rich resource to strengthen and enliven pupils' learning experiences.

Commentary

31. The school is popular and highly regarded by parents. Some parents move into the parish so that their children can attend this school. Parents at the meeting prior to the inspection clearly appreciated the developments that have taken place over the years. They felt all aspects of the school have improved, especially its ethos and quality of teaching and learning.
32. Parents make a very good contribution to pupils' learning and to the life of the school and what it achieves. They accompany school visits, support concerts and other school events and are very effective fund raisers. Fund-raising towards the cost of the new school brought many aspects of the community together and forged links with local services and businesses. Parents support their children very well when work is sent home. A number of parents and volunteers make a regular commitment to help in the classrooms. The school seeks and values parents' views and as a result of one of their requests the after-school club was opened which is a good resource for the community.
33. The school communicates very well with parents through an impressive range of information about the school and their children's progress. The various newsletters, including those that are emailed to homes, are thought to be excellent. There is a regular sharing of information about the pupils' progress through the termly parents' meetings, written reports and reviews of progress for pupils with special educational needs. The annual reports are of very good quality and give a clear picture of how well the pupils are progressing, as well as setting targets for future learning. Comments about children's progress and how well they are doing can be expressed through the parent and pupil evaluation sheets provided prior to parents meeting with the teachers. This is very good practice and their views form a useful focus for discussion at the meetings. The regular curriculum and topic information helps parents support their child's learning at home. Parents find that the school and staff are approachable and accessible at anytime for formal or informal discussions.
34. The school capitalises very well on the expertise and resources in the community to strengthen and enliven pupils' learning. For example, local writers, artists and religious groups contribute to lessons regularly. Links between home, the community, church and school are strong. As a result there is a strong Christian, family ethos within school which assists pupils' learning and their personal development. Visits to local museums and places of interest bring a sense of relevance to work in subjects such as history and geography. The school's active involvement as a member of the Pendle Networked Learning Community is beneficial to its work and development. There are regular opportunities for the sharing of curricular issues and staff expertise through school-based research projects, such as the development of a curriculum for modern foreign languages, which have a positive effect on pupils' learning and achievement. Links with other schools provide many interesting and diverse opportunities for pupils to participate in a range of events and to mix with pupils from other schools.

LEADERSHIP AND MANAGEMENT

Leadership and management are very good. Leadership is very good and management is very good. The governance of the school is very good. All statutory requirements are met and governors play a very active role in supporting the school, checking progress and challenging it to do even better.

Main strengths and weaknesses

- Very good leadership has improved teaching and raised achievement across the curriculum.
- The school is managed meticulously in very collaborative ways.
- Governors play a strong role in assuring the school's development.

Commentary

35. The very good improvement since the school's last inspection has been brought about by a strengthening and broadening of the effective leadership and management shown by the headteacher in 1999. A satisfactory school, with some significant weaknesses has been transformed into a good school with some very good, and occasionally excellent, features. It is the rate and qualities of the improvements that have taken place that are due to the very good leadership and management; pupils' standards of achievement, across the curriculum, have improved very well during a period of great change. The school has moved into a brand new building, experienced a significant turnover in staff and upgraded its resources dramatically, resulting in a need for extensive training for staff. During this unsettling time, the school has maintained its composure very well. Many parents and pupils rightly speak in glowing terms of the school's continued caring ethos that stems, they believe, from the vision and hard work shown by committed leadership.
36. Underlying the warm, welcoming and inclusive atmosphere, which exists throughout the school, is a bedrock of managerial rigour. Finely-tuned systems for evaluating success and identifying areas for development are employed in a scrupulous fashion. This results in pupils' learning being guided very closely and teachers understanding precisely how to improve their teaching. The school knows its relative weaknesses very well and has already identified that pupils' writing, their involvement in discussing their own learning and outside facilities for children in the Foundation Stage can be developed even further. The school's plans for improvement are founded on detailed evidence from continuous review that has included ideas and views from pupils, parents, governors and staff. There exists in the school such a sense of shared enterprise that older pupils, for example, speak with confidence about how the school succeeds and what could be improved.
37. The priorities for development have not just been about English, mathematics and science, but good achievement in all subjects has been created by leadership and management across the curriculum. A predominantly new staff have been inducted very well and expected to assume full responsibility for at least two subjects each. Co-ordinators have a very clear perception of what standards are like across the school and how they can be improved. They have been instrumental in training other staff and ensuring that the most appropriate resources are available. The headteacher orchestrates proceedings and has the skill to foster responsibility and individual endeavour among staff. The Foundation Stage is managed well in difficult circumstances. This class for reception children and some pupils in Year 1 is taught partly by temporary staff who have been inducted very well. Children are provided with the most appropriate curriculum to match their needs and abilities.
38. The developments in teaching have been brought about by a powerful use of the national performance management strategy. Teachers and their assistants work towards very well written objectives that are based on insightful observation and evaluation. Governors are very closely involved in all developments. Their excellent work, steered by the very effective chair of governors, in securing a new building has paid off and now learning can flourish. Governors employ effective systems with which to get to know how the school is performing, including meeting co-ordinators regularly for detailed discussions about pupils' achievements. This includes the work undertaken for pupils with special educational needs, which is very well managed by the headteacher who is closely supported by a very knowledgeable and involved governor. Statutory duties are implemented in full, including the provision of a race equality policy that is monitored regularly. Governors consult well and have an outward looking approach that compares the school with others in a similar position.

