

INSPECTION REPORT

**CHATBURN CHURCH OF ENGLAND PRIMARY
SCHOOL**

Clitheroe

LEA area: Lancashire

Unique reference number: 119418

Headteacher: Mr R Maude

Lead inspector: Mr J J Peacock

Dates of inspection: 27th –30th June 2005

Inspection number: 266593

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

© Crown copyright 2005

This report may be reproduced in whole or in part for non-commercial educational purposes, provided that all extracts quoted are reproduced verbatim without adaptation and on condition that the source and date thereof are stated.

Further copies of this report are obtainable from the school. Under the School Inspections Act 1996, the school must provide a copy of this report and/or its summary free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

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: 103

School address: Sawley Road
Chatburn
Clitheroe
Lancashire
Postcode: BB7 4AS

Telephone number: 01200 441426
Fax number: 01200 441426

Appropriate authority: The governing body
Name of chair of governors: David Ascroft

Date of previous inspection: December 1998

CHARACTERISTICS OF THE SCHOOL

The school is smaller than most other primary schools, with 103 pupils on roll; 61 are boys and there are 41 girls. The number is less than in the previous inspection when there were 115 on roll. However, the roll has been fairly static around the present level for the past three years. All of the pupils are from a white, British background. One third of pupils travel to school from outside the normal catchment area. This is about the same as previously. Pupils are from a wide and varied range of socio-economic backgrounds. Overall, the attainment on entry to the Reception class is in line with that normally expected for children of this age.

The percentage of pupils with special educational needs, at 19.4 per cent, is about average. There is 1.9 per cent with a statement of special educational need, which is below average. Currently, there are 20 pupils on the register for those with special educational needs and the school meets the needs of all but two of these from its own resources. Specialist help is provided for the remainder, most of whom have moderate learning difficulties. Mobility is more significant in some years than others. Only three pupils left and three joined the school last year but half of the Year 6 pupils did not begin their education at the school. The latest figures show that 10.5 per cent of pupils are entitled to free school meals, which is broadly in line with the national average.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
25344	Mr J J Peacock	Lead inspector	Foundation Stage
			Special educational needs.
			Mathematics
			Science
			Information and communication technology
			Geography
			History
19443	Mrs N Walker	Lay inspector	
23375	Mr J Hicks	Team inspector	English
			Art and design
			Design and technology
			Music
			Physical education

The inspection contractor was:

Eclipse Education (UK) Limited
14 Enterprise House
Kingsway
Team Valley
Gateshead
Tyne & Wear
NE11 0SR

Any concerns or complaints about the inspection or the report should be made initially to the inspection contractor. The procedures are set out in the leaflet '*Complaining about Ofsted Inspections*', which is available from Ofsted Publications Centre (telephone 07002 637833) or Ofsted's website (www.ofsted.gov.uk).

REPORT CONTENTS

	Page
PART A: SUMMARY OF THE REPORT	4
PART B: COMMENTARY ON THE MAIN INSPECTION FINDINGS	
STANDARDS ACHIEVED BY PUPILS	6
Standards achieved in areas of learning, subjects and courses	
Pupils' attitudes, values and other personal qualities	
QUALITY OF EDUCATION PROVIDED BY THE SCHOOL	9
Teaching and learning	
The curriculum	
Care, guidance and support	
Partnership with parents, other schools and the community	
LEADERSHIP AND MANAGEMENT	14
PART C: THE QUALITY OF EDUCATION IN AREAS OF LEARNING AND SUBJECTS	16
AREAS OF LEARNING IN THE FOUNDATION STAGE	
SUBJECTS IN KEY STAGES 1 AND 2	
PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS	28

PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

This is a very effective school. A key feature is the very favourable pupil to adult ratio which ensures that pupils of all ages and ability levels achieve very well. Standards in Year 2 and Year 6 are well above average. Led by an experienced and approachable headteacher, there has been a process of continuous improvement at the school. Governors and all staff have pupils' best interests at heart and together, they work most effectively as a team. Children in the Reception class and those with special educational needs are particularly well provided for. Relationships throughout are a strength and in this very supportive climate for learning, the different needs of all pupils are being met very effectively. As a result, the school is providing very good value for money.

The school's main strengths and weaknesses are:

- The well above expected standards in English, mathematics, science and information and communication technology (ICT) in Year 6.
- The very good leadership and management by the headteacher and governors.
- Teaching and the climate for learning are very good.
- Provision for pupils' personal development is very good and results in pupils' very good attitudes towards school and their learning.
- Children get a very good start to school in the Reception class.
- Pupils with special educational needs are very well supported and provided for in school.
- Pupils work is often untidy and the quality of their handwriting does not reflect the high standards being achieved.

Improvement since the last inspection has been very good. The previous key issue involving more challenge for higher attainers in the infant classes has been successfully resolved and this has raised standards significantly by Year 2. Resources for ICT have been improved with a computer suite and the latest whiteboard technology is installed in each teaching area, including the food technology room. Other aspects such as the provision for pupils' cultural development, the assessment of pupils' progress, teachers' marking, their lesson planning and school self-evaluation procedures have all been improved. However, there has been insufficient improvement in the neatness of pupils' written work in all subject areas.

STANDARDS ACHIEVED

The table shows the results achieved by 11 year olds based on average points scores in national curriculum tests.

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

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

Pupils' achievement is very good. In the national value-added tables, the school is in the top 25 per cent of schools. The above table shows that the school's overall performance varies from year to year. This is due to the relatively small numbers being tested and the disproportionate effect one individual pupil's performance can have. There is no marked difference in the performance of girls or boys and those with special educational needs invariably achieve expected levels of attainment throughout. Children in the Foundation Stage, which is the Reception class, achieve very well in all six areas of learning in their curriculum, benefiting from being in such a small single-age class. All make rapid progress and attain the early learning goals in each area, many well before the end of

their Reception year. Standards in English, mathematics and science for pupils in both Year 2 and Year 6 are well above average. Preliminary test results for 11 year olds in 2005 show three-quarters achieving at the higher level in science and almost half in English and mathematics, clearly demonstrating that higher attainers in the school achieve their true potential. Standards in ICT are above those expected in Year 2 and well above in Year 6. There was insufficient evidence to make reliable judgements about standards in other subjects.

Pupils' personal qualities, including their spiritual, social, moral and cultural development are very good. Pupils have a very good attitude and their behaviour is good. Some teachers have better strategies than others to curb over-enthusiastic pupils and stop them calling out in lessons. Bullying is not a problem at this school. Pupils love coming to school and attendance is well above average. Some pupils who act as 'Buddies' at break-times and those on the school council are often not sure about their precise role as they have not had any recent guidance or training.

QUALITY OF EDUCATION

The quality of education provided by the school is very good. Teaching and learning are very good. Assessment procedures have been improved and are now good with effective use being made of assessment information in teachers' planning. Teaching is a key strength throughout the school. Class teachers are supported very well by skilled and extremely conscientious teaching assistants and by parent helpers. This means that pupils often get individual attention. Other than three lessons on the first day of inspection, where teaching was satisfactory, all other teaching was good, very good or excellent. In the one example of excellent teaching, inspirational teaching by an enthusiastic teacher resulted in pupils being totally engrossed in their literacy work and it led to very high achievement. Relationships with pupils throughout are very good. Teachers' marking is very effective, giving pupils clear guidance on how to improve. However, insufficient attention is given to handwriting and the neatness of pupils' work which are often disappointingly untidy. The school provides good support and guidance for its pupils, overall and has developed a very good partnership with parents, other local schools and the local community.

LEADERSHIP AND MANAGEMENT

Leadership and management by the headteacher are very good. Key staff support him well. Governance is also very good. All statutory requirements are met. The long-serving headteacher is highly regarded and has deservedly won the confidence and respect of everyone. Parents, pupils and staff appreciate his dedication to the school, expertise and his approachability. Governors constantly monitor all aspects and challenge the headteacher and staff in a helpful and supportive way. Subject coordination is good as coordinators prepare clear action plans based on regular reviews of their subject. Aspects such as equality of opportunity for pupils and the staff's commitment to training and improvement are all judged to be very good. Strategic and financial planning are excellent.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Parents are very appreciative of what the school is doing for their children and are very supportive. Pupils know their views are important and have plenty of opportunities to share them with staff. Parents and pupils alike appreciate the warm friendly relationships with the headteacher and his caring staff.

