

**INSPECTION UNDER SECTION 9 OF THE  
EDUCATION (SCHOOLS) ACT 1992**

**BARROWFORD COUNTY PRIMARY SCHOOL**

**Rushton Street  
Barrowford  
Nelson  
Lancashire  
BB9 6EA**

**School Number: 923/2074**

**DATE OF INSPECTION**

**13 - 16 February 1995**

**By**

**Mrs J Clarke**

**REGISTERED INSPECTOR: T11819**

**UNDER OFSTED CONTRACT NUMBER: 923/P4/501777**

## CONTENTS

Section	Paragraphs
1 Introduction	1 - 4
2 Main findings and key issues for action	5 - 10
3 Standards of quality	11 - 18
4 Efficiency of the school	19 - 23
5 Pupils' personal development and behaviour	24 - 30
6 Subjects of the curriculum and other curricular provision	
English	31 - 34
Mathematics	35 - 39
Science	40 - 46
Technology	47 - 54
History	55 - 59
Geography	60 - 63
Art	64 - 66
Music	67 - 70
Physical Education	71 - 74
Religious Education	75 - 82
Education for Under Fives	83 - 86
7 Factors contributing to these findings	87 - 122

Crown Copyright 1995

This report may be reproduced in whole or in part provided that the source and its date is stated. Under the Education Act 1992 the school must provide copies of this Report and/or its summary free of charge to certain categories of people. A charge not exceeding the cost of reproduction may be made to others requesting a copy of the full Report.

## INTRODUCTION

This inspection was carried out under Section 9 of the Education (Schools) Act 1992 to report on:

- \* the quality of education provided by the school;
- \* the educational standards achieved in the school;
- \* whether the financial resources available to the school are managed efficiently;
- \* the spiritual, moral, social and cultural development of pupils at the school.

The findings of the inspection will contribute to the annual report of Her Majesty's Chief Inspector of Schools to the Secretary of State for Education.

### Basic Information about the school

1. Name of school	Barrowford County Primary
Type of school	Infant & Junior
Type of control	County
Number of pupils	366
Age range of pupils	4 - 11
Gender	Mixed
Name of Headteacher	Mr J A Hufferdine
Address of School	Rushton Street Barrowford Nelson Lancashire, BB9 6EA
Telephone number	0282 615644
Name and address of appropriate governing body	Governing Body (address as above)
Name of Chair of Governors	Mr M Simpson
Local authority area in which the school is located	Lancashire
DFE school number	923 / 2074
Name of Registered Inspector	Mrs J Clarke
Dates of the inspection	13 - 16 February 1995

## **Intake of pupils and the area served by the school**

2. Barrowford is a county primary school of above average size situated in the village of Barrowford near Nelson, Lancashire. Pupils are drawn from the village, the surrounding rural area and from Nelson.

### **School data and indicators**

#### **3. Number of pupils in each year group**

Year	Boys	Girls	Total
Year R	33	26	59
Year 1	31	26	57
Year 2	32	31	63
Year 3	29	17	46
Year 4	26	28	54
Year 5	17	21	38
Year 6	30	19	49
TOTAL	198	168	366

### **Special Educational Needs**

Number of pupils having statements of special educational needs 4

### **Free School Meals**

Percentage of pupils eligible for free school meals 23%

### **Teachers and Classes**

Full-time equivalent teachers 14.7

Pupil:teacher ratio 25:1

Teacher:class ratio 1.13:1

Average class size 28.15

**Teaching time per week**

	Hours	Minutes
Reception	22	30
KS 1	22	30
KS 2	23	45

**Pupil Attendance (percentages)**

	Last annual report to parents <sup>1</sup>	Third week in the term before the inspection	
	Actual attendance	Authorised absence	Unauthorised absence
Overall	93.2%	186	87

**Note 1:** These figures may be presented as an aggregate, or for each of the three terms, in the year specified by the DfE.

**Number of Exclusions in the Last 12 Months**

There were no exclusions.

## Financial Information

<b>Income (£)</b>	<b>Last full financial year 1993-4</b>	<b>Current year* 1994-95</b>
Balance in brought forward	31,390	68,853
Recurrent income; eg school budget share, annual maintenance grant (AMG), fees	427,833	441,651
Grants for school meals or meals AMG (where applicable)		
Specific grants, earmarked allocations or special purpose grants (excluding capital grants)	9,078	4,432
Other income managed by the school; lettings, sales, donations, funds raised	1,148	-
<b>TOTAL</b>	<b>469,449</b>	<b>514,936</b>
<b>Expenditure (£)</b>	<b>Last full financial year</b>	<b>Budget allocation for current year*</b>
Teaching staff	292,137	330,751
Other staff	59,257	67,666
Educational resources	24,255	31,722
Premises costs	34,916	26,122
Curriculum & staff development	8,714	8,339
Other costs	4,634	5,000
<b>TOTAL</b>	<b>423,913</b>	<b>469,600</b>
<b>Total expenditure per pupil (£)</b>	<b>1,229</b>	
<b>Expenditure per pupil on educational resources (£)</b>	<b>70.31</b>	

\* Recorded as indicative allocations or estimates if necessary.