Financial information for the year April 2003 to March 2004

Income and expenditure (£)	
Total income	330524
Total expenditure	342790
Expenditure per pupil	3116.27

Balances (£)	
Balance from previous year	73739
Balance carried forward to the next	61473

39. It costs more than the average amount to educate pupils in this small school, but nevertheless the school is providing good value for money. The budget contains a sizeable balance, but this is earmarked by the governors for immediate use in providing more equipment for ICT, maintaining staffing levels and major works to improve the building even further, particularly in respect of the Foundation Stage.

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

AREAS OF LEARNING IN THE FOUNDATION STAGE

Children in the reception year generally start school with standards in line with those expected nationally. This varies from year to year, but overall children's achievements are similar to those expected for their age across the areas of learning. They are taught well alongside some pupils from Year 1 in the same classroom. Teaching is conducted by two part-time teachers, one who is temporary owing to the long-term absence of a full-time member of staff. One teacher takes responsibility for communication, language and literacy and mathematical development. This is a situation which is managed very well. The effective leadership and management of Foundation Stage have contributed to the very good planning and assessment for a challenging curriculum for two age groups. This has ensured that children are able to move from the Foundation Stage programme of work to the National Curriculum when they are ready. It has also successfully achieved good teamwork between the two part-time teachers and support staff.

The new school has improved the accommodation for these children, but there remain shortages of space for storage, for outdoor provision and for the development of some areas of learning. Plans and funding are in place to improve the outdoor environment.

PHYSICAL DEVELOPMENT

40. Provision for this area of learning was not inspected in full but a dance lesson was observed for a short time. Standards were above expectation as children used space well and had good control of their bodies. The dance of higher attainers was imaginative and children responded to the music well. Children with physical disability received very good support in line with their individual programmes and as a result are becoming more independent. Children have good opportunities to use a variety of writing implements and pencil control is generally good. Some children need help in using scissors but they practise and improve. School records show that almost all children achieve the goal expected for their age. However, the outside environment is too small to contribute to the development of skills, and equipment for outside play is limited.

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

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

Main strengths and weaknesses

- There has been a good improvement in teaching and learning since the previous inspection.
- A very good link with the church promotes a shared Christian ethos.
- There is good provision for children with special educational needs.
- Lack of space can sometimes limit opportunities for independence.

Commentary

41. Children behave well because staff organise challenging and interesting activities which capture the children's interest. The staff have high expectations of behaviour and co-operation. Good teaching results in good achievement as children successfully learn to work together, mostly sharing and taking turns well. There has been a good improvement in this aspect since the previous inspection. Consequently, almost all children are on course to go beyond the goals expected for their age by the end of the year.

42. Children are very well cared for and staff know them well. Good induction arrangements have ensured they have settled well. Children are confident, listen carefully and learn routines quickly. For example, they are very familiar with a pictorial system, which tells them which activity to move to when they have completed their tasks. Those with special educational needs are well supported and learn happily alongside their friends.
43. The school has a very good link with the church. Children are very familiar with the church building and the sense of community extends to the classroom. Reception children are used to behaving respectfully and value what others have to say. For example, they showed respect and concern when praying for the recovery of a friend who had recently been in hospital.
44. However, although the accommodation has improved with the new school, there is still a lack of space, which limits children's opportunities to make choices and to be independent. For example, they cannot easily select tools or equipment they might like to use and, although children ask for what they need, some resources have to be moved to make way for others at each session.

COMMUNICATION, LANGUAGE AND LITERACY

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

Main strengths and weaknesses

- The quality of teaching and learning is very good.
- There are very good assessment procedures to show how well children have done and where they need to improve.
- Children are given many opportunities to read, write and use spoken language for different purposes.
- The small and overcrowded book area does not promote the joy of reading well enough.