IMPROVEMENTS NEEDED

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

- Improve handwriting and the neatness of pupils' work so that it reflects more closely the high standards being achieved.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning and subjects

The overall level of achievement for most pupils, including those with special educational needs is very good.

Main strengths and weaknesses

- Achievement in Years 2 and 6 is very good.
- Children do very well in the Foundation Stage in all areas of learning.
- All pupils with special educational needs make very good progress.
- The standard of pupils' handwriting and the neatness of their work needs improving.

Commentary

1 In the latest unpublished national test results for Year 2 and Year 6 pupils, there has been a significant improvement over the previous year. This reflects the emphasis that has been placed on further improving standards in English and mathematics over the past two years. It has resulted in the school achieving a national value-added score of 101, placing it in the top 25 per cent of schools nationally. This is a credit to the headteacher who has shown a strong determination to continuously improve all aspects and teachers' willingness to work very effectively as a team, concentrating on providing the best possible education for pupils. The very good relationships between staff and pupils and the very favourable pupil to adult ratio add significantly to the quality of learning. These factors along with the very good quality of teaching and learning combine to create a very good climate for learning and make the school as successful as it is.

2 Children in Reception enter with skills for their age that are generally in line with those expected. They achieve very well and quickly attain the goals expected in all areas of learning well before the end of their Reception year. All make very good progress because of the very good quality of provision for them. The most successful aspects were found to be developing children's language skills, their number skills and their knowledge and understanding of the world. These areas of learning are particularly well taught. In the scrutiny of work, the amount of topic work and science investigations completed by Reception children was impressive. As a result of the number of adults available to support learning in the class, children quickly gain confidence and willingly answer questions or explain their views. The attractive and imaginatively set out teaching areas such as Chatburn Airport and very good range of resources make the Reception class an interesting and exciting place for children to learn.

3 In the 2004 national tests for Year 2 pupils, standards compared to all schools were well above average in reading and above average in writing and mathematics. Pupils' performance was well above average in reading and mathematics and above average in writing compared to pupils in similar schools. The performance has been achieved despite relatively small year groups where each pupil represents a high percentage figure and there are some pupils with special educational needs. The provision for pupils with special educational needs is very good, enabling all to achieve very well in relation to their ability. In the unpublished figures for 2005, every pupil achieved the expected level and about a quarter achieved the higher level 3. In the teacher assessments for science, the figures are similar, equalling last years performance. The consistently high standards in the national tests are a direct result of the very good quality of teaching at the school and pupils' very good attitudes. In the current Year 2, inspection evidence shows that standards are well above average in English, mathematics and science.

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

Standards in:	School results	National results
reading	17 (18.1)	15.8 (15.7)
writing	15.5 (17.0)	14.6 (14.6)
mathematics	17.2 (19.0)	16.2 (16.3)

There were 26 pupils in the year group. Figures in brackets are for the previous year

4 There has been a significant level of improvement at Year 6. Inspection evidence shows that standards in the current Year 6 are well above average in English, mathematics and science. Pupils' overall performance varied in the 2004 national tests in English, mathematics and science due to the impact of one or two pupils' performance and the relatively small numbers involved. In the national tests for Year 6 pupils last year, overall standards were in line with all schools for English, above in mathematics and below average in science. In relation to pupils prior attainment, standards were above average in English, well above in mathematics and below in science. The unpublished figures for 2005 are much improved with every pupil, including those with special educational needs achieving the expected level. Almost half (44 per cent) achieved at the higher Level 5 in English and mathematics. In science, pupils' performance was even more remarkable with 75 per cent achieving at Level 5 or above. A detailed assessment of all pupils work in Year 6 shows that all pupils are achieving very well in relation to their starting point on entry to school and there is no significant difference in the achievement of girls and boys. One important area for improvement is the neatness of pupils' written work. In most pupils' exercise books, the standard of handwriting does not reflect the high standards being achieved throughout.

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

Standards in:	School results	National results
English	27.4 (26.4)	26.9 (26.8)
mathematics	28.3 (26.7)	27.0 (26.8)
science	27.9 (27.9)	28.6 (28.6)

There were 14 pupils in the year group. Figures in brackets are for the previous year

5 Standards are above those expected in ICT for Year 2 pupils and well above for Year 6. The school is very well resourced with computers and these are used effectively to support pupils learning in most subjects. Teachers are rapidly coming to grips with the latest computer-linked whiteboards and some are making good use of them in lessons. As other subjects were only sampled, there is insufficient evidence to make secure judgement on overall standards. In the few lessons seen however, the very good quality of teaching and learning resulted in all pupils achieving very well.

6 The achievement of pupils with special educational needs is very good. Through quality, well directed support, very good teaching and planning, they are able to successfully reach the targets set for them. In almost all cases each year, these pupils achieve nationally expected levels in the national tests. In 2005, the unpublished figures show that every pupil in Year 2 and Year 6 achieved the expected level with the exception of one in mathematics. The achievement of the highest attaining pupils is also very good. In lessons, high attaining pupils are well catered for and activities are well planned to meet their specific talents, offer them challenge and extend their learning.

Pupils' attitudes, values and other personal qualities

Pupils' attitudes are very good and they behave well. Pupils' spiritual, moral, social and cultural development are very good. This is a further improvement on the good standards reported in the previous inspection. Pupils' attendance is very good and they are very punctual. The provision for their personal development is very good.

Main strengths and weaknesses

- The school has a very good ethos and is very inclusive.
- Pupils have very good attitudes to school and behave well.
- Some school council members and playground buddies are not sure of their roles.
- Adults and pupils enjoy very good relationships with one another.

Commentary

7 Provision for pupils' spiritual, moral, social and cultural development is now very good and there is constant reinforcement of values. The provision for pupils' personal development is also very good and they have very good attitudes to school. Pupils behave well in lessons although some find it hard to control their enthusiasm and call out answers instead of waiting to be asked. They behave sensibly in outside play areas and move around the school quietly. Pupils of all ages display very good table manners at lunchtime and this reflects the high expectations and encouragement of the very caring lunchtime supervisors. Pupils treat each other and adults, including visitors, with politeness and consideration. The very good ethos of the school owes a great deal to this social harmony and ensures that pupils of all abilities are fully included. This enables staff and pupils to work together effectively, maintaining an essential focus on teaching and learning. The school has a number of systems for encouraging and recognising good work and behaviour. Pupils show great pleasure when presented with certificates marking particularly good behaviour, achievement or attitudes. This encourages them to strive to achieve higher standards as a result. The school has only excluded one pupil in the last seventeen years. Pupils have a great respect for the feelings and values of others. This means that bullying is very rare and reported incidents are dealt with promptly and effectively. The school rarely has pupils from different ethnic groups but the school is careful to teach pupils the customs and traditions of many other cultures so they are appreciated and respected.

8 Pupils feel valued and believe that their opinions count. There is a very new School Council and this is already beginning to contribute to the life of the school. For example, they agreed to open the school "Worry Box", in which pupils place written suggestions or concerns, at every meeting of the Council. This enables them to consider significant issues quite swiftly. Two pupils from each class act as representatives and the Chairperson and Secretary are both pupils from Year 6. Pupils say they really enjoy taking on responsibilities when given the opportunity. Older pupils help to integrate new pupils including those entering the Reception class. They perform a valuable service in supporting younger pupils when they act as Playground Buddies but there is no specific training or role play sessions to help them fulfil their role more effectively. Pupils take responsibility for a number of other tasks such as shutting down computers and caring for aspects of the school environment. Older pupils organise an annual coffee morning to thank parents and others from the community for their work in the school. The school also encourages pupils to show initiative as happened when they ran a rounders game to raise money for the Down's Syndrome charity.

9 Provision for developing pupils' spiritual awareness was satisfactory at the time of the last inspection and it is now very good. Improvements have included a doubling of the curriculum time dedicated to religious education and the purchase of many multi-cultural artefacts. The school works hard to make pupils aware that there is much more to life than meets the eye. However, there are few specific references in teachers' planning to define opportunities for developing spirituality through the subject curriculum. Pupils are taught values such as care of the environment and personal, social and health education. School assemblies contribute most effectively to the spiritual development of pupils. Circle Time is included in classes and this provides pupils with a valuable opportunity to share their concerns and thoughts in a constructive and supportive atmosphere. Older pupils also enjoy "Hot Seating" where they put themselves in the position of others and see situations from a different point of view.

