

INSPECTION REPORT

**Barnoldswick C.E.(C) School
York Street
Barnoldswick, via Colne
Lancashire
BB8 5BB**

LEA area : Lancashire

School Register Number : 119360

Headteacher : Mrs. Joyce Margaret Heaton

Registered Inspector : Mr. C. Pickup

Date of inspection : 2nd - 4th December 1996

Under OFSTED Contract No. 50 70 03

**Inspection carried out under Section 9 of the Education (Schools) Act
1992**

Information about the school

Type of school :	Controlled
Type of control :	Infants and Junior
Age range of pupils :	4-11
Gender of pupils :	Mixed
School address :	York Street Barnoldswick, via Colne Lancashire BB8 5BB
Telephone number :	01282 813014
Appropriate authority :	Lancashire County Council
Name of chair of governors :	Mr. John Edwards

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Main Findings of the Inspection

1. This is a very good school with many strong features; it is successfully meeting its aims by promoting high standards of attainment.
 - a)
 2. When pupils begin school their levels of attainment are below those expected nationally. Good progress is made and, by the end of their first year, most pupils reach national expectations with many achieving beyond them. By the end of Key Stage 1, the majority of pupils attain levels which are above national expectations in the core subjects of English, mathematics and science. Standards in all foundation subjects and religious education are above the national expectation at the end of Key Stage 1 except in information technology and physical education where standards are in line with them. In history there was insufficient evidence to form a judgement. At the end of Key Stage 2, standards in English, mathematics and science are above the national expectation. Standards in information technology and physical education are at the national expectation while standards in design technology, music, geography, art and religious education are above it. In history, standards are well above the national expectation.
 - a)
 3. Across the school, standards in reading and numeracy are good. Standards in oracy are very good.
 - a)
 4. In reception, and both key stages, pupils make good progress in their lessons. Progress is good in all years in the core subjects of English, mathematics and science. Pupils, in both key stages, are also making good progress in the foundation subjects with the exception of information technology where they make satisfactory progress.
 - a)
 5. Throughout the school pupils have good and positive attitudes towards their learning. They work conscientiously and show enthusiasm for learning. Behaviour is very good at all times; the quality of relationships is a strong feature of the school. The good response of pupils makes a significant contribution to the high standards of attainment. This is a happy school with a positive ethos which supports pupils' learning.
 - a)
 6. Teaching is good and often very good in the majority of lessons. Teaching in English is very good in reception and it is good in both key stages. Teaching in mathematics, geography, music, physical education, religious education and art is good. In science the teaching is also good except in Key Stage 1, where it is very good. Teaching in design technology is good in reception and Key Stage 2 and sound in Key Stage 1. In information technology teaching is sound across the school. Lessons are well planned and teachers have secure subject knowledge.
 - a)
 - b)
 - c)
- 5

7. The staff work hard to provide a broad and balanced curriculum which is relevant to the school aims and which meets the needs of its pupils. All pupils have equality of access to the curriculum; it caters well for the needs of the under-fives and provides good opportunities for learning in all the areas of experience for young children. All subjects have helpful, written policy guidelines and some have schemes of work. The school has yet to develop schemes of work for mathematics, science, information technology, design technology and geography. The school curriculum meets the statutory requirements of the National Curriculum and Religious Education. Each area of the curriculum is managed effectively by a subject co-ordinator who monitors the subject to ensure continuity and progression. To support and develop the role of co-ordinators in monitoring standards, the school should provide a regular programme of release time. The school complies with the statutory requirements for assessment. Pupils with special educational needs are well served and make satisfactory progress in line with their abilities.
 - a)
8. The headteacher has established a positive ethos which promotes rapid learning and high standards. She is enthusiastic and hard working and provides the school with strong and effective leadership. The senior management team and subject co-ordinators make a good contribution to the effective management of the school. The staff work well together as a team to promote the school's aims. The governing body is efficient and carries out its statutory responsibilities effectively. The Development Plan identifies priorities for raising standards and ensures that the budget is used carefully to promote the educational objectives of the school. The management structures are effective and the school clerk makes a full contribution to the efficient running of the school. The school successfully meets its aims and achieves high standards. It provides very good value for money.
 - a)
9. Pupils' moral and social development is very good. Spiritual development is satisfactory and it is successfully promoted through the daily acts of collective worship. Provision for pupils' cultural development is satisfactory and pupils gain a growing understanding of their own culture through subjects of the curriculum and through extra curricular activities. To develop further pupils' cultural awareness, more needs to be done to broaden their knowledge and understanding of the rich variety of cultures beyond their own. Collective worship and the subjects of the curriculum, especially art, geography, history and religious education make contributions to pupils' spiritual, moral, social and cultural development.
 - a)
10. The school is well resourced in most areas except music, physical education, information technology and, history at Key Stage 1. Good use is made of accommodation but the lack of water-supply in some classrooms and limited space in the hall restricts some areas of the curriculum. Recent developments to the building have made a significant contribution to quality of education. The standard of caretaking is good and the building well-maintained.

Key Issues for Action after the Inspection

1. To improve further the standards of work and the learning of pupils, the governors, headteacher and staff should :
 - develop schemes of work for science, mathematics, information technology, design technology and geography;
x
 - support and develop the role of key stage and subject co-ordinators in monitoring and evaluating curriculum provision by providing a regular, phased programme of release time;
x
 - make provision in the curriculum, and in extra-curricular activities, for pupils to learn more about the diversity of cultures which exists in the society in which pupils live; and
x
 - improve the quality and range of resources in school by : providing tuned instruments and keyboards in music; upgrading resources in information technology, including the phased replacement of out-of-date computers; providing climbing apparatus in physical education; and, through the provision of sinks and water in those classrooms where it is needed.

Introduction

Characteristics of the school

1. Barnoldswick C.E. Voluntary Controlled School is a one-form of entry primary school where children are taught in seven classes comprising single-age groups. There are 199 pupils on roll. The school, which is in the diocese of Bradford, is situated in the town of Barnoldswick which is in the District of Pendle in Lancashire.
 - a)
2. The school serves a district near the centre of the town where there is a mixed community with some evidence of social disadvantage. Virtually all pupils are of white ethnic origin. Approximately ten percent of pupils are eligible for meals without charge, a proportion which is below the national average. Two pupils have statements of special educational need; this number is in line with the national average. Nearly

half of the reception pupils have attended pre-school education before starting school. Attainment for many pupils on entry to the school is slightly below the national expectation. The school is popular and during the past four years the number of pupils on roll has risen.

- a)
3. The school's published aims seek to establish a happy and caring Christian community in which to develop firm social and moral attitudes and strong values. Emphasis is placed on high standards of achievement and on encouraging pupils to be industrious and conscientious. Good behaviour and politeness are considered important and pupils are expected to develop their imagination and to show initiative. The school meets the statutory requirements for the National Curriculum, and for religious education and Collective Worship. Curricular provision is supported by a wide range of extra-curricular activities, visits and residential experiences.
- a)
4. The school is very much a part of the Barnoldswick community.

1. Key indicators

Attainment at Key Stage 1 ¹

Number of registered pupils in final year of Key Stage 1
for latest reporting year:

Year
1994-5

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Percentage at NC	School	94	88	91
Level 2 or above	National	78 (81)	80 (67)	79 (82)

Teacher Assessments		English	Mathematics	Science
Percentage at NC	School	91	91	91
Level 2 or above	National	80 (80)	79 (82)	84 (86)

Percentages in parentheses refer to the year before the latest reporting year

1. Attainment at Key Stage 2²

Number of registered pupils in final year of Key Stage 2
for latest reporting year:

Year
1994-5

National Curriculum Test Results		English	Mathematics	Science
Percentage at NC	School	57	48	76
Level 4 or above	National	48	44	70

Teacher Assessments		English	Mathematics	Science
Percentage at NC	School	76	71	62
Level 4 or above	National	56	54	64

Percentages in parentheses refer to the year before the latest reporting year

2. **Attendance**

Percentage of half days (sessions) missed through absence for the latest complete reporting year :

		%
Authorised Absence	School	5.1
	National comparative data	5.7
Unauthorised Absence	School	0.4
	National comparative data	0.5

1. **Exclusions**

Number of exclusions of pupils (of statutory school age) during the previous year :