Commentary

45. The very good quality of teaching and learning shows very good improvement since the last inspection. The needs of children with special educational needs and those of higher ability are met very well. For example, when appropriate, higher ability children work with older pupils and their work is adapted to challenge and extend their learning
46. Lessons are planned very well and there are good opportunities for language development within other areas of learning. Consequently, children learn very well and achieve very well. An important factor in the overall improvement has been the very effective assessment procedures, which identify the attainment of the children. This extends to the marking of children's work, which shows them how well they have done and how they could make it better. As a result, almost all children are on course to be above the expected level by the end of the year and a minority will be well above it.
47. Children are taught to read, write and use spoken language through games or play, the direct teaching of skills, and within other areas of learning. For example, in the role-play area, staff played alongside children and helped them to use appropriate language for shopping. They wrote their own shopping lists and signs or asked and answered questions about products in the shop. In another lesson, staff clearly demonstrated letter formation and as a result children successfully practised their writing and achieved very well
48. Children regularly read in groups guided by their teacher and this results in improved confidence. Comprehension is further supported by activities such as sequencing the story to

ensure more secure understanding of the texts. Many good opportunities in other areas of learning extend children's understanding of the use of language, for example when discussing their colours for firework pictures and reading or writing instructions to cross the road safely.

49. In spite of the improved accommodation children cannot always see or reach the books they want in the book corner because there is too much large furniture. The area does not promote the joy of books well enough because access is restricted.

MATHEMATICAL DEVELOPMENT

Provision in mathematical development is **very good**.

Main strengths and weaknesses

- Continuous assessment results in very good planning for mathematical development.
- Resources are used very well to motivate children and support learning.
- Practical activities support the development of problem solving skills very well.
- There is a lack of opportunity for children to extend learning to the outside environment.

Commentary

50. Very good teaching, which successfully challenges all the children whatever their level of attainment and extends their mathematical understanding very well, is guided by some very good methods of assessment. As a result, children make very good progress in the short time they have been in school and have achieved very well. Provision in this area of learning has improved substantially since the previous inspection when progress and teaching were satisfactory. The school has targeted more able children to ensure they are appropriately challenged and current work shows that progress is now good and higher ability children do very well. The majority of children are on course to exceed the nationally expected levels by the end of the year and a few will achieve at an even higher level
51. Lessons are varied and interesting and children learn to work together to solve problems. Very good resources including ICT motivate children and they listen very intently. For example, in one lesson, large coins and familiar objects enabled children to work with a partner to decide which they could afford to buy and whether they might need change. Children were interested and concentrated very well. Questioning is well focused so that all children have the chance to participate and they are encouraged to think carefully.
52. Practical tasks are explained very clearly and all children know what they need to do. They have a very good attitude to mathematics because good humour in the class creates a relaxed and purposeful atmosphere. Children are also encouraged to work independently and to check work.
53. Activities around the class reinforce learning and enable children to apply their mathematical skills, for example, when shopping in the 'greengrocer's shop'. However, there are too few opportunities for this learning to be extended outside because of limited space. The space is bare and lacks scope for further development of learning.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

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

Main strengths and weaknesses

- Children are given varied and interesting opportunities to learn about the world around them.
- This area of learning is well integrated within the curriculum to make learning more meaningful.
- There are restricted opportunities for discovery and investigation both inside and outside the classroom because of lack of space.

Commentary

54. Teachers carefully plan lessons for children to investigate and develop an interest in what is happening around them. Improved teaching since the previous inspection and detailed assessment of the children's understanding have resulted in good achievement and standards which are above expectations for children of this age. Most children are on course to go beyond the expected level by the end of the year. Children who have special educational needs are very well supported and achieve very well.
55. Good teaching ensures that children's relative lack of knowledge when they start school is compensated for well. Children learn to record the results of their work in a variety of ways. For example, they used charts and lists to record investigations into the best surface for a toy car to stop quickly. Moreover, children drew maps of journeys and used design to help them create a poster about sun safety. Sensitive teaching in preparation for Remembrance Day resulted in well-observed charcoal pictures of soldiers from World War II. In one lesson about gifts, children were encouraged to explore their own feelings while they unwrapped a gift in a 'pass the parcel' game.
56. Children are limited in opportunities to develop their natural curiosity and to learn independently because there is not enough room in the classroom for permanent discovery areas. Although children are taken out into the community and visit the church, the outside play space is too small and uninteresting to extend learning. For example, they lack opportunities to conduct scientific discoveries outside or chances to build very large structures.

CREATIVE DEVELOPMENT

Provision in creative development is **good**.

Main strengths and weaknesses

- The quality of teaching and learning is good because lessons are planned well and are interesting.
- Children use a variety of media well.
- There are restricted opportunities for extended pieces of creative work.

Commentary

57. Children achieve well in this area of learning because lessons are planned well and high expectations typify the good and improved teaching and learning. Very well assessed work showed that children have observed the work of several artists and have made very good attempts to copy their style using a variety of media. They decided that the best way to emulate Kandinsky's work was through ICT. The children produced some very exciting pictures. They have used collage materials, wax resist and natural materials such as leaves

and autumn fruits to create very interesting posters and pictures. The majority of children are on course to go beyond the expected levels by the end of the year.

58. Children use their imagination in play and often create scenarios when playing with models such as the farm or garage. They put on overalls when serving in the 'shop' and take on the role of customers. In one lesson children enjoyed responding to music to create their own dances and used imaginative movements to portray fireworks.
59. However, the lack of space means that creative activities sometimes have to be placed out of the classroom in the shared area and there is no room for resources to be readily available. This limits children's opportunities to express their learning in different ways and to add to creative projects. Although children are given opportunities to work with many different media it is hard to store partly finished work. This affects children's opportunities to undertake extended pieces of work and thereby improve their learning and independence.