## **Record of the evidence base of the inspection**

	Pre-KS 1	KS 1	KS 2
Number of lessons seen	17	33	57

4. The inspection was carried out by a team of seven inspectors during the week beginning 13 February 1995.

- 107 lessons or parts of lessons were observed. In addition inspectors attended assemblies and registration sessions.
- many pupils were heard reading.
- samples of pupils' work were inspected in all year groups.
- policy documents of the school and school development plan were analysed.
- attendance registers, records kept on pupils and teachers' planning files were inspected.
- the budget figures were examined.
- discussions were held with pupils, staff, parents and the chairman of the governing body.
- the lay inspector attended a staff weekly review meeting.
- the team considered 132 responses from parents to the pre-inspection questionnaire.

## **MAIN FINDINGS**

5. This is a good school. Standards of achievement in the core subjects of English, mathematics and science are at or above the national expectation in relation to age and in relation to pupils' abilities. High standards are achieved in English, science, information technology, history and art. Satisfactory standards are achieved in all National Curriculum subjects with the exception of music. In a small number of geography and physical education lessons at KS2 a significant minority of pupils are underachieving.

6. Overall the quality of learning is sound or better in almost all lessons and in over half of lessons the quality of learning has good features. Pupils have good attitudes to learning and can listen and concentrate well. They show perseverance and can work individually and cooperatively. Pupils can organise themselves quickly and efficiently. They are seen to take responsibility for their own learning and to evaluate the results of their work. There is clear

progression through the school. The quality of teaching is sound or better. Planning is good and teachers have clear intentions for lessons, which are shared with pupils. There is high expectation and work is challenging. Assessment is used to inform future plans and work in most lessons is well matched to the abilities of pupils.

7. The Headteacher provides good leadership. Management practices across the school ensure the development of quality. These processes involve all teaching and non-teaching staff. An effective system of evaluation is in place. Finances are managed efficiently and effectively.

8. Governors give a good level of support to the school. The behaviour of pupils is good and they have positive attitudes to school. Relationships are excellent.

9. Good use is made of the available accommodation. The school has developed a well designed wildlife study area. The school provides a happy, secure environment and effectively promotes pupils' spiritual, moral, social and cultural development.

### **KEY ISSUES FOR ACTION**

10. In order to build on the progress which the school is already making, the governors, Headteacher and staff should:

- ensure that the school development plan projects medium and long term objectives;
- develop the quality of music teaching and learning;
- continue to maintain and consolidate the excellent practice of involving all staff in the development of the school.

### **STANDARDS OF QUALITY**

#### **Standards of achievement**

11. Overall standards of achievement in relation to pupils' ages are in line with the national expectation in well over three quarters of lessons. Similar standards are achieved in relation to pupils' abilities. In a third of lessons overall, many pupils achieve beyond the national expectation and achieve high levels for their abilities.

12. At KS1 standards are satisfactory in all National Curriculum subjects and religious education with the exception of music. Standards are satisfactory or better in mathematics, science, information technology, history and art. At KS2 standards are satisfactory or better in English, mathematics, science, information technology, history, art and religious education. High standards are achieved in history but in a number of lessons in geography, music and physical education there is underachievement.



13. The results of KS1 National Curriculum assessments in 1994 are satisfactory or above in English and mathematics and satisfactory in science. Standards in speaking and listening and reading are good. In writing and spelling standards are sound and handwriting standards are above average.

14. The standards achieved by pupils with special educational needs are satisfactory.

### **Quality of learning**

15. The quality of learning overall is sound or better at almost all lessons at both key stages. In over half of lessons the quality of learning has good features. At KS1 good features are found in English, mathematics, science, technology, geography and art. At KS2 learning has good features in mathematics, science, technology and art. In English and history at KS2 lessons have good and at times many good features. The quality of learning in some geography, music and physical education has some shortcomings at KS2.

16. Where the quality of learning has good features pupils aim for quality in their work. They pay attention to detail and can be self critical in evaluating their own work. They demonstrate good use of enquiry skills which they use to achieve success. Pupils can explain the task and discuss their progress. They are able to pose questions and consult others. Pupils are able to sustain concentration and work at times without direct supervision.

17. In the small number of lessons where learning has some shortcomings, pupils are restless and inattentive, usually because the tasks set fail to interest, challenge or motivate them. Occasionally, errors go uncorrected and time is wasted in queuing for attention.