	Number
Fixed period	Nil
Permanent	Nil

1. **Quality of teaching**

Percentage of teaching observed which is :

	%
Very good or better	34.7
Satisfactory or better	98.6
Less than satisfactory	1.4

PART A: ASPECTS OF THE SCHOOL

Educational Standards Achieved

Attainment and Progress

1. Children enter school with levels of attainment which are slightly below those achieved nationally by children of their age. Children in the reception class are provided with a secure start to life in school and are offered a range of activities which cover all the areas of experience for under-fives. By the time children leave reception class, they have attained standards which are above national expectations in literacy and numeracy and well above national standards in oracy.
 - a)
2. During the inspection pupils achieved standards above, or well above, national standards in 70% of the lessons seen. At Key Stage 1, pupils achieve standards which are above the national average in the core subjects of English, mathematics and science. In the foundation subjects, standards are above national expectations in design technology, music, art, geography and religious education. Standards in information technology and physical education are in line with national expectations at the end of the key stage. It is not possible to make judgements on standards in history as insufficient evidence was seen during the inspection. By the end of Key Stage 1, the majority of pupils attain levels above national expectations in the core subjects of English, mathematics and science. This is confirmed by the results of the national tests for 7 year olds in 1996.
 - a)
3. At Key Stage 2, pupils achieve standards above the national average in the core subjects of English, and mathematics and well above national standards in science. In the foundation subjects, standards are above the national average in design technology, music, geography, art and religious education and well above the national average in history. Standards in information technology and physical education are in line with national expectations. By the time pupils are at the end of Key Stage 2, they have attained standards which are above national expectations in English, mathematics and science. In the 1996 national tests for 11 year olds pupils achieved results which were above the national average in English and science, and well above it in mathematics.
 - a)
4. During the inspection progress was good or very good in 90% of lessons seen at Key Stage 1 and in 80% of lessons seen at Key Stage 2. In Key Stage 1 pupils make good progress in the core subjects of English, mathematics and science. They also make good progress in design technology, music, geography, art, religious education and physical education. They make satisfactory progress in information technology. During the inspection there was insufficient history seen to make judgements about pupils' progress. In Key Stage 2, pupils make good progress in English, mathematics

and science. In foundation subjects, pupils make good progress in design technology, music, art, geography, physical education, religious education and history. They make satisfactory progress in information technology.

5. The progress made by pupils with special educational needs is sound. Both more able and less able pupils benefit from the good match between the work teachers provide and pupils' abilities and experience.

a)

6. Standards in oracy are very good across the school. Pupils listen very well and, throughout the school, communicate clearly in a range of situations which enable them to make good use of their developing vocabulary. Teachers provide many opportunities for the development of oracy in class discussion and through small-group and paired work.

a)

7. Standards of literacy are good. There is a strong emphasis on reading and the introduction of new reading materials, particularly non-fiction, have a positive effect on reading standards. Consequently most pupils are achieving standards above those expected for their age. Writing standards are good. Pupils write fluently in a variety of forms and for a variety of purposes and audiences. Good opportunities to develop literacy skills are being provided across the curriculum.

a)

8. Standards in numeracy are good. There are good examples of mathematics used to solve problems in geography, design technology and science. The introduction of mathematical games that parents are encouraged to play with their children is an interesting new development which will help parents to a greater understanding of the mathematics taught in school.

a)

9. Both the evidence of standardised tests, and observations in the classroom, suggest that boys and girls perform equally well and all pupils have equal access to the curriculum.

a)

10. The headteacher and the Key Stage 1 and 2 co-ordinators carry out detailed analysis of the results of the end of key stage assessments. This practice has highlighted areas for development. The school sets targets to address the areas identified; this strategy has led to improvements in standards.

a)

b) **Attitudes, Behaviour and Personal Development**

c)

d)

11. Pupils have very positive attitudes to their work. In all lessons they show a willingness to learn and are very enthusiastic. They listen attentively, show good levels of concentration and work independently for sustained periods. They relate well to others while working in pairs or in larger groups. Pupils take pride in their work and talk with enthusiasm about their achievements.

a)

12. Behaviour throughout the school is very good. Pupils are polite, caring and respectful of all members of the school community. They work and play peaceably alongside

each other and their behaviour exemplifies the school's code and values. The school emphasises a positive approach to behaviour and fosters mutual respect between pupils and adults. When pupils are asked to carry out responsibilities they do so with maturity and show initiative. There are no exclusions of pupils from the school.

a)

13. This is a happy school where orderly regime and positive ethos contribute to the good quality of pupils' learning.

Attendance

1. Attendance is good and the rate of unauthorised absence for 1995/96 is below the national average. Pupils enjoy attending school. They arrive punctually and lessons begin on time.

a)

2. Registers are marked in accordance with statutory requirements and a separate list of emergency contacts is held by the school.

Quality of Education Provided

Teaching

1. Teaching is good in nearly all lessons seen.

a)

2. The quality of teaching for pupils under five is good in all the areas of experience, and very good in English and physical education. All lessons are well planned and well prepared. Teachers employ appropriate resources effectively. The Reception teacher and NNEB plan together to ensure consistency in approach. They provide a caring, supportive environment. The needs of young children are well met through a range of different activities and suitable resources.

a)

3. In Key Stage 1, the quality of teaching is good with some being outstanding in about 90% of the lessons and satisfactory in the others. Teaching is good in English, mathematics, geography, music, physical education, art and religious education. It is very good in science. Teaching is sound in design technology and information technology. Insufficient evidence was available to form a judgement about the teaching of history.

a)

4. In Key Stage 2, the quality of teaching is good, with some being outstanding in about 80% of the lessons and satisfactory in the others. Teaching is good in English,

mathematics, science, design technology, geography, history, music, art, physical education and religious education. It is sound in information technology.

- a)
- 5. Teaching in most lessons throughout the school is characterised by: excellent relationships; teachers with good subject knowledge; high expectations of pupils; good organisation of the class; use of effective questioning; brisk pace; and, precise teaching points which are well delivered.
- a)
- 6. Lessons are invariably well planned. Teachers use a range of strategies, in order to provide thoroughly for the needs of individual pupils. Class teachers and support staff share their ideas in planning pupils' work. Resources are used effectively to promote learning of good quality.
- a)
- 7. Pupils with special educational needs are well served through carefully prepared work and are well supported by staff. The lowest and highest attainers are suitably challenged to attain standards which are appropriate to their abilities.
- a)
- 8. Teachers mark pupils' work thoroughly and consistently and often include helpful comments. Assessment informs future planning. The school is aware of the need to refine its systems for recording pupils' progress.
- a)
- 9. All teachers exercise good class control which is based upon high expectations of behaviour and on warm relationships with pupils.
- a)
- 10. The quality of teaching is the major contributory factor to the good standards achieved in most subjects; particularly in the core areas of English, mathematics and science.

Curriculum and Assessment

- 1. Staff work hard to provide a broad and balanced curriculum which is both relevant to the school's aims and which meets the needs of all pupils. All pupils have equality of access to the curriculum, including those with special educational needs and those who are supported satisfactorily.
- a)
- 2. The curriculum for the under-fives is broad and balanced and covers all the appropriate areas of learning. There are policy statements for all subjects of the National Curriculum although for some subjects no schemes of work are yet in place. Where there are no schemes, staff work effectively from the school's long-term curriculum plans. The development of schemes of work for English, music physical education and art has already begun. The production of schemes of work is included in the School Development Plan.
- a)

