

INSPECTION REPORT

Coates Lane County Primary School
Barnoldswick

LEA area : Lancashire

School Register Number : 119335

Headteacher : Mrs S M Holloway

Reporting inspector : Mrs J Bullen AI

Dates of inspection : 5 – 7 November 1996

Information about the school

Type of school :	Infant and Junior
Type of control :	County
Age range of pupils :	4 - 11
Gender of pupils :	Mixed
School address :	Kirkstall Drive Barnoldswick Lancashire BD8 6EZ
Telephone number :	01282 812203
Appropriate authority :	Governing Body
Name of chair of governors :	Mrs C Oldfield

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Main findings

1. Coates Lane is a happy school with a clear mission statement which is well supported by parents, the governing body and the wider community. Good leadership encourages this support, creates a positive ethos with concern for the well being of all pupils and is a strength of the school.
2. At the end of Key Stage 1, most pupils are meeting national expectations in mathematics and science, as shown by the 1996 national tests, but below national expectations in reading and writing. At the end of Key Stage 2, 1996 national tests show that attainment by the majority of pupils in English is in line with national expectations, while in mathematics and science, a significant number of pupils are exceeding them. Inspection evidence shows that currently pupils' attainment in English, mathematics and science is broadly in line with national expectations, for the children under five and at the end of both key stages.
3. The majority of pupils, including those with special educational needs, make satisfactory progress in relation to their prior attainment, as shown by the school's baseline assessment. The school provides equal opportunity for all pupils to make satisfactory progress. At the end of Key Stage 2, there is evidence of some good progress leading to improved attainment over the last two years in science.
4. The quality of teaching is satisfactory or better in a great majority of lessons and is good or very good in some; no teaching is poor. Lessons have clear learning objectives and are well organised. Teachers use an effective range of strategies and positive relationships to motivate their pupils and sustain their interest. Assessment is undertaken regularly. However, in Key Stage 1, teaching planned for different year groups in mixed age classes, does not always result in tasks which are well matched to pupils' needs.
5. The curriculum is broad and balanced, well planned and meets the school's aims. It has emerging documentation and complies with the requirements of the National Curriculum. Assessment of pupil progress is sound throughout the school.
6. Overall, the quality of pupils' spiritual, moral, social and cultural development is a strength and generally good. A purposeful, friendly and positive atmosphere pervades the school and contributes to the quality of education received by the pupils.
7. The school provides a welcoming and caring environment. It has the support of parents who value its positive ethos and its purposeful development of a sense of right and wrong. The behaviour of pupils is good; they are polite and helpful and there is a strong feeling for the school as a community. A majority of pupils take advantage of the interesting range of extra-curricular activities, including sport. These, and educational visits and visitors to school enhance the learning opportunities for pupils.
8. The partnership with parents and the community is a strength of the school and has a positive effect on pupils' lives and the quality of learning.

9. The arrangements for the administration of the annual budget are good and the school provides satisfactory value for money. The governing body's role in strategic planning is now well developed and initiatives for school improvement are carefully prioritised in relation to budget costs.

10. Recent refurbishment work on a planned programme has been successful in enhancing the learning environment of the school and making it a pleasant and welcoming place. The excellent school grounds have potential for development as an outdoor classroom for the benefit of all pupils. Learning resources are generally adequate. The school has identified curriculum areas where resources need audit to ensure that they meet the demands of an improving curriculum.

11. The headteacher provides strong and effective leadership and a clear sense of purpose. The governing body are very committed to the school and its aims. The management and organisation of the school is a strength.

12. The quality of the school's documentation, prepared and discussed as a whole-staff group and approved by the governing body, provides a good basis for professional development, but requires extending to support improvement in the quality of teaching and learning. Systems are in place for the monitoring and evaluation of teaching and learning by the headteacher and subject co-ordinators, but these would be more effective if time were available for them to work alongside each other in the classroom. The new appraisal system should also provide a useful tool for encouraging staff development.

13. All statutory duties are met as required.

Key issues for action

14. In order to raise further the attainments in the school, the governors, headteacher and staff should:

- * further develop curriculum planning and delivery to raise standards of attainment in reading and writing, particularly at Key Stage 1;
- * continue the use of baseline assessment on pupil entry and develop it as a tool to show what progress is made;
- * enable the different year groups in mixed age classes to have work well matched and supported to their needs;
- * develop the monitoring and evaluation role of the headteacher and subject co-ordinators;
- * commence the new appraisal cycle with the senior management team and all staff;
- * support the policies for National Curriculum subject areas with schemes of work where appropriate and with review dates;

- * continue to plan expenditure in relation to improvements in buildings, the development of the school grounds and other learning resources.
- * sustain the positive ethos of the school, its involvement with parents and partnership with the community;

Introduction

Characteristics of the school

15. Coates Lane is a maintained primary school in the small town of Barnoldswick in the county of Lancashire. Two major industries serve the town. The total number of pupils is 135, 78 boys and 57 girls aged four to eleven years. One third of the pupils are entitled to free school meals. Although this is a smaller number for the school than in 1995, it is above the national average for primary schools generally. Fifteen pupils have individual education plans and one pupil is statemented. The school has a high majority white population; there is one pupil for whom their first language is not English. Coates ward and neighbouring wards which the school serves, represent a broad spread of socio-economic backgrounds, but baseline assessment suggests that very few children have benefited from pre-school education and attainment on entry is generally low.