18. For the most part, children are interested in the tasks set and show good attitudes to learning. They listen attentively and concentrate well - at times for extended periods. They offer to explain and confirm their understanding. They are able to organise and reorganise themselves quickly and can work individually or in groups as the work demands. They work with enthusiasm, enjoyment and sometimes with a sense of humour.

### **EFFICIENCY OF THE SCHOOL**

19. The school received its delegated budget in 1992. The governing body working in partnership with the Headteacher monitor expenditure carefully.

20. The school development plan sets out clearly the school's priorities in the short term. It is intended that future plans will take account of a longer time span. The plan arises from the aims and objectives of the school.

21. The resources of money, staff, time, accommodation and resources for learning are all used effectively.

22. Financial control is good and the school welcomed the auditor's report which gave a small number of points for improvement which have been addressed.

23. The school evaluates its cost effectiveness by a system of on going review. The school gives good value for money. There are no key points for action.

## **PUPILS' PERSONAL DEVELOPMENT AND BEHAVIOUR**

### **Pupils' spiritual, moral, social and cultural development**

24. The school meets in full the statutory requirements for a daily collective act of worship. In addition, these assemblies promote a range of spiritual, moral, social and cultural experiences which are appropriate to pupils of this age. The school ensures that assemblies are occasions when the community of the school is celebrated. It is good practice to involve parents on occasions to share aspects of pupils' work presented during assembly. The values the school promotes through its aims and objectives are a clear part of the ethos of assemblies. Pupils are given opportunities to reflect on significant aspects of their lives during these daily occasions.

25. There are also opportunities taken to reflect on spiritual aspects of life within lessons. For example, English lessons sometimes involve the experience of poetry, which is often about matters that connect with the developing feelings of pupils. RE lessons provide sound opportunities for pupils to respond to their awareness of a variety of cultures and faiths and some work in history caused pupils to reflect purposefully on the implications of slavery.

26. The ethos of the school successfully encourages a sense of right and wrong in a way which is linked to personal responsibility. Property, both personal and the fabric of the school, is respected by pupils. Lessons in social education promote respect for each other and make significant contributions to the development of a positive self image. Pupils show confidence in expressing views which reflect their developing values.

27. There are good relationships within the community of the school. Pupils exhibit a spirit of enquiry. For example, in English, history, mathematics and science lessons pupils are successfully investigating, questioning and testing their responses with each other and their teachers. In this work they are often cooperating purposefully in groups and as they move through the school, they begin to exercise these social skills with increasing success.

28. The culture of the school and its immediate surroundings is valued. The school takes an active part in a number of community events; pupils do work in the community. A range of successful extra curricular activities enhances the lives of pupils. Religious education, geography and history lessons are seen to help pupils become more aware of the wider world. Visits to places further afield and to theatres and concerts successfully develop pupils' cultural awareness.

## **Behaviour and discipline**

29. Pupils are well behaved during lessons and as they move around the school. They are polite to their teachers, to each other and to visitors. The pupils have formulated the rules for good conduct and these are displayed round school. Relationships are good and the staff insist on the highest standards of behaviour, which helps to ensure that pupils benefit to the full from their time in school. The orderly way in which the school runs makes a positive contribution to the achievement of high standards, the quality of learning and the quality of life in the school.

## **Attendance**

30. Attendance is satisfactory, though there is an unusually high incidence of unauthorised absence. The school's procedures for monitoring and dealing with unauthorised absence are good. It is thought that the unauthorised absence figure is being inflated by a lack of rigour in collecting pupils' absence notes. The school should strengthen this aspect of its procedures and raise parents' awareness of their responsibilities. The total unauthorised absences should be monitored on a termly basis until a more satisfactory figure is achieved.

## **SUBJECTS OF THE CURRICULUM AND OTHER CURRICULAR PROVISION**

### **English**

31. Standards of achievement in English, at both stages, are in keeping with expectations in relation to age and in relation to their abilities for the vast majority of pupils. At KS2 standards in almost half of the lessons are high. Pupils are performing to levels which are above national averages.

32. Pupils are progressing well through the school at reading and standards which are appropriate or better are being achieved. Where standards are better, pupils are able to read fluently, grammatically and with understanding. These pupils know how to overcome reading difficulties. They can use books and seek out information. Pupils are able to talk fluently and are practised in listening to the views of others. Some very young pupils are showing achievement in writing beyond expectations for their age and the standards of writing and spelling throughout the school are deemed to be appropriate to the capabilities of pupils and within national expectations. Young children are able to identify purposes for their writing, for example creating newspapers. Older pupils are writing extended pieces of work with specific audiences or styles in mind. Handwriting and presentation are of a standard which is beyond national expectations for the age of pupils. This reflects the emphasis placed by the school on regular practice.