3. The curriculum meets the statutory requirements for all national Curriculum subjects and for religious education. There is satisfactory curricular breadth, balance and relevance. Arrangements for Sex Education are satisfactory and have been agreed by governors. The school uses the discretionary time available to provide courses in personal and social education. Discretionary time is also used to allow the school to participate in Christmas and Easter festivals.
 - a)
 - b)
 - c)
 - d)
4. Curriculum planning is a strength of the school and is directly related to the School Development Plan and to budget priorities. The curriculum is planned effectively. Planning is linked directly to the National Curriculum Programmes of Study and the link between curriculum planning and assessment is well established. Planning for individual lessons is particularly good; teachers identify clear learning objectives and make effective use of day-to-day assessments and observations to inform their planning. Teachers use a wide range of strategies to ensure they provide appropriate work for pupils of different abilities.
 - a)
5. The curriculum is being effectively monitored by the head teacher, key stage and subject co-ordinators. The headteacher and the key stage co-ordinators liaise closely and have a good overview of the curriculum. All subject co-ordinators maintain breadth, balance and continuity by monitoring teachers' planning. They also monitor teachers' plans to check coverage of the Programmes of Study and ensure cohesion and progression. In subjects such as English where the subject co-ordinator has had regular release time to monitor teaching and standards, this practice has had a significant effect on raising standards. The school should now establish a programme of regular release time for all co-ordinators to enable them to monitor quality and standards in their subjects.
 - a)
6. Provision for pupils with special educational needs is sound. Individual Education Plans are in place and are being implemented. Pupils with special educational needs are making satisfactory progress.
 - a)
7. Provision for the spiritual, moral and social development of pupils is good. Pupils are given many opportunities to take responsibilities which prepare them well for later life. Provision for cultural development is good, though more emphasis should be given to enhancing pupils' awareness of other cultures.
 - a)
8. Extra-curricular provision in music, drama, sporting activities, choir, Christian Quiz Kids and the chess club make a positive contribution to pupils' experience. This provision combined with participation in Christmas, Easter festivals and the Pendle Schools' Festival of the Arts, provide strong links with the wider community.
 - a)
9. The main curriculum issues for the school are:

· to implement the schemes of work currently under development; and, produce schemes of work for mathematics, science, geography, history, information and design technology;

x

· to continue to support and develop the role of key stage and subject curriculum co-ordinators in monitoring and evaluating curriculum provision; and to provide a regular programme of release for subject co-ordinators to enable them to monitor standards and the curriculum pupils receive.

1. The school complies with the statutory requirements for assessment for all pupils, including those with special educational needs. The school's assessment practice has many good features.
 - a)
2. The school has a good assessment policy, which reflects the school's aims and current practice. The link between assessment and curriculum planning is well established across the school and assessment informs curriculum planning to a very large extent. This practice is having a positive effect on standards achieved and on pupils' progress.
 - a)
3. Thorough baseline assessments are carried out when children enter reception where comprehensive records of children's progress are maintained. The school keeps a range of records relating to various standardised and national tests. In both key stages, careful records are kept of pupils' progress in reading although these records are largely restricted to pupils' progress in the reading scheme. Currently teachers record pupils' progress in a variety of ways but there is a need for staff to refine their efforts to provide an effective and manageable approach to recording which links directly to their curriculum planning.
 - a)
4. The school is currently working on a marking policy. There is however a good deal of consistency in practice. All pupils' work is marked regularly; the marking is positive, supportive and, in many cases, formative in nature. In some subjects pupils are involved in evaluating aspects of their work. This practice yields positive results and should be extended.
 - a)
5. Statements and Individual Education Plans for pupils with special educational needs are in place and all teachers are using them to inform their planning. The targets set are appropriate there is some over-emphasis on long-term targets, which makes it difficult for pupils to gain a sense of achievement. The school should ensure that all targets are achievable in the short term.
 - a)
6. The school meets statutory requirements for reporting to parents and overall, the quality of reporting is satisfactory. However, there is some variation in the quality of reporting comments. The best comments make clear what the pupil knows and can do and this enables parents to see the progress their child has made in that subject. Some comments are, however, too generalised or focus too exclusively on pupils' responses to a subject rather than on their progress and attainment. The school should

aim to improve current practice by adopting the approach advocated in the DfEE Circular on Reporting: to indicate each child's strengths and areas for improvement in all subjects.

- a)
7. Arrangements for end of key stage assessments are sound. The school has a portfolio of levelled work in English and has plans for agreement trials which will further develop the reliability of teachers' assessment judgements. The school also keeps individual pupil portfolios of work. The school should clarify what purpose they serve and determine the audience for whom they are kept. This will help them to decide how the portfolios should best be organised and used.
- a)
8. Baseline assessment provides the school with the information it needs against which to measure pupils' progress in school. The school carries out thorough analysis of the results of the national tests and by using other assessment information available. This practice has enabled the school to identify strengths and weaknesses and to take a series of actions which have already led to significant improvements in standards.
- a)
9. The main action points for the school regarding assessment are:
- to complete the development of the detailed marking policy;
 - to review the way teachers record day-to-day assessment judgements in order to provide a manageable system linked to curriculum planning; and
 - x
 - to continue to analyse assessment information and set targets for improvement.

Pupils' Spiritual, Moral, Social and Cultural Development

1. The school contributes positively to the spiritual development of its pupils through its daily act of collective worship and through various aspects of the curriculum. The daily act of collective worship provides opportunities for children to learn more about the central beliefs of the Christian faith and also to reflect on some of the moral teachings associated with Christianity. The school makes good use of visitors to broaden approaches to this aspect of school life. Children are encouraged to take part in presently assemblies and their contributions are valued by staff. The children are confident and articulate when speaking and listen attentively to others. Music is valued and the children sing with joy and enthusiasm. More opportunities could however be provided for personal reflection in assemblies.
- a)
2. Lessons in religious education also contribute to children's spiritual development. Opportunities are provided for quiet reflection and for the exploration of such themes as 'acceptance and rejection'. Extra curricular activities also contribute to this area of development.

- a)
3. The moral development of pupils is very good. They are given clear guidance on what is right and wrong and older pupils have been given the opportunity to develop their own code of conduct. Many school assemblies have a strong moral content. Teachers maintain a high standard of discipline based on principles of praise and encouragement and on the valuing of each child's contribution.
- a)
4. Pupils' social development is also very good. Children are encouraged to adopt responsible attitudes to one another and to property. In many curriculum areas teachers provide opportunities for children to work together and there are opportunities for older pupils to help and care for younger pupils. The children respond in a positive manner and demonstrate very responsible and mature attitudes in their relationships with one another and with staff. They show sensitivity to the needs and feelings of others.
- a)
5. The school has involved pupils in a wide range of activities to support the needy both in this country and in various parts of the world. This practice has also encouraged and supported individual children's initiatives to support worthwhile causes.
- a)
- b)
- c)
6. Provision for the cultural development of pupils occurs in art, history, geography, religious educational and music. In addition the school provides opportunities for children to participate in visits to centres of educational interest. A particularly strong feature of this work is the provision of a residential experience which gives considerable enrichment to various aspects of the curriculum and makes a significant contribution to pupils spiritual, moral, social and cultural development. The school also involves the children in many aspects of community life. The school should further prepare its pupils for life in the wider community by providing more opportunities for them to experience other faiths and cultures.

Support, Guidance and Pupils' Welfare

1. The school's Christian ethos is successful in creating an atmosphere in which the children are keen to learn. Assemblies are used to reinforce the school's ethos. Children relate well to each other and are helpful towards visitors. They take pride in their work, and are able to discuss it confidently.
- a)
2. A wide range of extra curricular activities enrich the children's experience.
- a)
3. The provision made for children with special educational needs is sound, and pupils with statements are well supported.

- a)
- 4. The induction course run for the parents of children entering school ensures that children are well prepared for school life. Good relationships also exist between the primary school and the local secondary school, thus ensuring a smooth transfer of pupils at the age of eleven.
- a)
- 5. Year 6 children learn to take responsibility for themselves and others through participation in the annual residential visit. The system of pairing Year 6 children with children in the reception class helps to reinforce this and benefits both groups. Teachers in all classes offer pupils good educational guidance and this contributes to the development of high standards.
- a)
- 6. Child protection measures are in place and members of staff are trained in first aid. A health and Safety audit of the school has recently been carried out by the Local Authority.

Partnership with Parents and the Community

- 1. The school's participation in community events including the Barnoldswick Gala, and the Pendle Schools Festival of the Arts, enriches the life of the school, particularly in music. The high degree of parental involvement in many areas of the school's life adds to its sense of community. A popular after-school activity, 'Christian Quiz Kids', is run by a group of parents and other adults from various churches in the town. The school's fund-raising for a variety of charities increases the children's awareness of the needs of others. Some children contribute individually to this charity work, thus showing initiative. The vicar is a frequent visitor to the school and takes part in school worship. A Christian Group, 'All the King's Men', also lead worship on a regular basis. Children visit the church as part of their work in several curriculum areas and also make a contribution to worship through music and drama.
- a)
- 2. The school provides good information to parents through its prospectus and regular newsletters. Reporting of pupils progress to parents is very thorough and parents find it helpful and value the information that the school provides. Parents evenings are well attended.