Attendance

10 The school has good procedures for monitoring and securing the attendance of pupils. The very good levels of punctuality and attendance are commendable and are equally due to parental support and pupils' positive attitudes. Pupils really like coming to school because school life is interesting, satisfying and socially stimulating for all its pupils. There have been no exclusions over the past year.

Attendance in the latest complete reporting year (96%)

Authorised absence		Unauthorised absence	
School data	3.9	School data	0.0
National data	5.1	National data	0.4

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

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The quality of education is very good. The quality of teaching is a strength of the school. The curriculum is good, meeting statutory requirements and providing a very good range of opportunities for enrichment both within and outside of the school day. Children in Reception are very well provided for, as are those with special educational needs. There are very strong links with parents, the community and other schools.

Teaching and learning

Overall, the quality of teaching and learning are very good. Assessment procedures are good and teachers use assessment information effectively in their planning.

Main strengths and weaknesses

- There is a very generous pupil to adult ratio and all staff work exceptionally well as a team.
- Teaching is consistently good, very good or excellent.
- Excellent use is made of the skilled and extremely conscientious teaching assistants.
- Pupils with special educational needs are very well taught and supported.
- The quality of marking helps pupils to improve the standards they achieve.
- Teachers allow pupils too much leeway in the presentation of untidy work.

Commentary

11 There have been few staff changes since the previous inspection. This stability of staffing is a strength in itself as parents, pupils and teachers develop a close and trusting relationship. The careful management of the school finances means that the school has a much bigger than usual contingency fund and this is being used wisely and to good effect to provide very generous staffing levels. Staff have had the time to build up an excellent working relationship with one another and teamwork is another strong feature. All staff are extremely conscientious and totally focussed on providing the best possible education for the pupils in their charge. Under the guidance of the headteacher, all work very effectively as a team and all are constantly looking to improve their teaching performance. As a result, the quality of teaching is a key strength, largely responsible for the high standards being achieved by all pupils and their very good attitudes towards school.

12 Parents are very appreciative of the very good relationships pupils enjoy with staff. This is an important factor, giving pupils confidence. Teachers work very hard to ensure that every pupil reaches their full potential. There is an air of calm in every class as teachers ask for and get good behaviour from all pupils. Lesson planning is good and teachers succeed in inspiring pupils of all ability levels to do their best. This results in almost all achieving expected standards in the national

tests and higher attaining pupils doing well. However, some teachers' planning does not sufficiently identify opportunities for pupils to use their literacy and computing skills in each subject area.

13 Each teacher makes excellent use of the skilled teaching assistants to ensure that pupils of all ability levels are kept busy and challenged. On one day during the inspection, for example, a pupil with special educational needs was observed receiving individual attention in class and on two further occasions out of the class with three different teaching assistants. This is a high level of support and it is helping all pupils to achieve very well. Foundation Stage children benefit from close adult support and all pupils work very well for the highly skilled teaching assistant with specialist ICT knowledge.

14 All teachers are routinely and regularly involved in monitoring the quality of their work and often discuss strengths and weaknesses collectively. All are determined to bring about improvements and to maintain the high expectations that they have for themselves and the school. This has a major impact resulting in the very good quality of learning which is achieved throughout the school. Equality of opportunity is promoted very well for all pupils throughout and great care is taken to ensure that pupils with special educational needs are fully involved in lessons and set appropriate tasks.

15 Teaching in the Foundation Stage is very good in all six areas of learning and this ensures that all children make rapid progress. The very favourable adult to child ratio means that individual children get the support they need when they need it. Working in small groups in this single age class usually with the close support of the teacher, teaching assistant or parent helper helps to establish the very good relationships, which exist between children and all adults. It is a key feature, helping children to settle in quickly and gain in confidence. All staff plan lessons together and work very well as a team. All have the highest expectations of the children and they provide a good and imaginative curriculum, which meets children's needs well. All children, whatever their ability or special needs are supported very well during lessons. Information from effective assessment procedures is used very well to plan work at the correct level for all children, including those with special educational needs. As a result, all children build successfully on their skills and knowledge.

16 Examples of very good and on one occasion excellent teaching were seen in all classes. Teaching of this high standard occurred in half of the lessons seen and was characterised by the relationship between the teacher and pupils, a very good pace being maintained, which ensured pupils concentrated throughout and challenging tasks. In the one example of excellent teaching seen, pupils were asked to evaluate adverts for impact, appeal or honesty. The teacher displayed a high level of subject knowledge and teaching expertise. The teacher's enthusiasm, pace and excellent rapport with pupils captured their interest. All were totally engrossed and responded eagerly to the task.

17 Teaching of pupils with special educational needs is very good. A thorough system of identification informs teachers' planning which results in these pupils receiving work which is well matched to their ability, in line with their targets but with a level of suitable challenge. Pupils are fully included in all lessons and support staff intervene appropriately in order to extend their learning. Contributions made by these pupils in class are very good and clearly valued by the staff. The individual targets for English and mathematics as well as those more specific to individual needs are discussed with pupils to carefully monitor progress and how well targets are being met.

18 There are good procedures for assessing pupils' achievement and teachers make good use of the information when planning future work for pupils. Teachers' detailed planning ensures that the needs of individual pupils, including those with special educational needs are met very well. Detailed assessments are made of individual pupil's progress as they move through the school and challenging new targets are set. Teachers' marking is very effective. It gives pupils with special educational needs and all other pupils lots of guidance on how they could further improve their work. However, one aspect is often ignored. That is the neatness of pupils' handwriting and presentation of their written work. In the scrutiny of completed work, it was difficult to match the standards being achieved with the quality of pupils work in their books as it was untidy.

Summary of teaching observed during the inspection in 24 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
1	11	9	3	0	0	0

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

The curriculum

The school curriculum is good. It is broad and balanced and is based on Christian values. The basic curriculum is enriched by a good range of visits to interesting locations and visitors with particular knowledge and expertise. The accommodation has seen further important improvements and is now very good. Resources for teaching and learning have been steadily improved since the previous inspection. They are now good in all subjects except in information and communication technology where they are very good.

Main strengths and weaknesses

- Classroom support assistants combine very well with teachers so that pupils gain from being taught in smaller groups.
- Provision for pupils with special educational needs is very good.
- The basic curriculum is very well enriched and enhanced by educational visits, interesting visitors and a very good range of after-school clubs.
- Staff take full advantage of the very good accommodation and good resources.

Commentary

19 The school provides a good curriculum based on the National Literacy and Numeracy Strategies and the latest curriculum guidance, sometimes modified to meet the needs of small schools. Pupils appreciate the very good range of extra-curricular activities and support them well. After-school clubs include judo, choir and guitars as well the normal range of team games. All pupils aged between seven and 11 have the opportunity to learn to play the recorder. The curriculum meets the requirements of the National Curriculum and the Diocesan Syllabus for Religious Education. Teachers show very good levels of competence in using the National Literacy and Numeracy Strategies. Pupils learn the basic skills very well and teachers develop these systematically as pupils pass through the school. Pupils use their literacy and numeracy skills very effectively in other subjects such as science and geography. Pupils' learning, especially in areas like drama, music and religious education, is enhanced by working with visiting groups and other individuals with particular expertise. Pupils also visit a number of different locations, including local industries, to learn from direct, first-hand experience.

20 The school has decided to forego a deputy headteacher choosing instead to increase the number of classroom teaching assistants. As a result of this policy there is a particularly good adult to pupil ratio. This enables the school to provide a lot of teaching in small groups which helps to overcome the difficulties of mixed-age classes. The quality and experience of classroom assistants is very good. They often possess particular expertise in specific areas of the curriculum. This, together with very good levels of teamwork, is particularly effective in areas such as information and communication technology, art and design and literacy.

21 Provision for pupils with special educational needs is very good and they achieve as well as other pupils. Teachers identify those pupils with specific special needs at a very young age and use informal and formal procedures very effectively to address their needs. The subsequent regular, high quality learning support often enables these pupils to attain normal standards in National Tests at Year 6.

22 The school accommodation was good at the time of the previous inspection and has been further improved so that it is now very good. Classrooms are now larger and there is good provision

for the library facilities. There is now a well-equipped room for information and communication technology. The good teaching resources have been thoughtfully enhanced in line with the school's priorities and are particularly good in information and communication technology. Staff take full advantage of these improvements so pupils' learning is enhanced and they achieve very well as a result.