33. The quality of learning has good features and no major shortcomings at both key stages. Pupils are attentive and motivated and progression and achievement is clear. They develop an understanding of the nature and purposes of language by writing for a variety of purposes, reading a range of stories and poems with enthusiasm and discussing their work readily with adults and each other. The skills of reading and writing develop in response to

pupils feeling the need to use language appropriately. For example, a pair of KS2 pupils drafted and redrafted a passage written in the role of Roman children. They used word processing skills at a computer and were concerned that the structure of their writing would accurately convey their feelings, as well as giving an account of events. They had previously used source books selectively to find out information to use in their writing.

34. The quality of teaching of English at KS1 has many good features and no major shortcomings. At KS2 teaching has many good and some outstanding features. This high level of teaching quality throughout the school, with few exceptions, is due to a good knowledge of the subject. A quality portfolio of moderated writing allows teachers to ascertain levels being achieved by pupils. An excellent Language Policy Document informs the work of teachers. Lessons are planned with clear objectives and with methods for assessing how well objectives are being met by individual pupils. Lessons are well paced and work is prepared to meet individual needs. For example, reading at KS1 is taught by the use of a variety of methods, selecting those suitable to the learning needs of particular pupils. This ensures that almost all pupils have achieved basic literacy by the age of 7. At KS2 teachers intervene to extend pupils' learning, making demands upon their writing to match their capabilities. Examples of work of quality are kept by pupils in achievement folders and displayed attractively throughout the school.

## **Mathematics**

35. The standards of achievement in mathematics are sound or better across both key stages and the standards of numeracy are also good.

36. The mathematics coordinator and colleagues have produced an effective policy document which is fully referenced to the National Curriculum and to the school's policy documents for assessment, recording and reporting. The subject is enriched by the additions of the teachers' own work to the published scheme. There is sufficient time given. The quality of teaching is sound or better across the key stages. A variety of teaching styles are used backed by well planned and structured lessons. All teachers gave mathematics a high priority.

37. The quality of learning is sound or better across both key stages. The pupils make a good start to learning in the reception classes, where they begin learning mathematical vocabulary and skills, which are further developed through well planned class, group and individual work as the classes proceed through the key stages.

38. The subject is adequately resourced and this area is at present under review and development.

39. The pupils' work is carefully marked and assessed and the links between assessment, recording, learning and teaching are firmly in place. Most of the children reach and a proportion better the expected National Curriculum attainment targets.

## **Science**

40. The standards of achievement in science are sound to good across both key stages. Enough time is given to the subject at each key stage.
41. The science coordinator and colleagues have produced and implemented, very effectively, a science policy document which is fully referenced to the National Curriculum requirements, and are reviewing and developing the resources available for the subject.
42. The quality of teaching is sound and often good across both key stages. Teachers employ a variety of methods with a good balance of class group and individual activities. Good account is taken of the needs of the less and more able children in planning work.
43. The quality of learning is sound or good across both key stages. Pupils are able to confidently undertake the practical work and expand, in discussion, upon the work in hand.
44. The recently developed environmental area, adjacent to the school, will prove a positive benefit to work in this subject and other areas of the curriculum.
45. There is a whole school policy for assessing, recording and marking pupils' work and the links between assessment, recording, learning and teaching are firmly in place.
46. The teaching and learning seen in science matches or exceeds the National Curriculum standards across both key stages.

## **Technology**

### **Design Technology**

47. Standards of achievement in design and technology, when compared with the National expectation, are mainly satisfactory throughout the school. Pupils know how to fix things together and they can handle a range of simple tools and materials. From the early years, pupils become used to working with different materials, but in order to progress, the older pupils need more practice in using a wider range of materials and to be presented with demanding tasks set into contexts. Pupils of all abilities generally perform well, but the more able should be offered greater challenge in their work.
48. The quality of learning ranges from satisfactory to very good. Pupils enjoy working with materials, settle to work quickly, share equipment fairly and clear away without fuss. They understand how to establish fair tests and are willing to persevere with the set tasks.
49. The quality of teaching is satisfactory to very good throughout the school. Planning is thorough, with resources, materials and tools prepared in advance. Teachers try to include technological activities wherever possible in the topic work, and encourage pupils to be creative, showing by example what can be achieved with effort. Lessons have good pace and content, feedback is thoughtful and encouraging to the pupils. Statutory reporting procedures are in place.
50. In addition to the ongoing class projects, there was technology work on display in most

classrooms, in a variety of media.

### **Information Technology**

51. When compared with the national expectation, standards in information technology are satisfactory to good throughout the school. Pupils know how to use a variety of software to present work in other subjects. They understand how to work on the machines, have some knowledge of computer control and can successfully print out their work.

52. When matched against ability, pupils perform well in most lessons, but best when they are using programs specially selected to enhance the ongoing work.

53. The quality of learning in information technology is satisfactory to good from the early years and throughout the school. It is good at KS2, where pupils have assimilated a good amount of data and can successfully demonstrate their information technology competence. There are resources to help pupils with special educational needs.