The Management and Efficiency of the School

Leadership and Management

1. The headteacher provides the school with strong, effective leadership which promotes high standards and she has a high level of personal commitment to both the school and to its pupils. She is hard working, enthusiastic, full of energy and very much involved in every detail of the school's life. A Christian ethos underwrites all that the school does. Through her personal example, the headteacher has established good relationships; pupils are polite, well-mannered and show positive attitudes towards their work. This is a happy school where children enjoy learning.
 - a)
2. Since her appointment, the headteacher has carried out successfully a number of important changes to raise standards of achievement. Her priorities have been to encourage the staff to work as a team, to bring about curriculum development and to encourage greater parental involvement in the school. New appointments have been made to the staff and the headteacher has established a management team to support her work. The deputy headteacher and Key Stage 1 co-ordinator make a strong contribution to the raising of standards and to the good running of the school both through their work and through their membership of the management team. The team has effective procedures for monitoring quality and standards. The headteacher has good knowledge of all pupils and monitors their standards and progress. The school staff meets regularly as a group, and in key stages, to plan curriculum development and monitor progress. Parents are regular helpers in school and work with pupils, this enhances the quality of learning.
 - a)
3. All teachers have responsibility for co-ordinating and leading areas of the curriculum. They work hard and carry out their responsibilities effectively and conscientiously. All subjects have detailed policy statements and some have schemes of work. Schemes have not yet been produced for all subjects. Co-ordinators monitor their subjects in all years. Recently, time has been provided for some co-ordinators to carry out their work but this provision is not made on a regular basis for all co-ordinators. Where time has been given to co-ordinators, it has led to improved standards and more effective curriculum development. The school should consider extending this opportunity to all co-ordinators. Effective procedures for teacher appraisal and staff development are in place.
 - a)
4. The statutory requirements for collective worship are fully met and the school provides pupils with equality of opportunity. Good management of resources ensures that pupils with special educational needs are well supported.
 - a)
5. There is a good working relationship with the governing body. Governors are well informed and carry out their statutory responsibilities effectively. They support the headteacher and bring to the school a wide range of experience. Their commitment to the school is strong. They have regular meetings and have established an effective

range of committees which deals efficiently with key aspects of the school's life. The governors monitor standards and progress through the headteacher's reports and through the links that each governor has with a subject co-ordinator. There is a governor who takes responsibility for pupils with special needs and another provides a link for governor training.

a)

6. The School Development Plan was written after extensive consultation with parents and staff. It has been ratified by the governors and covers areas of the curriculum and other significant aspects of the school's life. It identifies both short-term and long-term priorities all of which are closely related to the school's aims. It sets out clear targets and relates them to the budget. The plan focuses on those priorities which will improve standards. The headteacher and governors monitor the plan closely and evaluate its outcomes effectively.

a)

7. The school is very well run. Day-to-day management and administration are good and the school has clear, effective systems of communication. The school uses information technology efficiently for its administrative systems. The school clerk has worked in the school for many years and, consequently, knows all of the children and many of their families very well. She is hard-working and efficient. Her work and her pleasant manner make a valuable contribution to the good running of the school.

a)

8. The headteacher's dynamic leadership and her good management of the school are major strengths which have contributed to the high standards that the school achieves.

Staffing, Accommodation and Learning Resources

1. The school is appropriately staffed to deliver the National Curriculum and teaching staff are appropriately qualified. Teaching and classroom support staff are effectively deployed.

a)

2. Subject co-ordinators' responsibilities are linked to their strengths and particular interests. The classroom support staff in the school provide good quality support and are involved in planning for the delivery of the curriculum.

a)

3. Newly qualified staff have the services of a mentor to complement the support that they receive from the headteacher and deputy head.

a)

4. The school has completed the first cycle of appraisal and has evaluated the process in terms of its benefits to the professional development of staff. There is a staff

development policy and staff are given opportunities to attend in-service courses linked to their curriculum responsibilities and in areas in which they would like further professional development. The headteacher keeps comprehensive records of in-service provision including an evaluation of all courses attended. The school has a good range of visiting specialists.

a)

5. Recent building developments have improved the amount of space within the school and have helped create better working conditions for staff and children. Space within the school is however still limited with the hall used variously as a library and as a general resource area for equipment. This severely restricts the amount of space available for physical education. The lack of climbing apparatus in the hall is restricting children's gymnastic development.

a)

6. Both of the playgrounds are small. The school has no grassed area for games and sports although pupils are able to use the facilities at the local secondary school. Three of the classrooms are without sinks and water supply. This omission presents staff and children with some difficulty when providing practical activities in art and science.

a)

7. Although the school building has some disadvantages, the staff work hard to overcome them. There is a good standard of display within the school and children's work is valued. The school is well maintained and is cared for by staff and children. Cleaning is carried out to a high standard.

a)

8. The quality and quantity of resources are satisfactory for the delivery of the curriculum; resources in some areas are good. The school needs further to develop the resources in history at Key Stage 1; certain aspects of music and in information technology. General resources in physical education are satisfactory with the exception of the climbing apparatus, the use of which is compromised by the accommodation.

a)

9. Resources within the school are well maintained, clearly labelled and readily accessible to staff and children.

a)

10. The school makes good use of the environment as a resource and pupils benefit from the wide range of educational visits which the school organises in support of the curriculum.

The Efficiency of the School

1. The school makes very efficient and effective use of its resources to promote good standards of attainment.

- a)
- 2. The School Development Plan has been ratified by the governors after wide consultation. It is a well focused and clear document which uses the school budget to meet the school aims and to raise standards. The resources made available to the school, including grants for pupils with special educational needs are managed efficiently and used effectively. The governors are well informed and identify clear priorities to ensure that financial planning makes best use of the budget. An appropriate budget surplus is held by the governors to fund the growth in pupil numbers, for contingency and for planned building development projects. Information technology is used effectively by the school for financial management and control. The recommendations of the most recent external audit have been put into place and financial controls are strong. The school makes good use of joint purchasing arrangements and takes steps to ensure that purchases represent good value for money
- a)
- 3. Effective use is made of the building; recent improvements made by the governors have greatly improved the quality of the accommodation. There are sufficient learning resources in most areas of the curriculum and they are used effectively. Teaching and support staff are effectively deployed and make a good contribution to both the quality of learning and to standards of achievement.
- a)
- 4. The school represents very good value for money both in terms of the educational standards that it achieves and in the quality of education that it provides.

PART B : CURRICULUM AREAS AND SUBJECTS

Areas of learning for children under five

1. When pupils enter the reception class their attainment is slightly below the national expectation. About half of these pupils have experienced nursery education or pre-school playgroup before they come to school. Through good early years provision, and with the support of their parents, pupils quickly make up ground. They are ready to learn and make good progress. By the end of the reception year most pupils reach the national expectation and many achieve beyond it.
 - a)
2. The quality of teaching is good in all the areas of experience except in English and physical education where it is very good. There is a strong emphasis on the development of language, particularly on developing speaking, listening and early literacy skills. Pupils are well supported by nursery nurses and parents. This support enhances the quality of teaching and learning. Adults use praise and encouragement very effectively to give pupils confidence and to raise their standards of achievement. Lessons are well planned and effective use is made of an excellent range of resources and materials for learning. The computer is used effectively to extend learning in mathematics and in English. All pupils have equal access to the curriculum and pupils with special educational needs are well served. The higher attainers are identified and their work is extended to match their abilities and needs. Specialist teaching takes place in music where pupils benefit from the teacher's specialist knowledge and professional skills.
 - a)
3. The school has an appropriate policy document for the early years which is used by the staff as the basis for planning in all the areas of experience appropriate for pupils under five. Good links are established with the children's homes and in the term before the children start school there is a programme of induction for parents and pupils. Parents are encouraged to work in the reception class where they help with reading, mathematics, art, baking, games and technology.
 - a)
4. Pupils respond well to school and enjoy the interesting and stimulating opportunities provided for them. Their behaviour is very good and they get on well socially. Relationships are very good and children respond well to adults. In the reception class they learn to share and work together. By the end of the reception year pupils respond well to colour, texture, shape, music and movement. Pupils' mobility is of a satisfactory standard and their fine motor skills are well developed. They enjoy stories and listen attentively.
 - a)
 - b)