Care, guidance and support

There has been an improvement since the previous inspection. Provision for pupils' care, welfare, health and safety is now good. The support, advice and guidance on offer to pupils remains good and parents are pleased with this aspect of the school's work. The school is good at involving pupils through seeking, valuing and acting on their views.

Main strengths and weaknesses

- Arrangements to help new pupils to settle into school life are very good.
- Very good relationships, calm and well-ordered routines provide a supportive environment where pupils feel comfortable and secure in themselves.
- Some pupils who act as buddies are unsure of their role.
- Staff are extremely knowledgeable about each child's individual needs.
- The school is small enough for staff to understand pupils' views very well.

Commentary

23 Pupils' welfare is uppermost in this school. Staff are well informed about what needs to be in place and all aspects of health and safety are conscientiously addressed. The secretary and caretaker work very well with the rest of the staff to complete an impressive team who diligently oversee pupils' health, safety and general well being every day. Although the radiator next to where the packed lunches are stored is kept switched off, it is the inspectors view that better arrangements could be provided for pupils' lunch boxes. The school grounds and buildings are immaculate and this care is reflected in the way pupils appreciate and respect the fabric of the school. Regular emergency drills, risk assessments and general staff training ensure that the school operates as a safe environment for all. Although the many visits out of school are very carefully planned and supervised, some of the risk assessments prepared prior to visits out of school lack detail.

24 Child protection arrangements are well known to all staff who know individual pupils very well in this relatively small school. Effective links exist with a range of outside agencies, who offer good levels of support.

25 The school invests much time in continuing professional development aimed at supporting children's individual needs and their personal development. In 2004, for example, staff looked at issues surrounding Healthy Schools, personal, social and health education and citizenship (PSHCE), health and safety and special needs. All pupils are treated as individuals; staff and pupils have a very clear understanding of each individual's targets and make sure these are attained. Pupils with special educational needs are offered high levels of support. Parents are carefully included in all reviews and are able to complement the work of the school.

26 Effective links with pre-school groups ensure that staff can help new children to settle quickly at the start of the year. Pre-school lunchtime arrangements and visits familiarise children and parents with their new surroundings and children are able to settle in quickly in this caring environment.

27 From their very first day in school, the headteacher and staff encourage pupils to talk to adults about anything and everything. In lessons, teachers encourage pupils to express their views, promoting in-depth discussions where pupils can exchange feelings and opinions without fear of ridicule. Pupils grow in confidence as they mature and are constantly stimulated by teachers asking 'How?' 'Why?' and 'What?' From time-to-time, pupils complete questionnaires about specific aspects of school life. The school council gives staff and pupils even more opportunities to interact

with one another. However, some of the pupils who act as 'Buddies' at break-times and those on the school council are often not sure about their precise role as they have not had any recent guidance or training. A training process was implemented two years ago but has not been repeated for new buddies or council members.

Links with parents, other schools and the community

The school maintains very good links with parents, other schools and the community.

Main strengths and weaknesses

- Parents are very supportive of the school.
- There are very effective links with local schools.
- Close interaction with the community enables pupils to develop new skills and interests.
- Information on what is being taught each term is only available on the school website.

Commentary

28 Parents support for the school is just as strong as it was at the time of the previous inspection. Five out of the 11 questions in the previous report were agreed by every parent who responded. There were no significant areas for the inspection team to follow up in the latest questionnaire. They say that they are particularly pleased with the quality of teaching, the progress that their children make and that staff expect pupils to work hard. Parents appreciate the close relationships which exist between them, the headteacher and his staff. School values the opinions of parents highly and acts well on their views.

29 The headteacher, governing body and staff go to great lengths to ensure that parents know what is happening in school by sending out regular newsletters. However, information on what is being taught each term relies on parents making the effort to ask about this or having to look on the school website. Access to this information is obviously difficult for parents without computers. Parents of pupils with special educational needs are involved at every stage and play a key role in the process of identification, target setting and review. Staff time and energy are given to providing just the right amount of information for these parents. Publications such as the prospectus and the regular newsletters are interesting to read and easily digested. Written progress reports to parents contain much evaluative comment and suitable targets towards which pupils should strive. In the Foundation Stage, parents receive a detailed breakdown on how their children are progressing in each of the six areas of the Foundation Stage curriculum.

30 Parents participate in many of the celebrations and events that are planned and many attend the weekly Golden Awards assembly. The 'Friends of the school' is a vibrant organisation and is at the centre of the school's social programme. Some parents come in to help in lessons and are generous with their time and skills. The school nurtures any specific parental expertise and encourages parents to come in and share their knowledge with the children.

31 The school has been most successful in establishing links with local schools. Staff have shared expertise and experience with colleagues and the school has supported others with specific needs. These links have also given staff the opportunity to extend their own professional development and have been very worthwhile. The headteacher has taken this role very seriously and the school enjoys a very strong reputation locally. Links with the pre-school and secondary school are very good. Pre-school children have lunch every day in main school with all pupils. This adds considerably to their emotional well-being, reducing the stress for them when they start full-time school. Very many master classes and other visits to secondary make for a smooth, worry-free transition at age 11 and helps continuity of academic work.

32 The school nurtures its close community links very carefully and makes the best possible use of local skills to enrich pupils' learning. Local businesses offer experiences to enhance academic work as well as monetary donations. Very good use is made of visiting artists, drama

groups and musicians who come in to expand children's educational experiences. Local service providers regularly come in to talk to pupils about their role of service in community life.

LEADERSHIP AND MANAGEMENT

Overall leadership and management are very good. The leadership of the knowledgeable headteacher is very good. Governance is very good and the governing body ensures that all statutory requirements are met. Leadership by key staff is good, overall. The size of the school and its financial resources and the way staff and governors work as a team are the key aids to improving the quality of provision and the main barrier to learning is the variation in the number in each year group.

Main strengths and weaknesses

- The school is led by a very approachable and experienced headteacher who is a very good role model for staff and pupils.
- Governors are incredibly loyal and very supportive, having the best interests of the school at heart.
- The school's concern for the needs of individuals is very commendable.
- The professional development of staff is very good.
- Financial and strategic planning are excellent.
- Maintaining the current class structure is difficult as year group sizes vary.

Commentary

33 The long-serving headteacher has deservedly won the respect of parents. They acknowledge his commitment to the school and high level of expertise. All appreciate his approachability and the 'open door' policy he has created, where parents are made to feel welcome and valued. Staff know pupils well and the very favourable pupil to adult ratio very effectively promotes the very good relationships which exist in the school. Teachers know pupils well and ensure that individual needs are very effectively catered for in lessons. The headteacher, leading by example, is an effective leader. Teachers tend to stay at the school for a long time and the stability in staffing is a strength in itself. They feel valued and are fully involved in all management decisions.

34 Governors are justifiably proud of their school and are an integral part of its success. They are extremely conscientious and visit often. Each visit has a purpose. For example, when they have helped to *decide* the priorities for action, governors agree what the criteria for success are going to be then conduct an audit to establish a starting point. Their reports following each visit give a good picture of the current situation but often lack a summary which clearly identifies key strengths and areas for development. Termly progress reports are undertaken by the headteacher and reported to all governors. All aspects of school are closely and routinely monitored and governors consider it part of their role to challenge the headteacher and staff in a helpful and supportive way.

35 It is not surprising that with the very good commitment to continuous improvement shown by the headteacher and governors that the school has developed some good procedures to monitor and evaluate all aspects of its work. Subject co-ordination is good as co-ordinators play a vital role in monitoring and evaluating their subject areas. Each teacher has two or three subject responsibilities and a three year plan ensures all are reviewed in rotation. The stability in the staffing has meant that there have been few changes to co-ordinators areas of responsibility. Consequently, all have developed a good knowledge of the strengths and areas for development in their subjects. All are deeply committed to developing their own subject expertise and detailed records of training courses attended amply demonstrate that commitment. Each year, all co-ordinators prepare clear action plans based on rigorous and regular reviews of their subject. Those that are identified as priorities for action are dealt with in more depth than others and funded accordingly. All governors and teachers are responsible for evaluating the quality of teaching and

learning each term and reporting their findings. As a result, pupils very good level of achievement is being maintained year on year.