54. The quality of teaching ranges from satisfactory to very good in most lessons. Planning is thorough and teachers show by example what standards are expected. Work towards awarding levels is in process, but as yet the school does not report by levels for information technology. Cross curricular coverage is a little patchy.

### **History**

55. No history lessons were observed at KS1 during the inspection and judgements about standards and quality in that key stage are based on observation of pupils' written work, in particular work displayed around the school.

56. The standards in history are in line with, or better than, national expectations at both key stages. The sound foundation provided at KS1 means that by KS2 many pupils are achieving beyond the national expectation. Most pupils are achieving in line with their abilities. The National Curriculum study units have been successfully introduced and a lot of high quality work has been produced as a result. Pupils can describe accurately the characteristics of life in earlier times and can also make sensible comparisons with the present day. Time lines are used widely to develop pupils' understanding of chronology.

57. The quality of learning is good with some very good examples. Pupils have good attitudes to their work, are interested in history and seek out help and guidance from their teachers. They make good use of resources including artefacts, dictionaries and wordbanks. The school is building up a good bank of resources which are organised in topic boxes relating to the study units.

58. The quality of teaching overall is good and some is very good. The work is well planned, lessons are well prepared and teachers explain clearly their expectations of pupils. The pace of teaching is varied, and appropriate styles and methods of organisation are used to good effect. Teachers have gone to great lengths to display pupils' work and to bring items of interest into their classrooms, thereby stimulating pupils' interest. Visits are arranged to museums and other sites of historical value, which considerably enhance the history curriculum, and make a good contribution to the achievement of high standards.

59. The emphasis placed on cooperative approaches to planning ensures good continuity and progression for all pupils.

### **Geography**

60. Standards of achievement in geography in the school as a whole are mostly in line with the national expectation. At KS2, however, there is a range of achievement and there are cases when achievement is below the national expectation. At KS1, pupils understand the relationship between the weather and seasons. They can use an index or list of contents to find information. At KS2, while pupils, in many cases are able to identify or locate features on a world map, their knowledge is insufficiently detailed. In relation to their ability pupils at KS1 achieve satisfactory levels. At KS2 the more able pupils do not always reach a standard of which they are capable, and are restricted by the emphasis often placed on factual knowledge rather than on explanations.

61. The quality of pupils' learning in geography is mostly sound or better. They take part willingly in discussion, are keen to answer questions, and have good attitudes to their work. Pupils' concentration span is often good and they can connect their work in geography with their knowledge of other subjects, particularly history.

62. The quality of teaching in geography is mostly sound. Teachers generally plan their lessons well and explain their objectives to the pupils. Classrooms are well organised and resources are available when required. Less satisfactory teaching sometimes occurs when expectations of more able pupils are too low and when lesson content ranges too widely. The organisation of local studies and an annual residential visit to a contrasting area give pupils good opportunities to extend their understanding of the world in which they live.

63. Geography resources are being increased and some good wall maps have been acquired. Out of date atlases need replacing and the stock of maps and aerial photographs will need supplementing.

### **Art**

64. Standards of achievement in relation to both pupils' ages and abilities are satisfactory, or better, in over 90 per cent of lessons and across both key stages. From the early years pupils handle painting and drawing materials confidently, showing evidence of developing observational skills. Three dimensional work is sound.

65. The quality of learning in art is consistently good throughout the school. Pupils set to work cheerfully, and remain absorbed. They share equipment and materials when necessary and cooperate with each other. Throughout both key stages, pupils enjoy looking at the paintings made by established artists.

66. The quality of teaching ranges from good to very good across both key stages. Teachers plan work which will stretch the imagination and increase powers of observation. Much of the art seen in school centres around topic work. The well mounted displays of work seen during the inspection were impressive, particularly the art work on display in the entrance hall which contained work from all classes and in a variety of media. There were also some good examples of observational drawing.

## **Music**

67. Standards of achievement in music at KS1 by half the pupils, are at levels to be expected for their age and abilities but half of the pupils achieve below this level. At KS2, the substantial majority achieve expected levels but a significant minority achieve at levels below that to be expected. At KS2, half the pupils are achieving levels appropriate to their abilities and half are achieving levels lower than this. When standards are higher, pupils are taking responsibility for their singing or composing. When standards are lower, they are having to respond too much to pre-prepared commercial processes. The standard of singing in the school is below national expectations at both key stages.

68. The quality of learning at KS1 is generally sound and at KS2 varies, from that with good features to that with shortcomings in important areas. Younger pupils enjoyed listening to Vivaldi's "Four Seasons" but really were seeking the opportunity to make similar music themselves or to dance to it. KS2 pupils do not sing as well as they can, because all their singing has to relate to the pre-recorded scheme and they do not need to take responsibility for their own musical statements. Some KS2 pupils acquired some basic skills of composition and appraisal in work they were doing in relation to advertising jingles, but are really capable of work of this type to a higher level of expression. Generally, the music learning of pupils is not sufficiently balanced across the two National Curriculum Targets.