SUBJECTS IN KEY STAGES 1 AND 2

ENGLISH AND MODERN FOREIGN LANGUAGE

English

Provision in English is **very good**.

Main strengths and weaknesses

- Overall standards in English are well above national expectations at the end of Year 2 and at Year 6 and pupils achieve well.
- The very good relationships between adults and pupils boost confidence and encourage interest and effort, so that pupils have very positive attitudes to the subject.
- The overall standard of teaching and learning is very good although pupils are insufficiently involved in assessing the quality of their own work and do not always respond to the high quality of teachers' marking.
- The finished copy of pupils' writing does not always reflect the high quality of its content.
- The co-ordinator makes a very positive contribution to the subject.

Commentary

60. Standards are well above the expected levels at Year 2 and Year 6. This represents good achievement throughout the school. The unvalidated national test results in 2004 show pupils in Year 2 to be well above average in reading and writing when compared with schools nationally and above average when compared with pupils in similar schools. Pupils at Year 6 are well above the national average and progress is seen to be very high when compared with their prior attainment. Those pupils with special educational needs, as well as the more able, are given work which is appropriate to their abilities and they make good progress.
61. There has been considerable improvement since the last inspection in standards, which have risen from average to well above average, and in pupils' attitudes. The very effective co-ordinator has been instrumental in raising standards throughout the school.
62. Pupils enter Year 1 with speaking and listening skills which are above average. These skills are promoted well in all classes, and standards are constantly high. The method of putting pupils into pairs for specific activities designed to improve their speaking and listening is developing well in some classes. Year on year the pupils develop self-confidence and in Year 5 and 6 most pupils are thoroughly confident and expressive. During lessons, all listen with great interest and many ask relevant questions.
63. The overall standard of reading by the end of Year 6 is well above average. Guided reading sessions are used purposefully to ensure that standards remain high and, by Year 2, pupils are reading with interest and expression. Pupils obviously enjoy reading and talk enthusiastically about books. They are encouraged to take books home and, when relevant, read to an adult. Most regularly read for pleasure and many use a public library.
64. Standards in writing are high, although this remains an area for continued development. A good range of writing is covered and, during a lesson seen, pupils in Year 5 and Year 6 produced some excellent poetry. The quality of the content is very good, but pupils do not read through their completed work meticulously and, as a result, careless mistakes including unnecessary spelling errors go unchecked. There are interesting literacy displays around the school which reinforce and record the pupils' understanding and achievements.

65. The overall quality of teaching and learning is very good. All lessons seen were lively and imaginative. Staff are very enthusiastic and have the highest expectations. This encourages the pupils to try hard during their lessons, and all are fully committed to their learning. Relationships throughout the school are very good and enhance the pupils' very positive attitudes to learning. All adults give praise to reward and encourage pupils and the lessons make learning interesting and enjoyable, where all the pupils are fully involved. In many lessons, the teaching assistants and volunteer helpers made a positive contribution to the pupils' learning.
66. Very good use is made of assessment, and pupils' group and individual targets are set. Pupils know their targets and what they must do next to improve and these are often referred to in lessons. They are encouraged to assess each other's work, but are insufficiently involved in assessing and evaluating their own. Day-to-day assessment is constructive and relevant, with teachers giving considerable time to marking their pupils' books. However, in some cases there is little indication that pupils have noted what the teacher has written. The overall quality of resources is good and these are used effectively.

Language and literacy across the curriculum

67. Cross-curricular links are good. There are numerous opportunities provided to develop speaking and listening in lessons. A very good lesson in Year 3 and Year 4 continued a history topic on Henry VIII's wives, making the pupils' research into family trees wholly relevant. Pupils in Year 5 and Year 6 have looked at sacred books as part of their religious education. Successful poems on friendship have been written in a personal, social, health and citizenship education lesson. Research, often using ICT, and a variety of opportunities for extended writing, enhance pupils' learning in geography and history.

Modern foreign language

Two short lessons were seen, a 15-minute lesson in the Year 1 and Year 2 class and a 25-minute lesson in the Year 5 and Year 6 class. It was not possible, therefore, to make judgements on overall provision and standards though pupils were clearly achieving well in the lessons observed.

68. In Years 1 and 2, pupils use their knowledge of basic instructions in French such as 'listen' or 'sit down' to play the French equivalent of 'Simon Says...' with a keen level of accuracy and enjoyment. Individual pupils are sufficiently confident to recite a French rhyme with actions to their classmates and all speak with a good accent and intonation. Similarly, in the Year 5 and Year 6 class, pupils spoke French well, in response to lively, well-prepared teaching, and their written French is of a good standard. Higher attainers quickly grasped how to add a colour to describe an item of clothing, using the correct gender for the noun, and good quality support from the class teacher and teaching assistant ensured that lower attainers and those with special educational needs did not fall behind. Pupils are proud of their achievements and pointed out a book to which they had each contributed a page showing different types of clothing, labelled in French and priced in Euros, which they had enjoyed compiling. The teaching, in a mixture of French and English, expects and gets a warm response from pupils.