36 A very clear vision, strong sense of purpose and high aspirations for the school and its pupils has ensured equality of opportunity for all. Concern for the needs of the individual is paramount and this has resulted in the very good relationships which exist between staff and pupils. The provision for pupils with special educational needs is very effectively managed by the special educational needs coordinator who has a very good knowledge of all the pupils on the register, keeps detailed records and liaises closely with parents and out side agencies. An appointed governor for special educational needs also plays a vital monitoring role and the close family atmosphere in the school ensures that the specific needs of each pupil are effectively met and this enables pupils to achieve very well. The special needs of any pupils who have a special gift or talent are also well documented and provided for by teachers.

37 The financial expertise of some governors is used most effectively to allocate budgets and check carefully that the best value is being obtained from all expenditure. Governors know the school well and along with the headteacher have an excellent long-term view with alternative strategies in place to ensure that the school budget is managed effectively, giving maximum benefit to pupils. However, maintaining the present two year groups per class is difficult sometimes as the size of year groups varies considerably. It has resulted in a class of 33 in the Year 3 and 4 class. Arrangements to teach each year group separately each morning are working well but this is expensive.

Financial information

Financial information for the year April 2004 to March 2005

Income and expenditure (£)		Balances (£)	
Total income	310,901	Balance from previous year	93,375
Total expenditure	325,512	Balance carried forward to the next	78,764
Expenditure per pupil	3,129		

38 The expenditure per pupil is based on 103 pupils who were in school during the financial year. The school benefited from a substantial amount of additional funding when it managed to secure a 90 per cent grant to cover the cost of building work to enlarge classrooms. Money was set aside to further improve the building and only 10 per cent of this was needed when a second grant was successfully negotiated by the headteacher. As a result, the school has an exceptionally large contingency, well outside acceptable limits at 25 per cent. However, an extremely detailed strategic plan shows how this is to be reduced over the next three years. The school plans to maintain the current class organisation whilst it has the funds to do so. This structure gives Reception children a very good start to their schooling. The additional funding also provides the very favourable pupil to adult ratio which benefits all pupils and results in very good achievement throughout.

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

AREAS OF LEARNING IN THE FOUNDATION STAGE

39 Children enter the Reception class, which covers the Foundation Stage, in September after their fourth birthday. The school currently has sufficient funds to keep this as a single age class when all others have two year groups in them. There are currently only 14 children attending, 12 boys and two girls. There is a spread of ability on entry but overall it is in line with the level expected for children of this age. Children make rapid progress from entry and usually all achieve the Early Learning Goals well before the end of the Foundation Stage in all areas. At the time of the inspection, for example, all but two had achieved the targets set for them. This is an improvement since the last inspection when provision was satisfactory and the progress children made was also satisfactory. Reception children then were in the same class as Year 1 pupils. The overall quality of teaching is very good. The very favourable ratio of adults for the number of children ensures individual children get a very good level of attention in class. Teaching assistants and parent volunteers support the class teacher very well providing the individual help for children where necessary. An initial detailed assessment is carried out for every child shortly after they are admitted. The teacher now uses the information provided very well to plan appropriate tasks for children of different ability levels, showing that the weakness identified in the previous report has been corrected. The assessment is repeated in June to find out how much progress has been made by each child. Accommodation and resources are very good. Children have good access to computers and resources generally have been improved significantly. For example, boys and girls are very well provided for with a good range of outdoor wheeled toys and construction sets which the boys in particular enjoy using.

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

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

Main strengths and weaknesses

- Children achieve well because of the very good teaching and amount of individual attention they receive.
- Every opportunity is taken to enhance children's development in this area of learning.
- Very supportive relationships are quickly established in this small class so that children feel confident and happy.

Commentary

40 Children make very good progress thanks to the clear routines and the close supervision of adults. Children are encouraged to dress and undress themselves, wash their hands and tidy up the classroom and are given instruction and assistance in an effective and sensitive manner. They collaborate well together and know how to share and take turns. The group catching fish from the pond behaved very responsibly, for example. Most respond quickly to instructions from the teacher and achieve well even when not directly supervised. The calmness and consistency of the adults provides a very good example for the children on how to work effectively in a considerate yet stimulating atmosphere.

41 Children are continually praised and taught early to appreciate and celebrate the efforts of others. A display showing a photograph of the 'stars of the week' effectively rewards effort. Children quickly learn the conventions of working together in a variety of situations, often showing concern and consideration for each other. In a role play situation, for example, children did not rush to get the front seat in their aeroplane after leaving the check-in area. The small class size helps children to feel secure and confident with each other and with adults.

42 Behaviour is good in the classroom and the playground. However, the teacher and adults, on occasions, allow over enthusiastic children to call out. It sometimes means that the 12 boys tend to dominate some sessions, not giving the two girls chance to answer. Generally, levels of

concentration, curiosity and the willingness to work hard on tasks are well above what would normally be expected from children of this age.

COMMUNICATION, LANGUAGE AND LITERACY

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

Main strengths and weaknesses

- Teachers and support staff take every opportunity to develop the children's language skills and the quality of their teaching is very good.

Commentary

43 The very good teaching in this area enables children to achieve very well. Developing literacy skills has been a school priority for the past two years and the raised emphasis has succeeded in improving standards significantly. Children are given many opportunities to develop their speaking and listening skills and they quickly learn rhymes and songs that they perform with accuracy and enthusiasm thanks to the encouragement and praise given by staff. They have access to a stimulating and colourful range of books and are regularly exposed to new language and vocabulary. The teacher skilfully builds up their knowledge and their confidence to engage in speaking, through carefully structured sessions such as class Story Time and role play situations. Children are confident when writing and their work is displayed and celebrated. The topic about Australia provided children with good opportunities to learn new words such as outback and continent and to write captions for their art work showing Ayers Rock and Aboriginal designs. All can write their own names and most can write sentences and develop a simple narrative. The teacher is exceptionally skilled at making links between words and pictures in text to develop children's powers of comprehension and prediction. Spelling is particularly good as a result of the emphasis placed on learning letter sounds. Learning these is often made fun as children jump across an imaginary river if they get their letter sounds correct. Most children have very good reading ability for their age and can also produce legible, meaningful handwriting. All have a very good attitude to reading and writing and are able to concentrate for long periods when trying to write their own sentences.

MATHEMATICAL DEVELOPMENT

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

Main strengths and weaknesses

- Teachers plan a wide range of activities to support mathematical learning, which ensures that children achieve very well.

Commentary

44 As a result of the very good teaching they receive, children achieve very well in this area of learning. The range of tasks is varied and each is adapted to meet the needs of individual children. Children have a good grasp of numbers and all managed to compare two, two-digit numbers, counting on and counting back using, for example, 58 and 44 as starting and finishing points.

45 Children can sort and count confidently and understand simple mathematical terminology. When asked to count a large number of objects in one session, it did not take long for some to sort and count in twos, fives or tens. Most can recognise and order numbers up to 100. Good use is made of the class computers to reinforce 2D and 3D shapes. The pace of one very well planned lesson and the high expectations of the teacher resulted in very high levels of achievement. Children enjoy collecting information such as measuring using non-standard measures. Distances are measured in footsteps or hand spans. Some show understanding of how to present data using computers and most are able to produce a simple graph of their results.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

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

Main strengths and weaknesses

- Staff plan activities and use questioning very well to enhance children's knowledge and understanding of the world around them.
- ICT is used effectively to support children's learning.

Commentary

46 A stimulating and well planned range of activities is made available to children of all abilities and the very effective teaching ensures high achievement. All appreciate the importance of the Rainforest and know some of the animals and birds that live there. Children produce colourful rainforest birds, Aboriginal art patterns or cutting up and sequencing stories. All enjoy taking turns to care for the class gerbils and fish.

47 Children cover an impressive range of history, geography and science related work. They have good opportunities to explore and investigate outside the classroom, visiting places of interest such as farms and the village shops. Chatburn Airport corner encourages role-play. All demonstrate a good understanding of passports and airport routines before flying off on holiday. Their concept of time is good and all are able to sort holiday photographs, finding the oldest and explaining why it was taken long ago.

48 Children make very good progress with their computer skills and can access, save and print information before they reach the end of the Foundation Stage. Staff take every opportunity to encourage children in the use of computers and are skilled in building on children's existing abilities with the result that they achieve very well.

PHYSICAL DEVELOPMENT

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

Main strengths and weaknesses

- The much improved outdoor resources are used very effectively.
- Children are developing high levels of skill and confidence using large construction toys in the classroom.