69. The quality of teaching of music is generally sound at KS1 and varies, from teaching with shortcomings in important areas, to that which has some good features at KS2. The weaker teaching is due to teachers being unable to use the commercial scheme as a starting point to express their own musicality. They tend to work through it mechanically, with little feel for a range of musical opportunities available to pupils wanting to make their own music. Teachers in the school have a range of musical skills and experiences which are not reflected in the quality of classroom music teaching. There is a shortage of keyboards and tuned and untuned percussion instruments, including those from a variety of cultures, that pupils could use for music making and composition.



70. The school makes good use of the LEA instrumental tuition service in brass and strings and this is delivered effectively. There are a number of brass and recorder groups meeting as extra curricular activities and the pupils are enthusiastic about their developing skills. A good example of this was a recorder group's version of Haydn's "Surprise Symphony" played in an assembly. However, future planning needs to ensure the development of quality in classroom music. The school builds on this work and has bought in extra peri-patetic tuition.

### **Physical education**

71. Standards of achievement in physical education are satisfactory at KS1 and a substantial majority of pupils achieve national expectations. At KS2, standards of achievement range from pupils achieving above national expectations, to many achieving below. In lessons that are unsatisfactory, only a small number of pupils achieve the intended outcomes. Concepts of baseline attack and defence are not understood and pupils display poor ball control skills when using sticks and rackets. In Dance, at times, pupils cannot interpret music and are unable to keep to a rhythm. Where standards are sound or better, pupils are able to carry out set tasks. They produce interesting gymnastic sequences which can be repeated and they are able to balance and travel in a variety of ways, working safely at different speeds and levels. Standards of achievement in relation to pupils' abilities are variable across both key stages but more so at KS2. Although many pupils achieve high standards for their ability, a significant minority of pupils are also underachieving.

72. The quality of learning across both key stages is mainly sound or better, with good features, some of them outstanding. At both key stages there are some instances of shortcomings in important areas. Where the quality of learning is unsatisfactory, planned activities are too difficult for pupils to grasp and lack of pace and rigour leads to poor concentration and frustration. Where the quality of learning is sound or better, pupils are able to set challenges for themselves which enhance their knowledge and understanding. Tasks are clearly structured and clear guidelines established.

73. The quality of teaching is mainly sound or better across both key stages, with a small amount at KS2 being unsatisfactory. Teachers plan their lessons well and communicate their aims and objectives clearly, consistently demonstrating positive use of praise and emphasising the development of good listening skills. Where teaching is unsatisfactory the approach is often too casual and work is not appropriately matched to the needs and abilities of all pupils. In both key stages there is insufficient emphasis on the quality of movement.

74. All pupils have equal access to the physical education curriculum and extra curricular activities. Pupils with special educational needs are well integrated. Lack of suitable outdoor space restricts the games programme but does not prevent delivery of the National Curriculum. There is a need to ensure that policy documentation is adhered to, in relation to the wearing of jewellery and appropriate clothing, and the practice of having apparatus set out prior to the beginning of lessons should be reviewed in relation to safety.

## **Religious education**

75. Standards of achievement in religious education are in line with the national expectation in relation to the pupils ages with some better achievement at KS2. Achievement is satisfactory in relation to pupils' abilities.

76. Religious education mainly occurs as separate lessons but is also addressed as part of topic work if appropriate.

77. The school has followed guidelines indicated by the curriculum coordinator in the absence of the LEA RE document. The LEA document has only recently been received and will be used to develop the school's RE policy under the guidance of the coordinator in consultation with the staff.

78. The quality of learning is sound and has some good features at times at KS2. Learning is related to pupils' feelings and everyday life. Pupils are helped to understand other religions and their symbolism and traditions. They are encouraged to explore and discuss their experiences. At times, a better focus to the discussion in lessons would improve the quality of learning.

79. The quality of teaching is sound at KS1 and is sound or better at KS2. Teaching includes instruction about faiths and traditions.

80. A range of resources in relation to faiths other than Christianity is available and used to enhance teaching. Teaching makes clear the relationship between belief and personal and social behaviour. Reflection is part of religious education lessons and also part of collective worship.

81. The subject coordinator monitors planning and has produced a useful curriculum guideline and audit/resource list. Books are adequate and resource boxes are being built up.

82. Collective worship meets requirements. There is reverence and reflection. Worship is broadly Christian. Pupils assemble quietly and are attentive during assembly.

## **Provision For The Under Fives**

83. The work in the reception classes is satisfactory and there are some good features. Standards of achievement are at the expected level or above in relation to age and ability in all areas of the early years curriculum. The quality of learning is sound with good features in half the lessons seen. Pupils participate willingly in the activities. They have a good attitude to work and respond quickly to instructions. They know how to get help if required.