MATHEMATICS

Provision in mathematics is **good**.

Main strengths and weaknesses

- Pupils make good, and sometimes very good, progress throughout the school.
- Teaching includes some most effective methods designed to raise standards.
- The assessment of pupils' work is very good, but pupils often do not discuss their own progress well enough during and at the end of lessons.

Commentary

69. Standards of achievement have improved well from the time of the last inspection. It is very difficult to tell, merely from studying the test results, over the period 1999 to 2004, how well pupils have progressed. This is because results are affected significantly, each year, by minimal changes in pupils' capabilities, for example in the proportion of pupils attaining the higher levels. However, it is possible to tell from pupils' individual records that progress has been good and their mathematical experience has been enlarged significantly by the use of ICT and the inclusion of more problem solving and investigation in the curriculum.
70. The school's National Curriculum test results in 2004 demonstrate that by the end of Year 6 pupils were very well above the national average and by the end of Year 2 they were above average. The difference between the two year groups is because in Year 2 there were, on that occasion, fewer pupils than expected gaining the higher level and this had an exaggerated effect on the overall result because of the small number of pupils involved. The school has learnt from this occurrence and teaching has improved this year to prevent it happening again.
71. Teaching has improved well and in some cases very well from 1999. For example, pupils currently in Year 6 progressed satisfactorily in Years 3 and 4, but started making very quick progress in Year 5 and Year 6. They are currently attaining above the national expectation. Pupils in Year 3 and Year 4 are now making good progress as a result of recent improvements in teaching in this class. Very good co-ordination has made sure that teaching has improved and pupils are progressing well in their learning. Lessons invariably contain lively teaching that makes the pupils bounce with enthusiasm. Teaching is full of ambition to raise standards and improve learning. The lesson for Year 5 and Year 6 pupils, devoted to studying the mathematical relationship between imperial and metric measures, was typical of others in the ethos of concentration created and the thought given to planning and delivery of the lesson's objective. Pupils were gripped by the different tasks for the various groups and showed a high degree of independence when asked to work alone or in pairs. The use of ICT to consolidate and extend pupils' learning in mathematics is most advantageous. The very good leadership and management in mathematics have brought about this and other improvements.
72. The relative weakness in most lessons relates to the way in which the lesson's objectives and the well-devised individual targets are discussed during and after the lesson. Sometimes teachers rely too much on pupils who indicate they know the answer and leave others without questions to keep them fully involved. Moreover, even when learning is discussed, there are too few chances for pupils to comment on what they found easy or hard and what they might need to do next time.
73. Throughout the school, pupils capable of more advanced work are challenged well to go beyond the usual standards for their age. For example, a higher attainer in Year 2 lapped up mental arithmetic questions about numbers up to and larger than 1000 and in Year 4 a gifted pupil revelled in more advanced work on decimals. It is the very thorough and detailed system of checking where pupils are up to in their learning through tests and regular marking that makes learning in lessons so relevant and well organised. Marking is generally very helpful in identifying where improvements can be made as well as praising good work, and only occasionally, as in the case of Year 1 and Year 2, do mistakes such as reversing numbers go unchecked. Teaching assistants often give very good help to pupils with special educational needs and they make good progress as a result. For example, in Year 3 some pupils were struggling to place information onto a graph displayed on the electronic whiteboard, but with calm persistence the teaching assistant was able to help the whole group succeed in this challenging task. All pupils, including average attainers, enjoy the investigations they are asked to do. For example, in Year 6 the class investigated the mathematics behind the system of Braille and enjoyed the process immensely.

Mathematics across the curriculum

74. Mathematics is used well across the curriculum. In science, pupils in Year 5 and Year 6, for example, use sensing devices to measure temperature and evaluate the results, which are displayed on the computer screen. Other lessons, in which computers are used to help pupils consolidate and extend their skill in calculation or to present information in graphical form, are often very successful.

SCIENCE

Provision in science is **good**.

Main strengths and weaknesses

- There has been very good improvement since the previous report and standards are generally above expectations.
- Teaching is good overall and in Years 5 and 6 it is very good.
- Pupils have good attitudes towards the subject and present work well.
- Some opportunities are missed for pupils to develop their own understanding of how they can improve.
- Occasionally tasks are not different enough to cater for the needs of the younger pupils in Year 3.