- c)
- d)
- e)
- f)
- g)

5. The reception area is spacious, bright and filled with good displays of interesting work. There are lots of opportunities for first-hand experience where pupils can experiment with appropriate learning resources and materials. The classroom is well organised to ensure that the activities provided offer a rich curriculum that gives children good opportunities. During the inspection the class was working on an exciting theme about 'Bears', an activity which had captivated the pupils' interest. The domestic play area had been turned into the 'Three Bears Cottage' and the children dressed up as Goldilocks and the three bears to act out the story. This work was further extended through art and through the use of information technology.

a)

6. The provision for pupils under five is of very good quality and is a strength within the school. In the reception class children are given a good start to their education.

a)

English, mathematics and science

English

1. The requirements of the National Curriculum for English are being fully met.

a)

2. Pupils' attainment on entry to school is slightly below national standards. They make good progress and by the time they leave reception have attained standards above national expectations. Pupils make good progress in Key Stage 1 and by the end of the key stage achieve standards above national expectations. This is confirmed by the school's results in the national tests for 7 year olds in 1996, where results were above those attained nationally. In Key Stage 2, pupils continue to make good progress and, at the end of the key stage, are achieving above national standards. This is in line with their achievements in the national tests for 11 year olds in 1996, where results were above those attained nationally.

a)

3. Pupils listen well and standards in speaking and listening are very good. The children in the reception class listen carefully to the teacher and ask and answer questions well. They communicate with confidence and are developing a wide vocabulary. At Key Stage 1, pupils listen well to stories and televised programmes and to teachers' instructions. They are keen to ask and answer questions and talk confidently in a range of situations. At Key Stage 2, most pupils are confident communicators in a wide range of contexts, including some formal situations. They take an active part in class and group discussions where they explore ideas and pay due attention to other

points of view. In reception and in both key stages, pupils make very good progress in speaking and listening and achieve standards which are well above national expectations.

- a)
- b)
- c)
- d)

4. Standards in reading are good. In the reception class children know that text carries meaning; they recognise words in the early books in the reading scheme and can use phonics to decode simple words. By the time they leave reception, children have attained reading standards above those achieved nationally. In Key Stage 1, reading standards are good. Pupils are enthusiastic about books and read beyond the reading scheme. Parents are encouraged to hear their children read and to work in partnership with the school to improve their children's reading. By the end of Key Stage 1, pupils have reading standards which are above national expectations. In Key Stage 2, standards in reading are good. Pupils enjoy reading and do so with accuracy and fluency. The best readers have a good knowledge of books and authors and read a wide range of texts with confidence. Pupils are aware of library organisation and can retrieve and use information from reference and non-fiction texts. They can also seek out information using information technology. By the end of the key stage they have attained reading standards which are above the national expectations.

- a)
- 5.

In reception, the use of 'Letterland' has helped children recognise and form letters. Most pupils can write their own name. They make good progress in developing writing skills and by the time they leave reception have levels of attainment above national standards. Writing standards in Key Stage 1 are good. Pupils write in a variety of forms for different purposes and audiences. Most write in sentences and can use full stops and capital letters correctly. Spelling is good and handwriting is neat and legible. In Key Stage 2, standards in writing are good. Pupils produce good work in a range of written forms in the subjects of the curriculum. Pupils use planning sheets to organise their ideas. However, there is less evidence of redrafting, though information technology is used to a limited extent for this purpose. Information technology is also used for high quality presentation of stories, books and poems. Pupils use the full range of punctuation points, including commas, direct speech and paragraphing and some use punctuation for effect in their writing. Handwriting is neat, cursive and legible and pupils take a pride in the presentation of their work. Standards in spelling are good. By the end of the key stage, pupils have attained standards in writing above those expected nationally.

- a)

6. Pupils make very good progress in speaking and listening throughout the school. They develop a wide vocabulary and are confident when speaking in various situations. Pupils make good progress in reading and show increasing confidence in reading a wide variety of texts and in carrying out research. Pupils make good progress in all aspects of writing across the school and children with special needs make sound progress in all three attainment targets in English.

- a)
7. Teachers' knowledge of English and of the National Curriculum Programme of Study is good. Good questioning promotes high standards of language development across the curriculum. Lessons are very well planned with clear learning objectives and criteria for assessment. Teaching in Reception is very good. Teachers have a very good knowledge and understanding of areas of learning for under-fives. Teaching and support staff are well prepared, have high expectations and use methodologies which promote high standards. At Key Stage 1, teachers are well prepared and encouraging in their approach; these features lead to good standards being achieved. Good teaching Key Stage 2, provides appropriate challenge and support for pupils. Staff use a wide range of strategies to ensure that work is well matched to pupils' abilities. Most teachers provide clear explanations and introductions and are skilled in managing class discussion. Marking of pupils' work is positive, supportive, and, in many cases, formative. Pupils are also being encouraged to look critically at their work and carry out some self evaluation. At Key Stage 2, teaching is good, often very good, and promotes high standards.
- a)
8. In all lessons, high standards of discipline are maintained, relationships are very good and pupils' positive attitudes to learning promote high standards. Pupils listen well in class and respond, often enthusiastically, to teachers' questions. Their levels of concentration are high and most pupils work well even when not directly supervised. Behaviour is good and high levels of respect, between teachers and pupils, are evident.
- a)
9. The English Co-ordinator's strong and effective leadership is having a positive impact on standards. There is a good policy which reflects the aims and values of the school. Regular release time has enabled the co-ordinator to gain a clear picture of English across the school. The co-ordinator's role in monitoring the curriculum, the quality of teaching and standards of pupils' work is very effective; detailed analysis of assessment data adds strength to this process. Key areas for development have been identified and targets for improvement set. This has made a considerable impact on the teaching of English and is helping to drive up standards. Production of a scheme of work is in hand; when it is in place it will provide a good basis for the further development of progression across the school.
- a)
10. The school has good resources, particularly for reading. Class and school libraries are well-stocked with attractive, modern fiction and non-fiction books. There is sufficient non fiction stock to support most areas of curriculum. Owing to lack of space, the school library is kept in the hall. This makes borrowing books difficult and does not allow pupils to browse. If plans to build a new library go ahead, they will provide a major improvement in provision.
- a)
11. To further improve standards in English the school should:

- develop the scheme of work for English and state within it those aspects of language development which may be addressed effectively through the subjects of the curriculum;
- x
- provide a wider range of approaches to the development of extended responses to reading in Key Stage 2;
- x
- help pupils to plan their written work more effectively and to make greater use, at Key Stage 2, of note making skills; and
- x
- offer more opportunities for pupils to redraft and improve their writing. Extend the opportunities for using information technology.

Mathematics

1. Most pupils begin school with levels of numeracy below the national expectation. Good progress is made in each key stage thus enabling the majority of pupils at the end of each key stage to reach levels of attainment which are above those expected nationally. The results of the most recent national tests show that pupils achieve results which are above the national average. These standards were reflected in lessons observed during the inspection and represent an improvement on the previous year's national test results.
 - a)
2. In the infants many opportunities are provided for pupils to use and apply mathematics in a range of stimulating situations. Pupils' skills and knowledge are reinforced through role-play, story, number rhymes and through other more formal tasks. By the end of Key Stage 1, pupils have made good progress. They gain knowledge of shapes and their properties, and learn about number bonds, place value and data-handling. Due emphasis is given to pupils' acquisition of mathematical language. Parents of Key Stage 1 pupils are involved in playing mathematical games both in lessons and at home. This exciting initiative presents a valuable opportunity for extending pupils' learning at school and at home. It contributes to improved standards and represents a strength of the school.
 - a)
3. Good progress is sustained during Key Stage 2. Pupils learn about decimals, fractions, number patterns, multiples, factors, scale measurement and data handling. Some pupils analysed newspaper advertisements and presented the data graphically. Pupils' written number skills are well developed and progress is consolidated through regular practice. The school develops pupils' skills in mental arithmetic through regular exercises and tests.
 - a)