84. Teaching is effective and well organised. Pace of lessons is good and lessons are well planned with clear objectives. The quality of teaching is sound with good and sometimes very good features in over half the lessons seen.

85. Pupils make good progress in social skills. They listen carefully and want to answer questions. They speak clearly. They are introduced to mathematical and science skills in counting, grouping and observing patterns and sorting materials. They observe weather changes and use appropriate vocabulary.

86. The curriculum is broad and balanced and time is well used. There is effective use of a baseline assessment. All staff work well as a team. They plan together and make good use of shared areas for practical and physical activities through purposeful play. Interaction between staff and pupils extends children's thinking and understanding. Careful observation and monitoring informs future plans.

## **FACTORS CONTRIBUTING TO THESE FINDINGS**

### **Quality of teaching**

87. Overall the quality of teaching is sound or better in almost all lessons at both key stages. In two thirds of lessons the quality of teaching has good features and at KS2 a significant number of lessons have many good features. At KS1 good teaching occurs in English, mathematics, science, geography and art. Teaching in technology has good and sometimes very good features but also at times some shortcomings. At KS1 teaching in music and religious education is sound and is sound or better in physical education. At KS2 the teaching in mathematics, science and technology is sound and in some lessons is good. Teaching in English, history and art is good or very good. Teaching in physical education varies between lessons with many good features and those with some shortcomings.

88. Lessons with good teaching are characterised by good planning and organisation, and high teacher expectation. Lessons have clear objectives and teachers give clear instructions often sharing the purpose of the lesson with the pupils. Resources are adequate and well prepared or are available for pupils to organise themselves. Effective use is made of children's work to promote understanding and to give feedback, reinforcement and encouragement. There is purposeful review at the end of lessons.

89. Pupils are effectively challenged and guided towards their own investigations. There is a balance between individual and group work and between teacher directed and independent activity. At times, pupils are encouraged to 'delve deep' to look for meanings and hidden messages, for example, in analysing advertisements.

90. Where teaching has some shortcomings teachers are at times less confident in the subject and present work which is too theoretical and inappropriate. In a small number of lessons instructions were unclear and work was not matched to pupils' needs. On one or two occasions lessons were unfocussed, pace was slow and there was a lack of attention to detail.

91. Relationships are good and there is insistence on good performance. This is helped by the teachers' understanding of the ability of individuals and the use of assessment to inform future work.

## **Assessment, recording and reporting**

92. The school fully meets the statutory requirements for assessment, recording and reporting. These are effective, well coordinated and resourced. Policies are in place for the whole school. There is a whole school agreed marking policy and teachers' assessments are used to inform planning and enhance pupils' learning. There is a firm link between assessment, planning, teaching and learning. The school's procedures for telling parents about pupils progress are useful and informative. Reports are issued once per year and parents have an opportunity to meet teachers and discuss these at an open evening. Pupils are also given the opportunity to comment verbally and in writing, if they wish, upon their school reports.

93. The school has developed a Record of Achievement which gives a broad picture of each child, emphasising self assessment skills, target setting and personal development. This is an important means of children recording their own achievements through review and reflection and motivates children to produce work of quality.

## **THE CURRICULUM**

### **Quality and range of the curriculum**

94. The core and foundation subjects of the National Curriculum provide a broad and generally well balanced range of learning experiences for pupils in both key stages. The core subjects of English, mathematics and science receive a substantial allowance of time by comparison to the foundation subjects, and arts subjects in particular would benefit from an increased amount of time. The curriculum is enhanced by a number of educational visits, for example to museums, and a range of extra curricular activities are provided which include musical, sporting and cultural activities. Subject coordinators review the curriculum regularly as part of their management role, and statements of review appear in the school development plan. The proposal to provide some non contact time for subject coordinators will increase their effectiveness in the monitoring and evaluation of curriculum provision.

95. Continuity and progression of learning for pupils is ensured by cooperative approaches to planning the two yearly cycles of topics, through which the foundation subjects are taught. The emphasis on a team approach to planning is one of the great strengths of the school.

### **Equality of opportunity**

96. All pupils at Barrowford school have full access to the curriculum regardless of race, culture, gender and disability. Boys and girls achieve similar standards and no pupil is precluded from any activity.

97. The school takes steps to ensure that resources, display and accommodation support the interest and motivation of all pupils. All subject policies contain statements relating to equal opportunities.

### **Provision for pupils with special educational needs**

98. Procedures for identifying and monitoring the progress of pupils with special educational needs are well established at Barrowford school. Most pupils achieve standards appropriate to their abilities and they are well integrated into a caring and supportive environment.