Commentary

49 Children achieve very well as a result of the skilled teaching they receive. Children show increasing confidence in handling small objects and demonstrated good coordination and confidence when balancing on one leg or using the very good range of wheeled equipment in their outdoor play. All thoroughly enjoyed using the small bikes and trikes on the playground. They shared the equipment responsibly and responded well to the directions of adults. There are good opportunities for role-playing such as boarding an aeroplane or trying to splash one another in imaginary puddles. The boys in particular enjoy using the very good range of large construction toys. Staff are quick to involve children in conversation about what they are making and this helps to effectively develop their language and communication skills.

50 In one outdoor lesson, all children enjoyed travelling around the playground by bouncing, spinning and hopping. They splashed in the imaginary puddles with glee!. The level of support was very good as children worked in very small groups of four, each supported by an adult. All achieved very well in the lesson thanks to the close adult attention.

CREATIVE DEVELOPMENT

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

Main strengths and weaknesses

- Children use materials imaginatively to create atmospheric pictures such as those of Australia.
- Teachers use a good range of stimulating art materials to provide opportunities for children to explore and experiment.

Commentary

51 Children's achievement is again very good as a result of the stimulating and varied range of activities provided and the very good teaching. All benefit from the close attention of adults who advise and encourage children to discuss their art work and how to improve it. Children have many opportunities to engage in creative play and used the Airport corner to dress up and use their imagination. They can explore sounds and instruments at the 'Listening Table' and can experiment with water, colours and brushes of different sizes. All are encouraged to contribute to the attractive collages and classroom displays.

SUBJECTS IN KEY STAGES 1 AND 2

ENGLISH

Provision in English is **very good**.

Main strengths and weaknesses

- Standards in English are well above average by the ages of seven and 11 and all pupils, including those with special educational needs, achieve very well.
- The use of teaching assistants and other support is excellent.
- Lessons are well planned, challenging and organised to make very good use of the favourable staffing ratio.
- Teachers generally make good links with other subjects so that pupils' English skills are developed on a broad front.
- Pupils' have very good attitudes to the subject and behave very well in lessons.
- Pupils' targets for learning are systematically monitored and are linked to very good marking.
- Teachers allow pupils too much leeway over the neatness of their written work.
- The subject is looked after well by the subject manager who has a clear focus on standards and inclusion across the English curriculum.

Commentary

52 Standards in English have improved since the previous inspection. Standards for pupils in Year 2 have risen from satisfactory to well above average for their age. This is due to a number of significant improvements in the teaching and learning of pupils since the previous inspection. There has been a successful emphasis on raising the standards of pupils with special educational needs and those with higher ability. In the case of the former the school uses its very favourable pupil to teacher ratio and the extra space created by the new buildings to form smaller groups. Teachers and classroom teaching assistants know the children very well and this enables them to focus closely on their learning needs. As a result they achieve very well and many reach the standards expected for pupils nationally by the time they leave the school. Pupils with higher ability are now attaining the standards expected of them.

53 Teachers analyse the answers of all pupils in national tests and classroom activities and draw up specific learning targets to address any identified weaknesses. Teachers use the marking of books very well to monitor pupils' success in attaining their targets and to help them develop their future learning. This is helping to improve their standards even further so that more reach the higher levels in national tests. Marking is now very good and this is a welcome improvement on the satisfactory standards reported previously. Staff continue to use the National Literacy Strategy well and use their good knowledge and understanding of the subject to give pupils a very strong base for associated learning. Provision for pupils with special educational needs is very good and this is an improvement on the good standards previously reported. Resources for learning are good and are constantly being further strengthened and developed. Assessment is much improved and is now good. The results of assessment are used to focus teaching on those elements identified as being weaker than others. For example, the school has successfully prioritised the raising of standards in writing and there has been a recent emphasis on the use of information and technology skills in literacy. Pupils throughout the school now use their word-processing skills very well. For example, pupils in Years 3 and 4 use their skills very well to produce a stimulating collection of high quality poems entitled "The Magic Box". Basic skills, such as phonics and other strategies for improving spelling and reading skills, are usually well taught. However, there has been insufficient attention to improving pupils' handwriting and the way they present their work. These were described as untidy at the time of the previous inspection and remain so. This is particularly unfortunate in view of the very high standards of content in written work seen during the inspection.

54 Planning is good so that the needs of different groups of pupils are carefully met. This is a particularly important aspect because all of the classes except Reception contain more than one year group. The class containing Years 3 and 4 is quite large so it is split between the class teacher and a part-time teacher who works with Year 4 pupils during the morning. This is having a profound effect on both classes and pupils in Year 4 are already attaining extremely high standards in English. Lessons are well planned to make excellent use of the available assistants so that pupils work in small groups with clear learning objectives. For example, a well qualified and experienced classroom assistant taught a group of five pupils from Years 1 and 2 so they learned a great deal about how books are organised to help them read better.

55 The school now provides a much more challenging selection of books and pupils with higher ability are now reaching the standards expected of them. As a result the overall standards in reading at the age of seven and 11 are well above nationally expected levels. Pupils say they enjoy reading a great deal and older pupils discuss their favourite authors with clarity and great sophistication. The school enriches the reading curriculum in many ways. For example, they dress up as favourite characters as part of book week. Most make good use of the local libraries and, in turn, librarians come into school regularly to present awards during special assemblies. Speaking and listening skills are of a very high standard throughout the school and pupils communicate their thoughts and suggestions confidently and accurately. This, in turn, helps them to work together in pairs and groups very effectively.

56 Pupils have very good attitudes to learning and this is because of the very good relationships that exist in all classrooms. A strong feature of most lessons is the very good pace of learning because teachers do not have to spend time correcting poor behaviour or inducing pupils to concentrate. Pupils are encouraged to share their learning by discussion and the very good relationships enable them to do this very effectively so they achieve better.

57 The use of targets to identify and focus pupils' learning is well developed. For example, the targets for pupils in Years 5 and 6 are very specific, attainable and are constantly referred to in class discussions. The very good marking in exercise books values pupils' efforts and also clearly shows how their work can be improved so they develop a better understanding of their own learning.

Language and literacy across the curriculum

58 The use of language and literacy across the curriculum is good. However, some teachers do not formally plan which aspects of English could be taught via other subjects to ensure opportunities are not missed. When using their literacy skills in, say, geography or design and technology pupils are encouraged to see education as an "all-round" experience. They come to understand how different knowledge, skills and understanding combine to fortify each other. For example, pupils in Years 5 and 6 demonstrate their scientific knowledge when they produce delightful illustrated pamphlets on "Web Hotel" advertising a hotel for spiders.

MATHEMATICS

Provision in mathematics is **very good**.

Main strengths and weaknesses

- Mathematics has had a high profile in school recently resulting in much all-round improvement.
- Pupils achieve very well due to well matched and challenging activities.
- Teaching is consistently of a high standard.
- Excellent use is made of teaching assistants to support pupils' learning.

Commentary

59 The high profile mathematics has had in the school for the past two years and the determination shown by all staff to continually refine and improve has resulted in a good level of improvement since the last inspection. Standards are well above average by Year 2 and by Year 6 and pupils of all ages and ability levels achieve very well.

60 Like all other subjects, mathematics has benefited from the same subject leader being in post for a number of years and subject management is good. Weaknesses identified previously such as low teacher expectations and tasks not being carefully matched to pupils' ability have been thoroughly addressed. Discussions show that staff work closely together and frequently discuss pupils' progress in the subject. The co-ordinator regularly completes observations of teachers' planning and undertakes a careful scrutiny of pupils' completed work. Governors are all routinely involved in observing teaching and learning in all classes with a view to sharing good practice and identifying any aspects which need improving.

61 The quality of teaching and learning is now very good, throughout. For the current pupils in Year 2 or Year 6, there are no significant differences in the achievements of girls and boys. Pupils with special educational needs achieve very well by Year 6. The unpublished national test results for 2005, for example, show all Year 6, including those with special educational needs achieved the expected level with almost half achieving at the higher level. This is an improvement on the previous year. In Year 2, there has also been an improvement with every pupil achieving the expected level compared with 90 per cent last year. Some variation in overall standards in the national tests occurs from year to year because of the effect one pupils' results have with such small numbers being involved. Pupils achieve so well because they show a very good attitude towards their work, behave well and the quality of teaching is of a consistently high standard. A major factor in all of this is the exceptionally good support available for all pupils from the skilled and highly motivated teaching assistants. The school is fortunate to have so many, ensuring all pupils can be closely supported by an adult in lessons. In 2004, Year 6 pupils' performance in the national tests, for example, was well above average for similar schools taking into account their attainment level when they were in Year 2.