16. The aims of the school are framed within the context of a strong mission statement which is clearly published for the benefit of parents in the prospectus. There is an emphasis on the development of the whole child in a secure and caring environment through work and creative play. A recognition of the individual in terms of the community of the school, the neighbourhood and a worldwide family perspective, underpins the strong sense of pride and belonging which is supported by parents, governors and others, including local businesses, in the community.

Key indicators

Attainment at Key Stage 1

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

Year	Boys	Girls	Total
1996	14	7	21

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Number of pupils at NC Level 2 or above	Boys	7	6	8
	Girls	7	6	7
	Total	14	12	15
Percentage at NC Level 2 or above	School	66	58	72
	National	78	80	79

Teacher Assessments		English	Mathematics	Science
Number of pupils at NC Level 2 or above	Boys	7	10	11
	Girls	7	7	7
	Total	14	17	18
Percentage at NC Level 2 or above	School	67	82	86
	National	80	79	84

Attainment at Key Stage 2

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

Year	Boys	Girls	Total
1996	4	14	18

National Curriculum Test Results		English	Mathematics	Science
Number of pupils at NC Level 4 or above	Boys	1	4	4
	Girls	10	8	13
	Total	11	12	17
Percentage at NC Level 4 or above	School	61	67	94
	National	48	44	70

Teacher Assessments		English	Mathematics	Science
Number of pupils at NC Level 4 or above	Boys	3	4	4
	Girls	11	9	13
	Total	14	13	17
Percentage at NC Level 4 or above	School	78	72	95
	National	56	54	64

Attendance

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

		%
Authorised Absence	School	6.0
	National comparative data	5.7
Unauthorised Absence	School	0.0
	National comparative data	0.5

Exclusions

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

	Number
Fixed period	5
Permanent	0

Quality of teaching

Percentage of teaching observed which is :

	%
Very good or better	2
Satisfactory or better	84
Less than satisfactory	16

PART A: ASPECTS OF THE SCHOOL

Educational standards achieved by pupils at the school

Attainment and progress

17. For children under five on entry to school, as established by baseline assessment, attainment is varied but, for the majority, it is below that expected nationally. Increasing numbers have poor literacy skills on entry, particularly in relation to speaking, listening and writing. However, with good teaching, most pupils make steady progress and, by age five, the majority are in line with national expectations, particularly in science, mathematics and personal and social development.

18. Attainment in statutory assessments at the end of Key Stage 1 in 1996 is in line with national standards in the core subjects of mathematics and science but below in English. End of Key Stage 2 assessments for the same year show pupils in line with national expectations in English and above in mathematics and science. A significant number of pupils are exceeding national levels in science.

19. At the end of both key stages, pupils' attainments were higher in mathematics than in English, whereas in most schools nationally pupils do better in English than mathematics.

20. Current attainment at both key stages as seen during inspection, is overall satisfactory and in line with national expectations and above in science and mathematics at Key Stage 2. In other subjects, where there is enough evidence to make a judgement on attainment, these are found to be in line with national expectations.

21. Progress for children under five is always satisfactory and sometimes good. Across the key stages progress is generally satisfactory. Only on occasion is progress hindered when tasks are not well matched to pupils' needs. The reports of special educational needs pupils show that they are making appropriate progress in line with their individual education plans.

Attitudes, behaviour and personal development

22. In lessons and school activities, pupils' attitudes to learning are always positive. They co-operate well in a range of activities, show good levels of concentration and sustain interest in their work. In discussion, they make confident contributions, listen with respect to their teachers and to each other. Their behaviour is almost invariably good and they demonstrate high levels of courtesy, sensitivity to others and a caring attitude to their school. In the playground and dining hall, older and younger pupils are friendly, play safely and demonstrate concern for one another's well being. There is no bullying at the school and a good policy is in place for dealing with it should it occur. A positive system of school rules and rewards works well and is enhanced by the opportunity for pupils to suggest who should be entered in 'The Golden Book', which makes a successful contribution to pupils' motivation to being helpful and kind within their school community.

Attendance

23. Attendance is satisfactory with statutory requirements being met. Pupils arrive at school on time, registration periods are cheerful and efficient. Lessons begin promptly and this has a beneficial effect on learning.

Quality of education provided

Teaching

24. Overall, the quality of teaching is satisfactory or better in eighty-five per cent of lessons, of which almost half are good. In the under-fives, half of the teaching is good, the remainder is satisfactory, with one very good lesson seen. At Key Stage 1, fifty-eight per cent of teaching is satisfactory, sixteen per cent is good and twenty-six per cent is unsatisfactory. At Key Stage 2, teaching is good in sixty-eight per cent, satisfactory in twenty-three per cent and unsatisfactory in nine per cent of lessons. No poor teaching was observed.