4. In both key stages, pupils with special educational needs receive appropriate support and make sound progress which is regularly monitored and accurately recorded.
 - a)
5. Teaching is good in reception and in both key stages. Teachers have good subject knowledge in mathematics. Lessons are very well planned and teachers have high expectations of their pupils. The work set is generally well matched to pupils' abilities including the lowest and highest attainers. Where the teaching is at its best, it is enthusiastic and explanations are clear. In good lessons pupils are encouraged to contribute, and teachers promote pupils' learning by asking challenging questions.
 - a)
6. Pupils are given opportunities to use and apply their knowledge and skills in mathematics. More opportunities might be sought for pupils to engage in investigative work and problem solving. Junior pupils should be given greater opportunity to work together thus maximising the potential of talk as a means of extending mathematical vocabulary and of developing understanding.
 - a)
7. Teachers mark pupils' work thoroughly and often provide helpful comments. Record-keeping and reports to parents are of good quality, and fully comply with legal requirements.
 - a)
8. Teachers' presentation of mathematics enhances pupils' interest and enjoyment of the subject. Judicious use is made of the published mathematics scheme and appropriate opportunities are taken to supplement its use with other materials. The enthusiasm of teachers and their willingness to provide interesting contexts for mathematics lessons, represents a strength and promotes learning of a good quality. Examples were seen of mathematics being used effectively in geography (scale measurement) and in design technology (measuring). Such links reinforce the many purposes of mathematics and enable pupils to perceive its relevance to learning in various contexts.
 - a)
9. Pupils' behaviour in lessons is invariably good. Relationships with adults are always at least good and often excellent. Pupils listen attentively to their teacher and to others whilst explanations are being given. They concentrate on their work which they complete with care and a sense of pride. Pupils clearly enjoy mathematics and are keen to learn. They co-operate well when required to do so; for example when small groups use ordnance survey maps, or when pairs of pupils use the computer, and when younger pupils share resources.
 - a)
10. The co-ordinator is experienced and suitably qualified. Owing to long term illness he was absent during the inspection. Last year the school used some of its non-contact time to monitor, and assess the quality of teaching. This practice has led to improved quality and standards. There is a good quality policy document but no scheme of work. The school recognises the need for such a document.
 - a)
11. Classroom resources are judged to be sound; they are in good condition, are well-managed and used carefully by pupils. Effective use is made of computers to enhance

learning. The school intends further to develop its range of CD ROM based software to support learning in mathematics.

a)

12. In order further to raise standards of attainment, the school should:

- develop a scheme of work for mathematics; and
- x
- create more opportunities for pupils to use spoken language to explore mathematical concepts and to enhance their role in investigative and problem-solving activities; including those activities which require pupils to work together or to engage in extended research.

Science

1. By the end of Key Stage 1 the majority of children achieve above the national expectation and make good progress. In Key Stage 2 pupils continue to make good progress and reach standards that are above the national expectation. Most pupils acquire good knowledge and understanding of the subject within a framework which supports investigative skills.

a)

2. The quality of teaching in reception is good. In Key Stage 1, is very good and in Key Stage 2, good. In both key stages, topic work is used effectively as the basis for planning scientific investigations. Pupils' responses are good. Pupils are encouraged to observe carefully and to discuss their work. Children with special educational needs receive adequate levels of support

a)

3. At Key Stage 1, pupils develop their skills of scientific enquiry through observation and prediction and through the use of reasoning in structured activities. Observation skills are extended through careful examination of buoyant/non buoyant materials. Pupils begin to understand scientific concepts such as friction and forces. The use of questioning helps the pupils to draw on, and extend, their previous knowledge and understanding. Standards of oracy are good and pupils are beginning to write in an organised way about the methods used in investigations. Lessons are well planned with explicit learning objectives. Resources are appropriate for the learning activities undertaken.

a)

4. At Key Stage 2, pupils pose questions, seek information and record both the process and outcomes of an investigation in a variety of ways. There is, however, insufficient use made of information technology. Clear exposition is given by teachers and tasks are well structured and carefully planned; they include explicit learning objectives. Open questioning is used to good effect to encourage the pupils to consider propositions. They are able to recall information and use it to deepen their knowledge

and understanding. Pupils are aware of the need to control variables in order to carry out fair testing. In explaining their methods and findings pupils use scientific language appropriate to their age and ability.

a)

5. A science policy has been developed which seeks to promote the subject through cross-curricular topics. The school now needs to develop a detailed scheme of work to support teachers' planning at Key Stage 1 and to establish formal structures for monitoring and evaluating the delivery of the science curriculum across the school. The requirements of the National Curriculum are fully met.

Other Subjects or Courses

Art

1. The requirements of the National Curriculum are being met and standards in art are good throughout the school. At all stages, pupils explore a range of techniques and use a variety of media appropriate to their age and abilities.

a)

b)

2. Standards of attainment in reception are good. During the inspection some good paintings were on display and children produced collages using a variety of materials to explore texture. Pupils are aware of the range of colours and, by the time they leave reception, have acquired good levels of skill in painting, drawing, using crayons, cutting and gluing.

a)

3. In Key Stage 1, pupils produce artwork of a high standard. During the inspection pupils explored pattern and space in line drawing and used marbling effectively as a background to interesting underwater collages. Other pupils produced 3-D aquariums and explored methods of attaching different materials. Pupils' art work is linked effectively to other areas of the curriculum. It is well presented and demonstrates that pupils can work from direct observation and from their imagination. Pupils are encouraged to evaluate their work and to think of improvements. By the end of the key stage, they have attained standards above those expected nationally.

a)

4. At Key Stage 2, pupils are given many opportunities to explore different media and techniques in developing their skills in investigating and making. Art work is well integrated into cross-curricular themes and much good work was on display. The art work carried out during a study of the Greeks, included making clay tablets, designing and making masks and 3D models of Greek temples, all of which allowed pupils to experiment with and gain increasing control over materials, tools and techniques.

Pupils also used information technology to produce high quality illustrated books of Greek myths. Pupils study the work of other artists and produce work in a similar style. Some good paintings in the style of Patrick Caulfield and Monet were on display. Sketchbooks are kept in some classes and pupils are encouraged to experiment and evaluate their ideas. By the end of the key stage, pupils have attained standards which are above national expectations.

a)

5. In both key stages, pupils, including those pupils with special educational needs, are making good progress both in terms of their knowledge and understanding of art and artists, and their ability to investigate and make using a variety of materials.

a)

6. The teaching of art is good in reception and in both key stages. Teachers are secure in their knowledge of the Programmes of Study and are providing a wide range of opportunities and resources to support a variety of experiences for pupils. They have clear objectives and are well prepared. There is a strong emphasis on investigation and evaluation and pupils are encouraged to explore and develop their own ideas. The school has satisfactory resources for art and has plans for their further development.

a)

7. The co-ordinator provides sound leadership for the development of art. There is an art policy which reflects the aims and values of the school. The Lancashire scheme of work is being trailed this year and will be evaluated at the end of the summer term. The school will then produce its own scheme of work. The role of the co-ordinator in monitoring curriculum planning and supporting subject development contributes positively to the standards achieved in art.

a)

b)

c)

d)

8. Action points in Art:

a)

- the co-ordinator needs regular time to monitor teaching and standards more closely in order to ensure progression across both key stages;

x

- resources, particularly those relating to the study of art and artists from other cultures, should be developed; and

x

- a water supply should be provided in those classrooms still without sinks.