62 Teachers plan activities in detail for the full ability range in each class by setting work at different levels. This ensures pupils understand what they are doing and make very good progress. Higher attaining pupils achieve very well because teachers set different tasks for them at suitably challenging levels. New learning targets are shared with pupils, often displayed on the new interactive whiteboards so that they are aware of what they are supposed to know and do by the end of the lesson. Teachers are knowledgeable and enthusiastic and this motivates pupils to remain fully focussed on the tasks set. All pupils enjoy a very good relationship with staff and this helps to create the very good climate for learning.

63 Enthusiastic teaching ensures that pupils in Year 1 successfully build on the very positive start they have in the Foundation Stage through a range of practically based activities. They are keen to count, add and subtract with increasing accuracy. There is a very good emphasis on the teaching of basic number skills and all enjoy solving problems associated with time. The very favourable pupil to adult ratio ensures all pupils have help available when they need it. Year 2, pupils use computers confidently, for example to support work on changing money and recognising coins. Their previous work shows that they have a very good knowledge of addition and subtraction with numbers up to and sometimes beyond 100 can identify and name basic fractions and know how to tell the time.

64 Very good progress is maintained in the junior classes. In a very good Year 4 lesson, for example, pupils were able to analyse data shown on a pictograph. Teacher knowledge, enthusiasm and the pace of the lesson were key strengths along with carefully matched tasks for pupils of different ability levels. By Year 6, pupils demonstrate very good mental calculation strategies and are confident when using large three or four figure numbers. They change decimals to fractions, handle data very well when creating graphs to show the speed of animals, for example, and use

computers effectively to support their learning in mathematics. All teachers mark pupils work carefully, giving pupils written evaluative comments on how to further improve their work.

Mathematics across the curriculum

65 Mathematics is used very well in a variety of ways in many other subjects and this enables pupils to make good use of their mathematical skills. For example, pupils measure and record temperatures in science and in geography, draw plans and produce graphs of their science results. There are very good opportunities and a good range of mathematical programs for pupils to use ICT to further enhance their mathematical skills.

SCIENCE

Provision in science is **very good**.

Main strengths and weaknesses

- Standards are well above average throughout.
- Pupils' achievement, including those with special educational needs is very good.
- Teaching is very good throughout the school.
- The use of investigative skills is a strong feature of the curriculum.
- Although the assessment of pupils progress is satisfactory, procedures are not consistent from year to year.
- Pupils' written work is often untidy.

Commentary

66 In the previous inspection standards were above average for Year 2 and well above for Year 6. However, it was found that higher attaining pupils were not performing as well as they could. Pupils overall performance in the national tests tends to fluctuate from year to year mainly because of the impact one or two pupils have with such small year group sizes. Teacher assessments in Year 2 last year showed that all pupils attained at the expected level. This performance was in the top five per cent nationally. A quarter achieved the higher level 3. However, in Year 6, pupils' performance in 2004 was below average due to high percentage given to each pupils test results. Relatively few achieved the higher level and the performance here was well below average. Things have changed dramatically this year, thanks to the very good quality of teaching with a strong emphasis on investigative work carried out by pupils. Detailed tracking of pupils' progress shows that all achieve very well. By Year 2 and Year 6, standards are well above average. In the latest 2005 national tests, all pupils tested at both year groups achieved the expected standards. One-third in Year 2 achieved the higher Level 3 and 74 per cent achieved Level 5. This clearly demonstrates that higher attainers are now reaching their potential and many other pupils are also benefiting from the improved teaching.

67 The very good quality of teaching reflects the high standards being achieved. The very favourable pupil to adult ratio which exists is particularly helpful for pupils who have special educational needs. Every pupil on the register for those with special needs achieved expected levels in the 2005 national tests. All the teaching observed was at least good and much of it was very good. Teachers have very good subject knowledge and their lessons are well planned with much emphasis on pupils carrying out experiments or investigations themselves. The excellent support from teaching assistants and parent helpers means that each group has constant support. Teacher expectations are high and pupils of all abilities are given appropriate work with a degree of challenge. In a Year 3 and 4 class lesson, the teaching practically and skilfully linked the topic of Forces to handling and recording data. Pupils were able to use mathematical skills to find average distances and use computers to produce a graph of their results. Teachers provide very good opportunities for all pupils to develop their speaking and listening skills and are careful to model and reinforce key scientific words and concepts. A good example of this was seen in an effective summary at the end of a lesson involving Year 2 pupils who were investigating growing conditions for plants and discussing how to make their test fair. Marking is regularly undertaken and pupils

receive lots of praise in supportive comments from teacher for their written work. However, in the scrutiny of pupils completed work, inspectors found that pupils' work was untidy with pupils apparently taking little care or pride over their handwriting. Older pupils receive developmental comments clearly showing how the content of their work could be improved but neatness is not pursued.

68 Pupils are given a very good early grounding in developing investigative skills and often conduct experiments working independently in groups. They can record the results of their investigations appropriately, including effective use of ICT. Year 1 and 2 pupils are aware of fair testing issues and the need to make predictions about the outcome of their simple experiments. This develops throughout their time in school so that in Year 5 and 6, pupils are capable of making relatively sophisticated hypotheses and testing them out in controlled experiments or investigations. They use well above average thinking and deductive skills to offer explanations for the outcomes they observe and to make suggestions as to how experiments might be modified to produce different results. All were totally engrossed in one lesson seen as they very carefully dissected flowering plants to identify male and female organs. Good use was made of modern technology as some carried out further research on Pollen Park website or used a microscope linked to a computer to get a closer look.

69 Science is very well led and managed. Teaching and standards of work are thoroughly monitored and assessment systems are satisfactory. These are currently being reviewed in an attempt to make them more consistent throughout in order to give a clearer picture of pupils' achievements. The co-ordinator has very good subject knowledge and provides very good information and support for colleagues. As a result, science is a well-taught subject and standards are rising.

INFORMATION AND COMMUNICATION TECHNOLOGY

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

Main strengths and weaknesses

- Standards have improved significantly since the last inspection.
- Leadership and management of ICT is very good and has significantly contributed to the rise in standards.
- Resources have been much improved.
- The contribution of ICT to the learning of other subjects is good.

Commentary

70 Standards, judged to be in line with those expected throughout in the previous inspection are now above those expected for Year 2 and well above for Year 6. The level of achievement is very good throughout as pupils benefit from skills training in the computer suite and then have good opportunities to make use of computers to support their learning in other subject areas. The big improvement in the resources and much better quality of teaching have helped to bring about the very good improvement since the previous inspection. Good opportunities are planned for pupils to use computers in the classrooms and all pupils have good access to a computer. The school has also benefited from the recent installation of interactive whiteboards in every classroom and the food technology room where Year 4 do their literacy and numeracy each morning. Teachers are already making good use of these in the effective delivery of their lessons and are keen to embrace further training to fully exploit their potential.

71 By Year 2, pupils have good keyboard and mouse skills for their age and confidently use simple programmes. They save, retrieve and print their work quickly and competently. In a Year 2 group session on controlling the movement and direction of a programmable toy, the highly skilled teaching assistant's clear explanation and practical demonstration enabled pupils to learn well and have good opportunities to practise their newly acquired skills. By Year 6, pupils clearly demonstrate how confident they are when developing a multi-media presentation on the history of

Chatburn. Following the expert lesson delivery, again by the exceptionally able teaching assistant, a group of Year 6 pupils were able to add hyper links to their presentation, enabling people to move easily to and from specified pages. They displayed a maturity in their appreciation of the computer as a tool and a single mindedness in reaching their goals well above that expected for pupils in this age group.

72 The subject is very well led and managed. The co-ordinator's expertise, subject knowledge and effectiveness in constructing, delivering and monitoring a plan for improvement are significant factors in the subjects success. Assessment procedures are currently satisfactory but are in the process of being improved, using the learning objectives in the latest curriculum guidance as criteria for assessing the success of pupils achievements. The small numbers mean that individual pupils progress can be carefully monitored and assessment information used well to plan the next steps in their learning.