25. Teachers use an effective range of strategies and positive relationships to motivate their pupils and sustain their interest in a majority of lessons. In the best of these, the pace is brisk, questioning is purposeful, and tasks are well matched to pupils' skills and abilities. Materials are carefully selected, there is good use of explanation and pupils' ideas are developed well. Often, when expectations of them are set high, the pupils respond with initiative. Some good teaching is seen in geography at Key Stage 2, when Ordnance Survey maps and plans of the school are used to explore the locality and in history at Key Stage 1, when pupils write articles for a local paper to accompany a photograph of their class dressed up as Victorians. Pupils are given some opportunities to apply their skills through investigative work, but greater experience of a wider range of independent writing is needed for them to further develop these skills.

26. Lessons have appropriate learning objectives and assessment is undertaken regularly. More attention should be given to systematic recording and usage of this information to take account of pupils' previous learning and to further develop their knowledge and understanding. In a minority of lessons, teaching planned for different year groups does not always result in tasks which are well matched to pupils' needs. In a few lessons at Key Stage 1, some activities are not sufficiently broken down to enable small and achievable outcomes. Younger pupils in particular, require higher levels of practical support for them to work more independently and to make faster progress.

27. Most lessons are well managed and pupils demonstrate good standards of behaviour. The pupils are encouraged to work in ways which are well suited to the purpose of their tasks. However, in a few lessons, insecure management of the pupils slows the pace.

28. Pupils are given spelling and tables for homework. The home school reading programme, which is well supported by a majority of parents, makes a valuable contribution to pupils' overall progress.

The curriculum and assessment

29. The school provides a broad and balanced curriculum which meets the requirements of the National Curriculum and religious education. It successfully promotes pupils' intellectual, physical, personal and social development and prepares them for the next stage of education with consistent monitoring of their progress. There are appropriate arrangements for sex education through the science curriculum and all statutory requirements relating to curriculum and assessment are met.

30. All pupils have equality of access to the curriculum. Those with special educational needs are provided for successfully within the classroom context. Their needs are fully met within the special educational needs Code of Practice.

31. At both key stages, the curriculum is well planned and successfully combines separate subject teaching with the integration of two-year cycle topics based on science and humanities. These provide an appropriate balance of time and coverage within each academic year. Discretionary time is used for good purpose depending on the topic focus and perceived needs. The curriculum provision for children under five is good, addresses all the areas of learning and experience and leads smoothly into the National Curriculum Programmes of Study. On the completion of a half term's work, staff evaluations effectively inform future planning. As all classes include two year groups, the school's system of stating learning objectives and planned differentiation on lesson sheets is generally successful in ensuring that all pupils' needs are planned for, but this is less successful when tasks are not then well matched and supported to individual pupil needs.

32. The school has developed a range of extra-curricular activities including football and netball which enhance the formal curriculum. A majority of pupils attend, sometimes, for example in the technology club, in mixed age and gender groups, which encourages social development. Staff are committed to all these activities and parents are also involved in a very positive way.

33. Assessment of pupil progress is sound throughout the school. The recently developed baseline assessment on entry acknowledges parental responsibility. It is an important part of the induction process and has the potential to demonstrate children's progress in all aspects of their development. Formal assessments at the end of key stages are accurate and the choice of diagnostic tests at points during the school year ensure that assessment is effectively working towards catering for individual needs. Information about pupils is appreciated by parents who feel fully informed about their children's progress and the work they are doing in school.

Pupils' spiritual, moral, social and cultural development

34. Overall the quality of pupils' spiritual, moral, social and cultural development is a strength of the school and generally good. A purposeful, friendly and positive atmosphere pervades the school and contributes to the quality of education received by the pupils.

35. The school policy for collective worship meets statutory requirements. There is a daily pattern of assemblies, the content of which is in a predominantly Christian framework of songs and stories and often provides pupils with the opportunity to consider moral questions.

36. Pupils are taught clearly the difference between right and wrong. The behaviour of all within the school promotes courtesy and consideration for others and is supported by an effective religious education and personal and social education programme for older pupils where exploration of values and beliefs is sensitively encouraged in class discussion. A strong caring ethos has been developed and this encourages honesty, politeness and a sense of each individual being valued. Relationships between teachers, pupils and all those involved with school are very good.

37. Pupils have opportunity for personal and social development through a wide range of interesting extra-curricular activities ably led by staff and supported by parents. Pupils are encouraged to develop a sense of community responsibility from the school's worthwhile involvement with people of all ages in the local community.

38. The imaginative contribution of visiting writers, artists and musicians enriches the cultural development of pupils. Evidence of the acknowledgement of education for cultural diversity is less obvious; although pupils' understanding is guided through, for example, religious education studies and some resources such as books and artefacts; this should be more fully developed to broaden pupils' experiences and understanding.

Support, guidance and pupils' welfare

39. The school is a welcoming and happy place. Relationships among all members of the school community are good. The pupils are friendly, supportive and caring towards each other.

40. There are effective systems for monitoring pupils' academic progress and personal development is monitored through individual Records of Achievement. Staff are encouraging and responsive to the needs of all pupils and their achievements are recognised and rewarded.