Design & Technology

1. Attainment in design technology is good in both key stages with pupils reaching standards which are above the national expectation by the end of each key stage. Pupils make good progress across the school. The youngest pupils are given many opportunities to experiment and to explore designing and making using a wide range of materials. They learn how to evaluate and modify their work. Children experience focused practical tasks which develop their knowledge and skills. One group of pupils used the large, hollow, wooden blocks to design and successfully make a bench to seat and support children. Pupils have designed and made geometrical shapes, windmills, kites, puppets and toys that move. All pupils in reception and Key Stage 1 have had opportunities to mix ingredients and to bake them. In Key Stage 2, this good start is built upon and pupils' knowledge, skills and understanding are enhanced. Making skills are good and by the end of the key stage pupils can measure, mark out, cut and shape safely using a variety of tools and equipment. They can produce ideas, clarify design criteria, organise tasks, appraise their own products and implement improvements. Pupils have designed and made some excellent vehicles and other working models. The requirements of the National Curriculum are fully met.
 - a)
2. The quality of teaching is good in reception, satisfactory in Key Stage 1 and good in Key Stage 2. Teachers set assignments involving practical tasks in which pupils design and make products using a wide range of materials. Planning is good with clear objectives; lessons have good pace. Good teaching challenges pupils' thinking and extends their knowledge, skills and understanding. Pupils' work in mixed ability groups and pupils of all abilities contribute to set tasks. Teachers ensure that pupils with special educational needs are given good support. Classroom support staff and parents make a valuable contribution to the quality of teaching and learning in design technology.
 - a)
 - b)
 - c)
 - d)
 - e)
3. Pupils' response is good; and they enjoy their tasks and have positive attitudes towards design technology. They recall previous work with obvious enjoyment and they are keen to demonstrate the models that they have made. They show interest in designing, making, and working with materials. Tools are handled with care and respect and pupils appraise their own work critically and can suggest alternative ways of carrying out the tasks.
 - a)
4. The co-ordinator is enthusiastic and has good subject knowledge. A good policy document has been produced which fully meets the requirements of the National Curriculum. Discussions have taken place with staff and schemes of work are being produced to ensure progression and continuity. The school has a satisfactory range of resources, tools and materials. There is a good range of construction materials which offer challenges and extends pupils abilities through play and collaborative working. The co-ordinator offers colleagues good levels of support

Geography

1. Pupils make good progress and by the end of both key stages attainment is above national expectations and the progress of the children is good.
 - a)
2. At Key Stage 1, children are able to examine aerial photographs and identify the main geographical features on them. They understand, and can interpret, plans which are based on pictorial representation and know that the key on a map is the means by which they can find specific information.
 - a)
3. At Key Stage 2, pupils are able to use grid-references both to place symbols on maps and to complete a data bank. They are able to explain similarities and differences in the physical and human features of different localities and have an understanding of how environmental change can affect the lives of the people.
 - a)
4. The quality of teaching is good in both key stages. Teachers plan their work carefully and make good use of geographical resources to support learning. They give clear explanations and make good use of question and answer techniques to encourage children to think more carefully about specific issues. Opportunities are given for children to work together and all children are supported and encouraged in their work. Relationships between teachers and children are good.
 - a)
5. Children listen attentively during explanations and when other children are making a contribution. They work well together and are sensitive to the thoughts and feelings of others. They are articulate and confident when speaking in front of others and give sensible and mature answers to questions, particularly in those areas that involve the effects of environmental change on a community. Pupils behave well and the quality of relationships is good.
 - a)
6. The school has a geography policy statement and a co-ordinator for the subject. The co-ordinator has attended several in-service courses concerned with the provision of the geography curriculum and has plans further to develop the subject within school. Good use is made of educational visits and of the immediate environment to support learning. Residential visits provides pupils with opportunities for developing their knowledge and skills in geography. There are good cross-curricular links with English, maths and art. The school has instigated initiatives which include links with schools in other areas and is currently participating in a project run by the 'Lancashire Evening Telegraph' which involves the development of a local geographical resource. The co-ordinator is building up resource packs on specific geographical areas.
 - a)

7. The requirements of the National Curriculum are being fully met. The school now needs to develop a scheme of work for geography which ensures progression in knowledge and skills across both key stages. The implementation of this scheme should be monitored and evaluated and opportunities provided for the co-ordinator to monitor the standards of attainment within the school. The quality of resources is sound in geography but the school would benefit from extra geographical information technology resources to support the teaching of this subject.

History

1. At the time of the inspection very little history was being taught in Key Stage 1. Consequently insufficient work was seen to judge overall standards or progress. Teachers' planning, and the work in pupils' books, indicates however that the programme of work throughout the key stage is broadly in line with National Curriculum requirements.
 - a)
2. By the end of Key Stage 2, standards of achievement are very good and well above the national expectation. The quality of teaching is good and pupils make good progress. All teachers plan history in relation to the study units of the National Curriculum and match them effectively to the Programmes of Study. This work offers all children a balanced programme in which they consider historical facts, handle artefacts, read contemporary accounts and record their responses in a variety of ways including prose, poetry and art work. In one class, effective use was made of computer programmes to enhance learning through research. The displays were used very effectively to extend learning and understanding.
 - a)
3. Throughout Key Stage 2, there is a clear development of an awareness of the nature of history, its content, sources, methods and skills. The children are developing a sense of the chronology of events. Good use is made of local history with planned visits forming an integral part of the curriculum. The requirements of the National Curriculum are fully met.

Information Technology

1. Standards of achievement in information technology across the school are sound and pupils make satisfactory progress. By the end of each key stage pupils' attainment is in line with the national expectation. In reception and Key Stage 1, children have access to computers and appropriate programs are used to support mathematics and English. Through the use of 'roamers' pupils successfully develop controlling and

modelling skills and begin to understand that control is an integral part of technology. In Key Stage 2, all pupils have access to computers and by the end of the key stage they use them to support their work in a number of curricular areas. In history, some good work was seen where pupils were using a program about the Victorians to seek information and to extend their knowledge and understanding of life in those times. In both key stages pupils use the word processors effectively, to draft, to check and to present their writing in a variety of formats.

a)

2. The quality of teaching is sound in reception and in both key stages. Teachers' planning takes account of information technology which is used to support and extend work across the curriculum. Teachers' knowledge of information technology is sound. Assessment is used effectively by teachers to match work to pupils' abilities. Classroom support staff are used effectively to extend pupils' learning. Some very good work was seen; when for example the classroom assistant was using the 'roamer' with small groups of pupils from Key Stage 1 to explore controlling skills. Pupils with special educational needs are well supported and have equal access to information technology.

a)

3. Pupils' attitudes towards information technology are positive. They are well behaved and work with interest and concentration. In reception, and in both key stages, children are confident and enjoy using computers.

a)

4. There is a written policy for information technology which has clear aims and which is currently being used to develop curriculum guidelines. The subject meets the requirements of the National Curriculum. The co-ordinator is enthusiastic and hard working. She has carried out a subject review and has produced a sound development plan. Each class has access to a computer and appropriate software but most machines are old and in need of replacement. Currently, the school has two multi-media PC's with CD Rom. It needs to develop a phased programme to replace its computers, and so give all pupils access to new machines.

Music

1. Music is a strength within the school with pupils making good progress. In both key stages, children's attainment is above the national expectations.

a)

b)

c)

2. Younger children are able to perform and compose. Specialist teaching is used effectively to develop their enjoyment and understanding of music. At a very early stage pupils learn how to listen with concentration and to respond to, and appraise, music. In Key Stages 1 and 2 children develop a range of musical skills and attributes

which include rhythm and dynamics. Good use is made of a wide range of percussion instrument. Pupils develop their musical ability and appreciation of music as they progress through the school. Pupils are given the opportunity to learn the recorder and to play at assemblies and in other performances. The school is short of tuned instruments and electronic keyboards, the provision of which would greatly enhance the present high level of provision and it would extend the opportunities available for pupils to develop their skills in music.

a)

3. The quality of teaching is good in reception and in both key stages and promotes high standards. Lessons have clear learning objectives which take account of the various attainment levels of pupils. Teachers' high expectations promote high standards. There is balanced provision across the subject and delivery is supported by detailed and effective planning. Firm, consistent and positive control is particularly notable in lessons where children are composing and rehearsing. High standards are promoted through enthusiastic presentation, appropriate challenge and the development of both theoretical and practical aspects of music.

a)

4. Pupils' responses to, and behaviour in, music are very good throughout the school. They enjoy music and are enthusiastic, responsive and confident. This is shown by the good standard of their class compositions and by their performances. Children with special educational needs are fully integrated into music lessons. Pupils' singing in assembly and in the school choir is good. They sing in unison and show control of pitch, dynamics and breathing. Pupils are given opportunities to perform in music festivals and on special occasions in school. Experiences of this kind are valuable in that they enable pupils to suit their performance to venue, audience and occasion.

a)

5. There is a satisfactory range of resources which are well organised and easily available to pupils. The music co-ordinator is a specialist with very good subject knowledge. She is hard working and has enthusiasm for the subject. Good policy guidelines are currently being developed into detailed schemes of work. The co-ordinator monitors the subject across the school and has a clear picture of the strengths and areas for development. Funding is made available for music each year but will need to be increased from its present level if tuned instruments and keyboards are to be added to the range of instruments. The school has very sound reproduction systems of good quality and a collection of recorded music by famous composers. In assembly, pupils listen to the music of the composer of the week chosen from the school collection. Music contributes to pupils' awareness of other cultures when for example, they sing songs and perform music from other parts of the world. It also provides them with opportunities for spiritual development and for reflection.