Commentary

75. The very good improvement in the subject is shown in all aspects. Teaching and learning across the school is good overall and there is very good teaching in Years 5 and 6. In the previous inspection, progress for this age group was unsatisfactory but pupils now achieve well and have performed at least as well as schools nationally for the past five years. Most work is well presented and pupils use charts and tables effectively. Pupils take pride in their work and link their learning in science to mathematics, literacy and design and technology. For example, they use tally charts, and design products to incorporate motors.
76. Pupils performed particularly well in the national tests and teacher assessments in 2004 to reach standards at the end of Year 6 and Year 2 which were well above the national average and above those of schools in similar circumstances. In 2004, there were many higher attainers, particularly in Year 6. There are slightly fewer this year, and currently standards across the school are above expectations.
77. Improvement since the previous inspection is typified by the very good assessment procedures and the identification and provision for higher attaining pupils. These pupils are now challenged well. Teachers have high expectations and set appropriately challenging work. Consequently, in 2004 the percentage of pupils achieving higher levels at the end of Year 2 and Year 6 was also well above that found nationally and above similar schools.
78. The subject is well led and managed and appropriately focused on raising standards through improved teaching and curricular planning to develop pupils' scientific enquiry skills. Pupils are expected to use correct scientific vocabulary and to be open to other ideas and possibilities. For example, in a very good lesson for pupils in Years 5 and 6, they were encouraged to think like scientists as they investigated the effect of varying devices in a series circuit. As a result, higher ability pupils began to think creatively. Even when pupils have very good knowledge and understanding they listen to other ideas and investigate these. Pupils who have special educational needs also achieve well in these aspects.

79. The extensive use of ICT and other well-prepared resources effectively motivates and supports pupils' learning and results in a good attitude towards science. Pupils often talk enthusiastically about their lessons. For example, in a lesson for pupils in Years 1 and 2 well-chosen resources and good support enabled pupils to become fully absorbed in their investigations into waterproof materials and to draw sensible conclusions. Higher ability pupils in Year 2 began to understand and express ideas about fair testing. Pupils are often organised into different groups and encouraged to discuss their work and to support and listen to each other. Consequently they behave well.
80. Although marking has generally improved and expectations are high, there is still room for improvement in ensuring that the teacher's written comments are followed up and understood. Opportunities for evaluating what they have learnt do not yet go far enough to develop pupils' own understanding of what they need to do next. Occasionally, work for the younger pupils in Year 3 is insufficiently well structured to take account of the differences in maturity and concentration in the Year 3 and 4 class.

INFORMATION AND COMMUNICATION TECHNOLOGY

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

Main strengths and weaknesses

- Standards are above the nationally expected level, which represents very good improvement since 1999.
- All pupils have frequent access to computers and this ensures good achievement.
- Very good co-ordination has resulted in a good, and sometimes very good, use of ICT across the curriculum.
- Pupils get too few chances to talk about how well they have done and what they need to do next.

Commentary

81. Provision is good because pupils go beyond the nationally expected levels by the end of Year 6 and achieve well in doing this. The quality of teaching is good throughout the school. It is greatly enhanced by the increase in resources available, in the respect of a room for computers, and computers and electronic whiteboards in all but one class. More pupils than ever before are able to get hands-on experience. This represents very good improvement since 1999 when standards were satisfactory, but pupils' achievement by the end of Year 6 was unsatisfactory.
82. In Year 6 pupils can use spreadsheets and relish the problems they are invited to solve. In one lesson, for example, they were asked to plan a trip to the funfair for some friends and spend no more than £30. This forced them to make decisions about what rides to go on and what food to buy. They were able to enter suggested information and change the cells when their ideas changed. They were competent in finding totals in various columns and engineering their model until it met the criteria. This is a good example because it typifies the way in which all pupils tackle their work in the computer room and the way they are taught. The Year 6 pupils worked with great concentration in pairs or individually. They persisted and consulted with the teacher in a mature fashion and the teaching assistant gave very well considered help to pupils with special educational needs. Teaching was very good because it set demanding challenges, drove the lesson on smoothly and offered supplementary tasks to pupils who could manage even harder work. The only drawback, which is a common one across the school, was that there was no time at the end for pupils to talk about their learning and to share any problems they had encountered.

83. By the end of Year 2, pupils are accomplished in many aspects of the curriculum. They can manage the basics of word processing and retrieve past text and make changes to it. Art software is used well, by all pupils, to create pictures, some of which are very sensitively composed and coloured. Many are skilled at programming electronic toys to move around the floor and they can find information on the Internet about, for example, their history topic on the Great Fire of London. The fact that so many pupils in the year can do these things demonstrates that standards are above what is normally expected and pupils are achieving well. Despite having computers and computerised gadgets at home, the work they do in school represents challenges in which they make good progress. This applies throughout the school.
84. The very good co-ordination has made sure that teachers know precisely how to assess pupils' work, that ICT is used productively across the curriculum and that the school knows exactly what still needs to be developed. It is the very good leadership that has helped pupils achieve well when many were making unsatisfactory progress in 1999. Forward planning and wise reflection ensure that the equipment, including electronic whiteboards used in most lessons, is used regularly and productively. Teaching assistants teach small groups of pupils in the computer room well and individual pupils complete basic arithmetic problems daily to boost their skills and confidence.