41. The help of outside specialists is sought as necessary and the school nurse visits the school to provide guidance for older pupils. Child protection measures meet all statutory requirements.

42. Health and safety systems are effective; the school is clean and presents as an attractive and secure environment. First aid provision and practices are good with accidents being correctly recorded.

Partnership with parents and the community

43. The partnership with parents and the community is a strength of the school and has a positive effect on pupils' lives and the quality of learning.

44. Parents are well informed about their children's work and progress through parents' evenings, detailed written reports and individual Records of Achievement. Other information is conveyed through a weekly bulletin, letters, a noticeboard and the school prospectus. Parents feel welcomed in school at all times and also attend shared events and celebrations.

45. Parents provide regular help in the classroom in a variety of ways. They also assist with extra-curricular clubs, sporting events and school visits. Further support for their children's learning is given with reading at home, help with spellings and research for topic work.

46. The arrangements for pupils entering school include a full programme of introductory visits providing a happy start to school life. This is further supported by parental involvement in pre-entry assessments.

47. The 'Friends of Coates Lane' association is well supported, holding both social and fund-raising events. The school is held in high regard by the local community and pupils visit elderly members of the community to deliver gifts and to entertain. They are also invited into school for concerts, parties and other events, all of which are well supported and received.

48. The links with the business community are also strong. Visits made locally and further afield provide valuable educational experiences, both in and out of the classroom. A recent industry day in school was very successful and the local businesses who were included have expressed their appreciation and have made offers of further support for future events.

The management and efficiency of the school

Leadership and management

49. The headteacher provides strong and effective leadership and a clear sense of purpose which engenders a sense of community among staff, pupils and parents. The governing body contributes a wide range of expertise to support the school. Its roles and responsibilities are now clearly defined and it is an effective body actively involved in strategic planning and in the life of the school.

50. Priorities are set for curriculum development in appropriate subject areas and written policies and schemes of work are scheduled to emanate from good practice. Some systems are in place for monitoring and evaluating teaching and curriculum work, for example, through subject co-ordinators' support for colleagues and the headteacher's observation of classroom practice. This work, along with the development of baseline assessment to show 'value added' and the scrutiny of pupils' attainment and progress, should be built on as a management tool which can be used to further improve standards.

51. The aims and mission statement are discussed and agreed with staff and governors and have a major impact on the work of the school. The breadth of the curriculum and other related school activities which encourage personal and social development, serve well in practice the emphasis on whole child development which is a key focus in the aims of the school. Parents and the local community willingly offer their support to the school and this is fostered by the headteacher and the governing body.

52. The school development plan establishes clear priorities for the school in relation to buildings, staff and curriculum development. It is formulated through whole school

discussion with staff and governors. Recently it has been timely in its purpose and focus on improving the learning environment, and developing aspects of a quality curriculum which meet the aims of the school. Future planning should be developed with stated success criteria, to improve the long-term view.

53. In a short space of time the management of the school has built up the positive ethos which now prevails, where all pupils' needs are considered, there are clear expectations of behaviour and a climate of purposeful work encourages generally satisfactory standards.

54. All statutory duties are carefully met.

Staffing, accommodation and learning resources

55. The school has five classes and six teaching staff, one of whom is the headteacher with a 0.5 teaching timetable; the remaining time being taught by a licensed teacher who has benefited from the training opportunity and the expertise of a supportive headteacher mentor.

56. In addition, the school benefits from both a non-teaching classroom assistant and a nursery nurse. The nursery nurse, liaises effectively with other agencies involved with a statemented pupil. However, on occasions, when a class teacher is teaching the whole class, the ancillary workers are not sufficiently deployed in supporting pupils' learning.

57. The initial training qualifications of teachers do not closely match the demands of the under-fives and National Curriculum. However, expertise has been gained through attendance on in-service training courses and through the shared experiences of good day-to-day classroom practice. The school has an active programme of professional development relevant to future priorities, for example, for music, design and technology and information technology. There is no permanent member of staff for music, but the shortfall is accommodated by the employment of a specialist on a part-time basis. Effective support and guidance is given by the headteacher and subject co-ordinators in most curriculum areas, however, the school would benefit from the creation of more time for the co-ordinators and the headteacher to work alongside staff to enhance their teaching skills and subject knowledge.

58. Job descriptions are in place and the senior management team are preparing to lead a new appraisal cycle to the benefit of all staff members.

59. The resources in school are generally adequate to support current needs. Careful monitoring in this area should ensure that resources keep pace with a developing curriculum. The accommodation, both indoors and out, is a strength of the school and plays a large part in enhancing the positive, caring and welcoming ethos of the school. Staff and pupils have been fully involved in the refurbishment programme and it has the dimension of decision making for groups, which has made it a purposeful learning exercise for pupils. The excellent school grounds have great potential for development and the headteacher and governing body are aware of the possibilities.

The efficiency of the school

60. The school's budget is managed efficiently and the governing body are well organised. The committee which oversees financial planning and spending is kept regularly informed and works closely with the headteacher. Indicative budget allocations are included in the school development plan and would benefit from a forecast beyond the next financial year.