Physical Education

1. Pupils begin school with levels of physical ability which are to be expected for their age.
 - a)
2. Attainment in physical education is in line with national expectations at the end of both key stages. By the time they leave school, all pupils are able reach National Curriculum standards in swimming and many achieve more highly.
 - a)
3. Progress is good in both key stages. The best progress occurs where pupils are required to observe and evaluate the performance of others; where appropriate teaching points are made; and, where pupils are given opportunities to be inventive in, for example, creating their own dance movement or in moving along, and balancing on, apparatus.
 - a)
4. The overall quality of teaching is good. In the majority of lessons, teaching is of a good, very good or outstanding quality. In the remainder of lessons teaching is sound. In the best lessons, teachers have expertise and enthusiasm, give clear exposition, have secure class control based upon good relationships, provide regular feedback, make appropriate teaching points, challenge pupils intellectually and physically and make appropriate use of demonstrations by pupils. The pupils benefit from the considerable enthusiasm of all teachers and in particular from the specialist expertise within each key stage.
 - a)
5. Pupils respond very well to physical education. They are enthusiastic and enjoy their lessons. They co-operate well with each other when, for example they move and use equipment, and when they devise and play their own games.
 - a)
6. Sufficient time is allocated to physical education during the week and pupils experience a balance of activities. National Curriculum requirements are met.
 - a)
7. The commitment, enthusiasm and expertise of the co-ordinator is a strength of the school. She has produced an effective policy document and has identified several targets for development this year. Her role currently includes monitoring teachers' plans and informally supporting colleagues. The school recognises the need for teaching to be supported by a scheme of work which provides a progressive and coherent programme of work. The co-ordinator has already begun to address this need and is keen for it to be completed.
 - a)
8. The school's facilities for physical education are restricted. They limit the curriculum and pupils' standards of attainment. There are no grassed areas, although the school is able to make use of the local high school's fields during early autumn and summer. Both of the hard surfaced playgrounds are in good condition but their sloping surfaces and surrounding walls make vigorous ball games potentially hazardous. The hall is very clean but its small size is further limited by the surrounding items of furniture such as the library shelves and piano. As a result, pupils' are constrained in their freedom to make use of the space. The absence of any climbing apparatus limits the

development of pupils' gymnastic skills. Despite these physical limitations, teachers make every effort to provide pupils with enjoyable and worthwhile lessons, whilst safeguarding pupils' welfare. Resources are adequate, in good condition and well deployed.

a)

9. Extra curricular opportunities including football and netball are available for boys and girls of all abilities. The residential experience for upper Key Stage 2 pupils provides good opportunities for outdoor adventure activities, such as canoeing and orienteering. All of these experiences contribute significantly to the aims of the school, and to pupils' personal development.

a)

10. In order to raise standards the school needs to:

· improve provision for gymnastics and indoor games;

x

· provide climbing apparatus; and

x

· develop a skills based scheme of work

Religious Education

1. Attainment at the end of both key stages is above national expectation and progress is good. At Key Stage 1, children have an understanding Bible stories and their teaching. They also have a knowledge of some of the main Bible characters, such as John the Baptist.

a)

2. At Key Stage 2, children understand the importance of the Bible as a book for the guidance and encouragement of Christians. They know that there are Old and New Testaments and are able to look up references in both and extract relevant information to support their learning. They have an understanding and knowledge of the main Christian festivals and of the events and beliefs involved in them. They are able to talk about some of the main Christian characters and have a knowledge of some of the practices of the Christian Faith. They know the Christian meaning of Advent as a time of preparation for the Birth of Christ.

a)

3. The quality of teaching in both key stages is good. Teachers plan their work with clear aims and objectives and have a secure subject knowledge. They make good use of question and answer techniques to support learning and children are encouraged to reflect and to express their own ideas and thoughts. Teachers provide children with good support in their work and they value every child's contribution. Good use is made in Key Stage 1 of drama as a means of developing children's confidence and to reinforce learning. There are good cross-curricular links with art and English and good moral and social teaching within these lessons.

- a)
- b)
- c)

4. Pupils' responses are good. They listen attentively and are articulate and confident when speaking. They show sensitivity to the views and feelings of others and are able to discuss well together, offering sensible and mature answers and ideas. Pupils level of concentration is good and they demonstrate positive attitudes towards religious education.

- a)

5. The school has a religious education policy statement and follows the Lancashire Agreed Syllabus . There is a framework for teaching religious education which covers reception and both key stages. Children also have opportunities in both key stages to study, in depth, two other major world faiths.

- a)

6. The school has an enthusiastic, religious education co-ordinator who has undertaken appropriate inservice training. The vicar provides good support. The school is using a standardised, medium-term planning sheet and is developing assessment sheets and teacher resource packs to support for the different aspects of this subject. There are centrally held resources to supplement those resources contained within the classroom. The school has given religious education a high priority in the last two years and has developed some good resources in terms of books. The school now needs to develop its collection of artefacts, particularly those associated with other faiths. It should continue to monitor the delivery of the curriculum in terms of standards of attainment across both key stages and provide opportunities for pupils to learn more about people from other faiths.

PART C: INSPECTION DATA

Summary of Inspection Evidence

1. The inspection of Barnoldswick C.E. (Controlled) Primary School was undertaken by a team of six inspectors, who, over a three day period, completed a total of fifteen inspector days in the school.
 - a)
2. For the most of the time spent in school, inspectors visited classes, talked with individuals and groups of children and evaluated their work. In addition, interviews were held with the headteacher, deputy head, teachers with curriculum responsibilities, ancillary staff and senior members of the governing body.
 - a)
3. Furthermore :
 - pupils were heard reading and were questioned on their understanding and knowledge of books;
x
 - pupils from each year group were examined in their mathematical knowledge and understanding;
x
 - samples of pupils' work covering the full ability range were scrutinized, in all age groups and in all classes;
x
 - the policy documents of the school and the School Development Plan were considered;
x
 - minutes of governing body meetings and of various staff meetings were inspected;
x
 - attendance registers, the records kept on the pupils and teachers' planning documents were inspected; and
x
 - the budget figures were analysed.

1. **Data and indicators**

PUPIL DATA

	Number of pupils on roll (full-time equivalent)	Number of pupils with statements of SEN	Number of pupils on schools' register of SEN	Number of full-time pupils eligible for free school meals
YR - Y6	199	2	28	16

TEACHERS AND CLASSES

Qualified teachers (YR - Y6)

Total number of qualified teachers (full-time equivalent)	8
Number of pupils per qualified teacher	25:1

Education support staff (YR - Y6)

Total number of education support staff	3
Total aggregate hours worked each week	34

[Primary and nursery schools]

Average class size:	28
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FINANCIAL DATA

Financial year:	1995-6
	£
Total Income	233,692.00

Total Expenditure	226,011.00
Expenditure per pupil	1,213.43
Balance brought forward from previous year	26,665.00
Balance carried forward to next year	33,446.00

PARENTAL SURVEY

Number of questionnaires returned: 98

Responses (percentage of answers in each category) :

	Strongly agree	Agree	Neither	Disagree	Strongly disagree
I feel the school encourages parents to play an active part in the life of the school	50.0	48.0	2.0		
I would find it easy to approach the school with questions or problems to do with my child(ren)	54.1	44.9		1.0	
The school handles complaints from parents well	28.7	59.8	10.3		1.1
The school gives me a clear understanding of what is taught	32.7	53.1	11.2	2.0	1.0
The school keeps me well informed about my child(ren)'s progress	39.8	52.0	5.1	2.0	1.0
The school enables my child(ren) to achieve a good standard of work	44.7	48.9	6.4		
The school encourages children to get involved in more than just their daily lessons	31.6	55.8	10.5	1.1	1.1
I am satisfied with the work that my child(ren) is/are expected to do at home	35.8	51.6	8.4	4.2	
The school's values and attitudes have a positive effect on my child(ren)	58.9	33.7	7.4		

The school achieves high standards of good behaviour	55.7	41.2	3.1		
My child(ren) like(s) school	61.2	35.7	2.0	1.0	

NB : Percentages of response are rounded to nearest integer, sum may not = 100%. Percentages given are in relation to total number of returns, including nil replies.

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