99. Four pupils have statements of special educational need and 65 other pupils have been identified as having learning difficulties. They are supported mainly through withdrawal from lessons for intensive programmes of work. All learning programmes, particularly for statemented pupils, are well designed and effective.

100. Documentation is clear and comprehensive and the school is using its best endeavours to implement the Code of Practice. In almost all cases work is appropriately matched to the needs of all pupils.

101. All staff take an active role in planning programmes to meet the needs of all pupils. There is regular quality liaison between class teachers and the coordinator, despite the fact that the coordinator has no additional time to fulfil her role.

### **Management and administration**

102. The school is well managed and the Headteacher provides positive leadership and works very closely with the Deputy Head and senior management team. There is an effective partnership with the governors and staff. The governors support the school and have a role in the planning and review of developments through their committees.

103. Staff have a clear understanding of their role in curriculum development and in promoting the quality of learning and standards of achievement. The matrix management structure very effectively ensures the involvement of all staff.

104. The School Development Plan is drawn up through the involvement of all staff and governors following the school's budget planning process and is a useful developmental tool based on the educational priorities of the school. The plan is costed and has realistic timescales for completion. There are useful performance indicators. This could usefully take a longer term view.

105. Routine administration is effective and there is good communication within the school and with parents, who expressed their satisfaction at the parents meeting.

106. Staff work well together and the role of curriculum coordinators in planning the work of the school is effective. There are plans to implement non-contact time to allow for the release of teachers to further develop their coordinating role.

## **RESOURCES AND THEIR MANAGEMENT**

### **Teaching and non-teaching staff**

107. Although there has been a relatively high turnover in recent years, there is now a balanced teaching staff, in terms of age and experience, who are appropriately trained and qualified to teach in primary schools. There is quite a good match between the specialist training and expertise of teachers and their responsibilities for the subjects of the National Curriculum. Subject coordinators will, however, benefit from the future provision of some non contact time to enable them to have greater influence on the work of the school. Teachers are effectively supported by non teaching assistants and administrative and maintenance staff, all of whom make a real contribution to the quality of life in the school. Encouragement is given to all staff to participate in training to up date their skills, and a policy for staff development, sets training needs within the context of both individual and whole school development, in line with the school development plan. The recent entry into 'Investors in People' is commended. The senior management team needs to ensure that this is continued to further strengthen the corporate approach to future development of the school.

### **Resources for learning**

108. There is a wide range of educational resources and stock, which is stored in easily accessible rooms and cupboards in both blocks. More shelving and improved labelling in stockrooms is recommended. There is too much clutter in the resource rooms, much of which should be discarded.

109. Library stock is good, supplemented by the local and County Library book loan scheme. School visits are arranged whereby pupils may visit places of interest, museums and galleries. The charging policy is fair and no pupil is excluded from any activity.

110. The school makes good use of the newly-created wildlife/woodland area. In order to further the claywork done in school, the pugmill should be mended and the kiln room tidied out to make it a better work place.

### **Accommodation**

111. The school buildings are bright and cheerful and in good decorative repair. Space within the buildings is intensively used, with no slack space available for further development; this must be recognised as a limit to further expansion of the school roll. However, there is no evidence that lack of accommodation is seriously threatening educational standards.

112. The playground area is very small for the number of pupils, and boisterous behaviour is evident as a consequence. There is a new woodland area at the top of the school site, which is almost fully operational. There is a long term plan for extending the school play area onto the adjacent carpark. However, this cannot come into effect for three years and in the interim the school intends to experiment with staggered lunchtimes. A working group is involved in designing better use of playground areas.

113. It is recommended that the school considers a contingency plan for playground

development in the event that the additional area is not available or is delayed.

114. The buildings are in acceptable repair, but there are a number of areas where problems are developing and a planned maintenance and repair programme will be essential in future years.

### **Pupils' welfare and guidance**

115. The school's procedures for the welfare and guidance of pupils are very good. Coordination via the staff weekly review meeting is effective, and all teachers are aware of their responsibilities under the system.

116. The school takes prompt action to involve parents at an early stage of any problem, with the express aim of minimising its effect.

117. The school is reviewing the policy for sex education. This is to be in place for the autumn term 1995, and progress is consistent with this aim.

118. The school's health and safety policy is in place, but the health and safety committee is effectively in abeyance following a change in personnel. It is recommended that the committee be strengthened to include: the Headteacher, a teacher representative, a representative of the governors, and the school caretaker.

119. It is recommended that the safety of the steps leading outwards from the main door of the Junior School be reviewed.

### **Links with parents, agencies and other institutions**

120. The school's links with parents are good, as evidenced by the parents' pre-inspection questionnaire and by the open access which they have to the school and its staff.

121. Links to receiving schools are well developed, and the school provides good handover documentation for each pupil, including the record of achievement.

122. Links with local business are used effectively. It is recommended that the school extends its contacts through the local Enterprise Agency and Chamber of Commerce.