61. In recent years the school has maintained a healthy budget which has been used to greatly improve the interior of the school and provide a pleasant learning environment, while retaining an adequate contingency. The deployment of support staff is reviewed on an annual basis in relation to the special educational needs support required and the size of classes. This flexible approach is effective in placing extra help where it is needed, but qualified ancillary support on a permanent basis for children under five should be considered in relation to the numbers in class and the attainment on entry.

62. Day-to-day financial administration is good and well supported by local education authority systems and personnel. A newly appointed school secretary is trained in the use of the computer system and, on one day a week, another member of staff helps with other school monies.

63. The school gives satisfactory value for money.

PART B: CURRICULUM AREAS AND SUBJECTS

Areas of learning for children under five

64. Children are admitted to the first class in school as rising fives. At the time of inspection, twenty-one of the twenty-seven children in the first class were under five years of age.

65. On entry to school, as established by baseline assessment, attainment is varied, but for the majority it is below that expected nationally. Increasing numbers have poor literacy skills on entry, particularly in relation to speaking, listening and writing.

66. Progress for children under five is satisfactory. They show new learning in all areas of experience. Children listen and respond with enjoyment to stories, nursery rhymes and poems. They handle books correctly and recognise some letters in writing or their own name. The early teaching of phonics and handwriting skills complements the concept of developing literacy skills for a purpose. For example, in the imaginative play of the attractive 'health centre', children use reading and writing materials linked to that area to support their developing literacy skills in a meaningful way. Mathematical skills are developed through practical activities where children make good progress in number recognition, counting skills and aspects of shape, space and colour. Valuable links are made across curriculum areas where appropriate. For example, in activities where there is creative art work on colour mixing, attractive patterns are made and in the making of collage pictures using fabrics, mathematical shapes are discussed. Children are learning about the world around them and are developing a sense of history, for example, in the comparison work on old and new toys. The majority of them are confident in large movement, but less so in the fine motor skills required for pencil and scissor control.

67. Teaching observed with the under fives is satisfactory or good in all areas of experience. High expectations by staff promote good behaviour in children who show a mature regard for each other and an ability to develop positive relationships with adults. Relationships with parents and other carers are excellent and they are involved effectively in classroom activities on a daily basis. Parents in-depth knowledge of their own children is appreciated by the school when they are involved in the initial baseline assessment of children during the successful induction programme for new admissions.

68. Resources for under fives are generally adequate, well ordered and easily accessible. The stimulating classroom environment with an appropriate use of indoor space extended to the hall on some occasions, fosters young children's natural curiosity in a positive way. The school should consider ways of extending under fives' learning experiences outdoors.

English, mathematics and science

English

69. On entry to school, pupils in the under fives listen attentively to their teacher and can tell the difference between old Victorian and modern objects. They can follow instructions and contribute words appropriately in a circle game. At the end of Key Stage 1, pupils can discuss the characteristics of a sheep's skull and express their dislike of the harshness of a Victorian classroom. At Key Stage 2, they can raise interesting questions about a painted Egyptian stone which they examine and can argue reasonably over the meaning of a hieroglyphic drawing. At the end of Key Stage 2, they can listen respectfully to each other's contributions when they present conflicting points of view in a discussion about personal and social education. Their speaking and listening skills at both key stages are in line with national expectations.

70. When they first start school pupils under five have only limited experience of books, and they are given a range of rhymes, stories and songs to develop their understanding. At Key Stage 1, pupils are encouraged to read at home with their families and they make satisfactory progress. They read with application and enthusiasm in the classroom. However, their phonic and alphabetic skills are not well developed, and there is little encouragement provided in the classroom for them to read for a particular purpose, or to use books or wall displays to find out information. At Key Stage 2, there is more emphasis on reading for information, and on using books for activities and in relation to their writing. At times they use the library and the new CD-ROM for this purpose, but this is not as yet strongly developed in some lessons. In history and geography lessons, some good work is done using weekly newspapers and local maps for reference. At the end of each key stage, standards are in line with national expectations and a majority of pupils read with concentration, appropriate fluency, and satisfactory understanding.

71. The under fives enter school with only limited ability to write a few letters, and most of them cannot write their own names. Frequent useful work is done on forming letters and pupils' early writing is encouraged by their use of diaries, appointment books and other appropriate materials provided in the well resourced area of the classroom devoted to role play. At Key Stage 1, a majority of pupils make satisfactory progress in writing simple sentences and, by the end of the key stage, their writing is in line with national expectations. They take home and learn to spell lists of words. However, only limited support for alphabetic and spelling skills is provided for younger pupils in the classroom, and some of them struggle to locate these to express their ideas. In some lessons, inappropriate expectations of what pupils can achieve without being set clear and achievable tasks, results in their not finishing their work in the time allowed. Consequently by the end of the key stage, writing for some pupils is not strongly developed, and they lack confidence. At Key Stage 2, there is a stronger emphasis on alphabetic skills and producing writing with a higher standard of presentation. Pupils attain a satisfactory standard of handwriting and spelling. Some good work is seen when pupils write accounts for a newspaper of their experience of dressing up for a Victorian classroom, and when they prepare short scripts and write articles to publish in a school newspaper. However, there are as yet limited opportunities presented to pupils to write independently and to develop their ideas at longer length. Although some opportunities for writing with

computers are provided, they are not used in some lessons. There is evidence of pupils' creative writing, but it requires extending. A recent focus on authors such as Hazel Townsen has a positive effect on their work. By the end of the key stage, pupils' writing is in line with national expectations.