Information and communication technology across the curriculum

85. Pupils use ICT well across the curriculum. It is used very successfully in some cases, for example in music. Pupils glowed with pride when asked to enter information into electronic whiteboard presentation in front of the class, for example in mathematics. CD-ROMs and the Internet are frequently used to find information for topics. Programmable toys are used by younger pupils and electronic sensors are used well in Year 5 and Year 6 to measure temperature in science. There is a shortage of other equipment for pupils to extend this aspect of control and modelling, but the co-ordinator has this in hand. In one excellent music lesson, pupils in Year 3 and Year 4 composed spooky music, using computers, to accompany pieces of their creative writing. The superb teaching they received ensured that they made rapid progress and reached a high level of finished product and performance.

HUMANITIES

There were no lessons observed in geography and therefore it is not possible to make a judgement about provision in this subject. However, pupils' work was evaluated and discussions were held with the co-ordinator and pupils.

86. Pupils attain standards above the national expectations in **geography**, which represent good achievement. For example, pupils in Year 6 have a good understanding of the water cycle, points of the compass and bearings. They can talk about their work with nearly perfect recall, demonstrating successful learning in lessons. Moreover, older pupils have a good appreciation of how well mathematics is developed through geography and its relevance to other subjects such as religious education. Older pupils are fortunate in being able to enjoy a residential visit to a field study centre. This gives them a wider perspective on local geography. Pupils in Year 2 are beginning to be able to explain ideas such as how different kinds of weather affect people's behaviour. This is a step up from just learning the facts about different types of weather. The school's week devoted to studying different cultures provides an added, beneficial, dimension to pupils' achievement.

History

Provision in history is **good**.

Main strengths and weaknesses

- Standards are high and pupils achieve well.
- The quality of teaching and learning is good, and sometimes very good, resulting in very good attitudes to the subject.
- Cross-curricular links are made wherever relevant.
- Leadership and management are good.
- Assessment is thorough and constructive, but pupils are insufficiently involved in an assessment of their own work.
- The quality of completed written work is sometimes careless.

Commentary

87. Standards throughout the school are above average and pupils' achievement is good owing to the good teaching that exists. Relationships are strong and pupils are encouraged to do their best. Work set is suitable for the different abilities within each class and this means that all, including those with special educational needs, are able to succeed. Questions are continual, so that parts of many lessons become a dialogue between teacher and class. Because of this, pupils feel totally involved, and are interested and enthusiastic. Relevant links are made with other subjects. Pupils produce pieces of extended writing, although the finished products are sometimes careless because some pupils do not pay enough attention to the comments made by teachers when marking their work. A very good English lesson with Year 3 and Year 4 pupils continued their history topic, making learning about family trees wholly relevant. During one lesson, pupils in Year 5 and Year 6 produced a lively series of short plays depicting scenes from a Victorian childhood. In many lessons, there are opportunities for pupils to research using computers, and many pupils are becoming skilled in identifying relevant information for their topic. Displays are used effectively to celebrate and record what the pupils have done.
88. The quality of leadership and management is good. There is a good range of assessment tasks, which is used following each topic, that allows teachers to know how well pupils have done and what they need to do to improve. A new portfolio of work is being developed which already is beginning to illustrate what is entailed in each level of attainment. However, too few opportunities are provided for pupils to talk about the quality of their own work and this limits their learning overall. Pupils use a good range of resources, some of which are borrowed from museums to supplement the school's collection.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

There were no lessons observed in music and physical education and only one in design and technology. Therefore, it is not possible to make an overall judgement about the provision in these subjects. However, pupils' work and teachers' assessments were evaluated. In addition, discussions were held with the co-ordinators and pupils.

89. Standards of attainment, in **design and technology**, are above expectations with food technology and textiles as particular strengths. Standards have therefore improved since the previous inspection when they were about average. Pupils enjoy their lessons and are very proud of finished products. The quality of design and completion of finished product is almost always good. Teaching was excellent in a Year 5 lesson. As a result, pupils achieved very well and were highly motivated. The subject is very well led and managed and very detailed assessment of all units of work enables staff to plan focused work. All pupils are given opportunities to evaluate products from different cultures and learn about worldwide designs.