Information and communication technology across the curriculum

73 Teachers constantly encourage pupils to use ICT in lessons from the moment they enter the school. As a result, using a computer becomes increasingly well integrated into the learning process for all pupils as they move through the school. Some teachers include more detail than others when planning opportunities for pupils to use computers but there are many good examples of the use of ICT in all subjects for word processing and data handling. Year 3 pupils used a special program called 'Superdooper Music Looper' to manipulate sound and produce their own version of a tune. All were able to alter the mood by changing the tempo, pitch or volume. Pupils are able to give examples of how they use ICT to research topics such as the Ancient Egyptians in history or Islamic patterns in art and design. Internet web sites are used well to find out about rainforests in geography or characters in history like Florence Nightingale. An example of modern technology being used in an innovative way was seen during the inspection when a video was made of rehearsals for a dance routine for the end of term concert. The video was replayed on a laptop computer to help pupils review their performance.

HUMANITIES

74 These subjects were sampled as few lessons were seen in history or geography to make a judgement about the overall quality of provision.

75 Under the guidance of the headteacher, there has been a process of continuous improvement since the previous inspection, with the latest curriculum guidance being adopted by the school and more use being made of computers to support pupils' learning. In geography and history, an annual action plan is drawn up and governors as well as teachers help to evaluate it. There are satisfactory assessment procedures in place to monitor and evaluate standards and the quality of teaching is evaluated regularly through lesson observations and examining pupils completed work.

76 A scrutiny of pupils completed work in **geography** and displays of topic work around the school show that teachers' plan work in a wide range of topics, providing pupils with interesting and challenging tasks. In Year 2, pupils study the local area in depth, recognising house styles, analysing the features and services in their community and gaining a good knowledge of maps and the countries of the United Kingdom. Careful comparisons are made with Melbourne in Australia and links with other subjects include creating artwork by following the style of Aboriginal art and creating temperature graphs from weather data. There is evidence of good progress as pupils move up through the school. Good use is still made of visits to the local quarry, a strong feature noted in the previous report. All pupils make good use of computers to record work or conduct research about places of interest. However, much of the written work in pupils' exercise books is untidy.

77 In **history**, teachers' planning shows that the subject is covered effectively by a series of historical topics. These cover important historical periods such as Ancient Egypt, the Greeks, Vikings and Britain in the 1930's and 1950's. Carefully displayed work such as the River Nile and

stories about the one bomb to hit Clitheroe during the Second World War add interest for pupils. In their topic work, pupils make effective use of their literacy and computing skills. For example, pupils in Year 3 and 4 design and make an Egyptian mummy. 'Beware! It's a grisly job' is the health warning on the display of their written accounts. Pupils use computers often to produce their written work and most competently research facts from the Internet, for example, about the Runic alphabet and about Vikings. As with geography, much of pupils' written work in history is untidy and shows a lack of care.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

78 Insufficient lessons were seen to make an overall judgement about standards or the quality of provision in art and design, design and technology, music or physical education.

79 Only one **art and design** lesson was observed during the inspection. In this lesson, pupils in Years 3 and 4 tackled the challenging art of Batik with confidence and care. Art work in displays is often of a good standard although not all pupils' work can be represented in the space available. Pupils learn about art and artists from a number of cultures and the subject is used well to enliven other areas of the curriculum. For example, pupils in Years 1 and 2 produce colourful and individual "aboriginal" art as part of their geography work on Australia. They use colours and technique well when they paint vibrant pictures of lilies in the style of Georgia O'Keeffe. Pupils in Years 3 and 4 use digital photographs of carefully arranged fruit and vegetables to produce very good pictures in the style of Arcimboldo. Pupils in Years 5 and 6 increase their knowledge and understanding of other cultures and religions when they produce intricate Islamic patterns and bold Egyptian hieroglyphics. Pupils really enjoy their art and design lessons and a sample of pupils in Year 6 declared it to be their favourite school subject because it allows them to be creative and individual. Art is greatly valued in the school and, throughout the school, colourful displays celebrate pupils' achievements. The use of visits and visitors is another good feature of the art and design curriculum and some very good work results from them. However, the use of sketch books, as recommended in the previous inspection, is still not well developed.

80 **Design and technology** is also very popular with children who enjoy the opportunities to design and make products such as working traffic lights. They gain insight into practical machinery when they visit local industries such as the cement works. During the inspection pupils who had designed and made their own bird-scarers were justifiably proud to be given Gold Awards for their work. They demonstrated their examples with great pride and showed that much individual thought and great care had gone into making them functional. A small Dalek that said, "Exterminate the birds!" brought gales of laughter from the pupils proving that learning really can be great fun.

81 Only one **music** lesson was observed during the inspection. This was taught by the school's music specialist and involved a class other than her own so that her expertise was shared. Music is nevertheless an important feature of the school in a number of ways. For example, all pupils in Years 3 to 6 have the opportunity to learn to play the recorder in school time and many do so. Pupils enjoy music more when they are given the opportunity to play instruments or take an active part. They receive regular practise in singing and assemblies are much enlivened by their clear, melodic voices. A welcome feature is that they always stand to sing and this encourages a good singing posture leading to higher standards. Pupils play instruments like the guitar and recorder as well as chime bars to accompany the singing in assemblies. This provides a useful platform for developing and improving their performance skills. Pupils are introduced to the music of different composers including, for example, that of Debussy because it is played when they enter and leave assembly. Music is linked well to work in science when pupils make their own instruments from simple materials and play them. There is an extra-curricular opportunity for pupils to join the school choir and this gives much-welcomed performances including those to local Senior Citizens. Pupils say they really enjoy school performances involving music. They talk with happy animation about visiting musicians, such as Samba Samba, who play and teach pupils about music from other cultures.

82 Only one **physical education** lesson was observed during the inspection. This involved pupils developing their ball control skills, working alone and in partnership. The school has a

structured curriculum for physical education so that skills such as these are gradually developed and then integrated into popular games. Pupils say they enjoy physical education most when they are encouraged to work hard in order to improve their techniques and reach higher standards. Pupils all receive an opportunity to learn to swim at some time in their school life. The school provides a wide range of sporting activities, including opportunities for boys and girls to take part in games and athletic competitions against neighbouring schools. The school takes special care to ensure that boys and girls are included in sports such as netball and football that are normally seen as gender biased. These extra-curricular activities are very popular and enrich pupils' opportunities greatly. The school uses a number of visitors who bring special coaching expertise including staff from Blackburn Rovers football club.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

83 Too few lessons were seen in **personal, social and health education and citizenship (PHSCE)** to make a judgement about provision. Parents at the meeting prior to the inspection were full of praise for the way the school helps pupils to develop both socially and academically. Carefully formulated policies and detailed planning show that the school places much importance to promoting pupils' personal and social skills and their awareness of citizenship. Pupils willingly embrace the responsibilities of being a 'Buddy' or being on the school pupil council. However, some are unsure about their precise role as they have missed out on advice and training provided by the headteacher in previous years. Regular questionnaires seek pupils' views and all are encouraged to play their part in the day-to-day organisation of the school.

84 Clear and effective policies exist for the promotion of pupils' awareness about racial equality, drugs and relationships. Governors have informed parents that sex education will not be provided on the formal curriculum. The school is very good at teaching pupils how to keep themselves safe and well; for example, all are taught about the benefits of a healthy diet and lifestyle. The theme for school assemblies during the inspection was 'Light' and the headteacher and local Vicar who took one assembly covered things such as the seed of honesty in Buddhism and caring for living things. Most pupils also demonstrate a good level of understanding about Judaism and Islam. Golden awards in a special weekly assembly effectively celebrates individual pupils' achievements in school.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

<i>Inspection judgement</i>	<i>Grade</i>
The overall effectiveness of the school	2
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	2
Overall standards achieved	2
Pupils' achievement	2
Pupils' attitudes, values and other personal qualities	2
Attendance	2
Attitudes	2
Behaviour, including the extent of exclusions	3
Pupils' spiritual, moral, social and cultural development	2
The quality of education provided by the school	2
The quality of teaching	2
How well pupils learn	2
The quality of assessment	3
How well the curriculum meets pupils needs	3
Enrichment of the curriculum, including out-of-school activities	2
Accommodation and resources	3
Pupils' care, welfare, health and safety	3
Support, advice and guidance for pupils	3
How well the school seeks and acts on pupils' views	3
The effectiveness of the school's links with parents	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	3
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).