72. In the under fives, one very good lesson is seen, half of the teaching is good, and the rest is satisfactory. Teaching in Key Stage 1 is variable, with a majority of lessons being satisfactory, but with a few unsatisfactory lessons seen. The teaching in Key Stage 2 is all satisfactory or good. In good lessons, teachers plan a range of activities which motivate their pupils, sustain their interest and effectively use real materials as resources. They ask purposeful questions, explain concepts carefully, developing pupils' ideas and check their understanding. They organise their pupils well and select a range of tasks which require them to use and apply their skills. In unsatisfactory lessons, tasks are not broken down so that the pupils can achieve outcomes and work independently, and activities are not well matched to pupils' individual needs and levels of attainment. Insufficient support is provided to pupils for their reading, writing and spelling and management of pupils' behaviour is insecure. At times, some teachers' understanding of what is required to develop and extend pupils' writing is limited and this is reflected in the pupils' work.

73. The school has brief policies for reading, writing and speaking and listening in place. A scheme of work planned for completion this year, should address the need to broaden the range and depth of how the subject is taught. Assessment of reading is regularly undertaken, but more systematic recording is needed to raise the standards of attainment for younger pupils and to ensure that older pupils experience a broader range of texts. The school's ongoing examination of pupils' work in relation to the National Curriculum should be maintained as a means to monitor standards of attainment and to ensure that pupils make continuous progress.

74. A well organised library area with books attractively stored and displayed has been established for Key Stage 2 pupils. Plans are in place for the expansion of the book stock and tape provision, which will extend its quantity and range. The home school reading programme is well maintained and makes a very positive contribution to the attainment of the pupils, as do many parents, who frequently assist teachers by coming into school to hear pupils read.

Mathematics

75. Standards of attainment and progress in mathematics are in line with national expectations for children under five and generally across the keys stages for all pupils, including those with a special educational need. At Key Stage 2, current and recent work shows that some pupils are attaining above national expectations.

76. On entry to school some children under five can recognise numerals. In class, a wide variety of appropriate activities encourage their understanding of number and imaginative play with building equipment, such as hollow blocks, helpfully develops concepts of shape and space. At Key Stage 1, pupils are learning concepts of time in relation to the routines of the day with which they are familiar and extending their work on three-dimensional shapes. The majority of pupils are able to apply their mathematical skills

well, for example, in the work on probability at Key Stage 2 and in the understanding of graphic data from surveys. Mental arithmetic takes place on many occasions through quick chants of tables and addition and subtraction and is effective in increasing pupils' mathematical knowledge and recall.

77. Pupils are confident in mathematics work and the firm basis of practical activities and an emphasis on everyday applications enthuses and maintains their interest. In all lessons the response from pupils is satisfactory or good and there is a sense of purposeful activity when pupils are collaborating in pairs and group work.

78. The teaching of mathematics is never less than satisfactory and on occasion it is good. The best teaching has well planned practical activities and good knowledge and understanding by the teacher who is able to extend pupils' learning by giving appropriate support and feedback.

79. The mathematics curriculum fulfils the requirements of the National Curriculum. Good planning across the school in units of work for year groups ensures continuity and progression. There is satisfactory provision for pupils with a special educational need.

80. The subject is well managed and the co-ordinator has initiated strong links with the local high school. Resources are reasonable for current purposes but are due to be reviewed. Future audits should take into account an increased role for information technology in relation to mathematics, particularly with under fives and at Key Stage 1.

Science

81. End of key stage assessments for 1996 show that at, Key Stage 1, results are in line with national expectations, while at Key Stage 2, attainment is significantly above the national average with numbers of pupils attaining the higher levels being greater than national comparisons. Attainment in the study of physical processes is a particular strength of the school.

82. From evidence of lesson observation and the scrutiny of pupils' work, attainment is satisfactory for children under five and at both key stages. Children under five are investigating, for example, transparency, as a property of materials. At Key Stages 1 and 2, pupils are engaged in exploration through the senses and have knowledge about how their bodies function; they understand about teeth in humans and this work is enhanced by a visit from the dental health service. Study on changes shows how pupils can conduct experiments in a scientific way and pupils' own research is evident in work on earth sciences.

83. Progress is shown to be satisfactory or good for children under five and across the key stages over the period of observed lessons during inspection.

84. Pupils are motivated by their science work, they respond well and are enthusiastic. The majority are accurate in their work and can talk about their findings, in some cases devising their own methods of recording. They work successfully in groups with due regard to the safe use of equipment.