90. Standards in **music** are above those expected nationally at the end of Year 2 and 6 and pupils achieve well. This is mainly due to the well-devised plan for teaching music and the considered way in which pupils' musical talents are nurtured. For example, about a third of all pupils learn a musical instrument, many of whom perform regularly, including being involved in the Pendle Music Festival. Singing is developed very well and practice culminates in frequent performances. Many pupils are encouraged to sing solos, which has a spiritual effect on the way in which pupils' self-esteem is enhanced in response to this challenge. The use of ICT in enabling pupils to compose their own music is excellent. Cultural development is assured because the co-ordinator has organised for all pupils to be taught the rudiments of African drumming. Pupils really enjoy their lessons. They particularly like recorded music to which they listen in lessons and collective worship. The co-ordinator is very proactive in choosing the music and organising all other aspects of provision. This represents very good leadership and management.
91. The assessment of pupils' work demonstrates that standards in **physical education** are about average at the end of Year 2 and Year 6. Dance and gymnastics contain relative weaknesses and the school is rightly concentrating on the improvement of pupils' ability to move with grace and poise. Training is planned to improve the teaching of these areas and teachers have already received some training and advice from the local education authority. There are several sports clubs, which are well supported by parents and pupils, which include basketball, netball and football.

Art and design

Provision in art and design is **good**.

Main strengths and weaknesses

- Pupils' learning benefits from good teaching that ensures good achievement.
- Good co-ordination has created effective methods of assessment that are used well.
- The curriculum is usefully extended by ICT, club activities and involvement in local events.
- The use of sketchbooks is sound but rather limited.

Commentary

92. Standards are above those expected nationally by the end of Year 2 and Year 6. Pupils are achieving well because teaching is good and pupils' learning includes the frequent use of ICT to extend the range of activities.
93. Many pupils cite art and design as one of their favourite subjects alongside literacy and numeracy. This is because they love its practical nature and the fact that they are encouraged to be creative and contribute their own ideas rather than mimic the teacher's or copy directly the content of famous art. The study of famous art is tackled in a problem-solving way. For example, in Year 6 pupils were asked to produce a 'skyscape' in the vein of Van Gogh's *Starry Night*, but using some of the techniques found in David Hockney's work. This challenge produced some remarkable pieces, each one a unique interpretation of the task. This represented very good teaching, but in general teaching is good in the way that it enables pupils to succeed well. In Year 1, for example, pupils were excitedly mixing warm colours to paint bonfire pictures. They spoke with fervour about their work and the teaching assistant in charge used the activity well to enhance their vocabulary and sentence construction.
94. The good co-ordination of the subject has resulted in good assessment of pupils' work, clear direction for teachers and an extended curriculum that includes an art club and regular involvement in the Barrowford Arts Festival. Useful collections of pupils' work have been made that exemplify the kind of results that the school wants to promote. Pupils, throughout the

school, are regularly asked to use the same stimulus so that teachers can study the outcomes and discuss the development of artistic skills. For example, pupils have drawn and painted flowers. These demonstrate the good progress that pupils make, culminating in some finely detailed and subtly coloured still life pictures in Year 6. The co-ordinator has a good knowledge of what is taught because lesson observations have been conducted to complement the knowledge gained through collecting work and talking to pupils.

95. Teaching is good in the way that the various elements of art are tackled in a systematic way. Pupils in Year 2 have produced some very expressive self-portraits in charcoal and crayon using Modigliani's style and these skills have been extended and developed, for example, in Year 6 when pupils tackled the topic of perspective using charcoal, paint and fine material to create a textured finish. Sketchbooks are used satisfactorily in Years 3 to 6, but mostly for basic drawing and trying out ideas using pencil. They are under-used for developing ideas using paint and textiles, for example. Some pupils write about their art work, but this is not a frequent activity or one used in sketchbooks.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

Only two lessons were seen in **personal, social, health and citizenship education** so it is not possible to make an overall judgement on provision.

96. The school places great importance upon developing pupils' personal and social development and encouraging them to keep safe and well. As a result of the strong provision pupils' personal development is very good. The subject is well organised and taught separately and through other subjects. The strong links with the local community and other schools contribute significantly to pupils' personal development. Issues such as drugs awareness and sex education and relationships are included appropriately within lessons. The school makes good use of guidance provided by the local authority for teaching the subject to ensure it is embedded in the curriculum. In the lessons seen, teaching and learning were at least good and pupils achieved well. Pupils had good opportunities to express their feelings and discuss the qualities and importance of friendships. One of the strong features of the school is the high regard and value pupils place on their friendships with each other.
97. The co-ordinator leads and manages the subject well and is aware of the next stages of development. Pupils learn about the responsibility of citizenship through voting for class representatives to the school council. The council meets regularly and has worked successfully on issues that affect pupils' welfare directly. Provision is well supported through visitors including the 'Building Bridges' multi-faith group and themed events in school such as 'Cultural Week' where pupils learn about other cultures and faiths.

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	2
Value for money provided by the school	3
Overall standards achieved	3
Pupils' achievement	3
Pupils' attitudes, values and other personal qualities (ethos)	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	2
How well the curriculum meets pupils' needs	2
Enrichment of the curriculum, including out-of-school activities	3
Accommodation and resources	3
Pupils' care, welfare, health and safety	2
Support, advice and guidance for pupils	2
How well the school seeks and acts on pupils' views	2
The effectiveness of the school's links with parents	2
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	2
The governance of the school	2
The leadership of the headteacher	2
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).