85. Teaching in the subject of science is generally satisfactory or better. Where teaching is good, careful attention is given to detailed lesson planning and delivery in relation to the needs of the mixed ages in class, and practical activities are structured to encourage investigation, a questioning approach and collaborative work for pupils. Effective use of high quality resources successfully motivates pupils and there is evidence of valuable work in other subject areas which are linked to science themes. For example, in art, work related to the observation of the surface of the planets and the history of the school room as names of teeth are chanted in Victorian style.

86. Science is well planned for all the pupils, including those with special educational needs, and meets the requirements of the National Curriculum. Use of ongoing assessment by the teachers informs planning. A scheme of work planned for future development, will further enhance continuity and progress in science work.

87. The school's written policy for science is developed from good practice and is ably led by the co-ordinator who supports staff in their planning. Resources are well organised and accessible and are gradually being built up to adequate levels from the school budget and the enterprising use of grants from a local authority business partnership.

88. Science education is a strong aspect of the curriculum, especially at Key Stage 2. The planned development of the school grounds should also have positive benefits for the science curriculum.

Other subjects or courses

Design and technology

89. Very little design and technology was seen during the inspection. On the evidence of lesson observation, the scrutiny of pupils' work and displays in the under fives and Key Stage 1 teaching areas, attainment is broadly in line with national expectations. The youngest children have experience with construction toys, handle resources such as glue and spreaders well and are able to choose and place fabric squares in a pattern. At Key Stage 1, progress is seen in work which requires design planning such as feely boxes and greetings cards; pupils use and appreciate the necessity for the safe handling of tools. There are no lesson observations at Key Stage 2, but planned work for designing and making, for example, shadow puppets, and previous work in food technology shows teacher expectations to be at an appropriate level and meeting the statutory duties of the National Curriculum.

90. Future school development planning should produce a policy and scheme of work for design and technology which will secure a range of experiences for pupils and highlight staff training needs.

91. The extra-curricular technology club makes a valuable contribution to this subject, as does classroom support from teaching assistants and parents.

Information technology

92. As pupils work mostly in pairs, little use of computers was seen during inspection, but it is clear from planning documents and displays of work that information technology is used as a cross-curricular tool alongside other subject areas such as mathematics, science and history and for the exploration of computer systems and control technology in everyday life. Children under five are using the tape recorder and being introduced to a programmable toy. At Key Stage 2, pupils can operate the CD-ROM to research information on the human body, working independently to save, retrieve and print their findings. Pupils are generally confident and positive when using the computer.

93. The school is aware that, at the present time, information technology is an underdeveloped area of the curriculum and it has been included in the school development plan. A policy and scheme of work should be developed which takes into account the optimum use of information technology in relation to subject areas and also the progressive development of pupils' knowledge and understanding of technology operations.

94. The co-ordinator supports staff in their planning and organises appropriate software and the maintenance of equipment which is up to date and in good order. The school benefits from the support of the local education authority's advice centre. There are enough computers for current usage, except for the under fives, whose curriculum explores other aspects of information technology. They would benefit from an early start to computer use, which could be built on through school. Parents support the information technology work and enjoy the opportunity of working alongside pupils and of having their own workshop.

Humanities

95. History and geography are taught as part of topics at Key Stage 1 and as separate subjects with an alternating focus from term to term at Key Stage 2. During the week of inspection, history lessons were seen in the under fives and Year 2, Year 3, Year 4 and geography was seen in Year 5 and Year 6.

96. Pupils' attainment and progress in history in the under fives is satisfactory. Pupils can observe differences between old and new objects and describe simple characteristics of Victorian toys. At Key Stage 1, they can make comparisons about the style between their own and a Victorian classroom and describe the relevance of a wide variety of artefacts from the period. At Key Stage 2, pupils can use sources of evidence such as a painted Egyptian stone to raise questions and make suggestions about how people at that time lived. By the end of the key stage, they can use ordinance survey maps to extract information and they can construct a key to accompany a plan of the school and its surrounding area. Their attainment and progress in history and geography is satisfactory at the end of both key stages.

97. Pupils' attitude to learning is satisfactory in the under fives and at both key stages. They concentrate well and are always interested in the artefacts with which they are presented. At Key Stage 1, they work together co-operatively in groups and demonstrate curiosity. At Key Stage 2, they can argue successfully in order to produce and present

their ideas to one another. They can use resources sensibly and co-operate well to complete a task.

98. The teaching of history is satisfactory in a majority of lessons, and sometimes good, with an occasional unsatisfactory lesson. In the best lessons, pupils are encouraged to observe carefully, to raise their own questions from primary sources and to work with increasing independence. In unsatisfactory lessons, inadequate opportunities are provided in tasks given for pupils to use and apply their skills and expectations of them are set too low. The geography teaching is good, with appropriate use of resources and high expectations set to pupils through the selection of challenging tasks.

99. There is a co-ordinator in post with a background in the subject, but there is as yet no school policy or scheme of work for history and only a basic policy for geography. Work on this is planned for development in the future to address the need for more depth and consistency of curriculum coverage. There are appropriate resources for teaching, but a wider selection of artefacts should be purchased when finance becomes available.

Art

100. Pupils under five experience a variety of mark making and different materials and they make satisfactory progress with paint and colour. At Key Stage 1, pupils can mix colours and build up an understanding of different shades. They can draw Victorian artefacts and record some of their experiences effectively in pencil. By the end of Key Stage 2, they can sketch with detail and accuracy, work well with patterns and can do small watercolour scenes, some of which are of good quality. At both key stages attainment is in line with national expectations and pupils are making satisfactory progress.

101. Pupils' response to art is good and the under fives enjoy their work, particularly using paint and colour. At Key Stage 1, they enjoy using line drawing in simple book making and they respond well to drawing industrial Victorian views. At Key Stage 2, they respond well to collage and use a wide range of materials with enthusiasm to build up a silhouette of a Lowry scene. At the end of the key stage, they demonstrate confidence with their design with ink, making models and drawing.

102. The teaching of art is satisfactory, and sometimes good. Lessons are well resourced and well organised and high expectations and positive relationships encourage pupils to try to do their best. A variety of media and appropriate materials are presented, such as clay, ink and pastels. Careful observation of a range of artistic styles, such as Picasso and different types of self portraits, are highlighted well through attractive display.

103. There is a co-ordinator in post with appropriate subject knowledge, who usefully supports the work, and a brief policy, which the school is planning to extend. Resources for the subject are sufficient and well used. The school provides regular after-school provision for art, which broadens pupils' experience of media, such as clay. More recently, the school has made considerable effort to successfully draw upon the expertise of artists from the local community to work regularly with pupils. This has made a very valuable contribution to their motivation, understanding and progress.

Music

104. There was opportunity to observe only a small number of lessons reflecting a narrow range of musical activities during the inspection, which is insufficient to report on attainment and progress in this subject area. However, evidence is such that children under five enjoy music and movement and at Key Stage 1, pupils respond enthusiastically in singing activities, are extending their repertoire of known songs and hymns and are being encouraged in listening skills.

105. School assemblies provide the opportunity for all pupils to listen to a wide variety of carefully chosen music and in other areas of the curriculum, for example in physical education, music is used as a stimulus for dance. Carol singing in Barnoldswick town square and visits to elderly persons' homes to give small concerts are annual traditions of the school. A visiting choir and orchestra from the local high school further broadens the pupils' experience of musical performance.

106. The school has no teacher on the staff with specialist music knowledge; however, the newly appointed music co-ordinator is in the early stages of effectively developing a music curriculum which follows National Curriculum Programmes of Study and will have a significant impact on pupils' entitlement. A pianist, employed on a sessional basis to accompany singing, has already worked closely with the co-ordinator and together they have created a worthwhile programme for pupils and teachers linked, where appropriate, to current topic work. A scheme for the non-specialist teacher is used with all year groups, and enables work on other aspects of music, such as structure and composition, to ensure the coverage of National Curriculum Programmes of Study.

107. The school should develop a scheme of work and audit the resources for music appropriate to the improving curriculum.

Physical education

108. Attainment and progress in physical education is satisfactory for all age groups and broadly in line with national expectations. In gymnastics, Key Stage 1 pupils use large apparatus for stretching movements and quiet landings. At Key Stage 2, pupils can devise dance movement with knowledge and understanding of speed and tension to good effect. Appropriate links are made with other subject areas, which are compatible with planned topics. For example, movement as a Victorian servant linked with humanities work and music from other cultures as a dance stimulus. Swimming is a major feature of the school's programme. This was recommended by the local authority because the school is so close to the canal. The allocated time is well used, the pool resources are good and pupils are progressing from competency in floating and breaststroke swimming to successful life-saving skills for Years 5 and 6.

109. Pupils' response in physical education lessons in school is generally good. They display mature behaviour, consideration for others in the use of space and handle equipment safely. Outside school, behaviour at the swimming baths is exemplary and positive comments are given to support this.

110. The subject co-ordinator brings some specialist expertise to the physical education curriculum which meets the National Curriculum regulations. Class teachers' planning is supported by regular assessment of pupils and a policy and scheme of work is scheduled for development. Resource purchase is helped by school funds and there are valuable links with the local high school and local industry for special events such as the charity fun-run. Achievement awards for physical education and sport are distributed regularly and extra-curricular activities promote team games in school leagues.

Religious education

111. Too few lessons were seen during the time of the inspection to comment on attainment, progress and teaching in religious education, but scrutiny of pupils' work and teachers' planning and an interview with the subject co-ordinator confirm that pupils are receiving their statutory entitlement. The religious education curriculum follows the Lancashire Agreed Syllabus and there is evidence of work on roles and relationships within the family and of the study of the Bible and other religions. Assemblies complement the religious education curriculum, but mainly in terms of pupils' moral and social development.

112. The school appreciates that a policy and a scheme of work need to be developed. At the present time, the subject co-ordinator's role is one of support on an informal basis for teachers' planning and evaluation. Some resources are centrally located but they require expanding as does the planning and range of work for the subject to have a greater impact on pupils' spiritual development.

PART C: INSPECTION DATA

Summary of inspection evidence

113. The inspection team consisted of four inspectors who spent a total of ten inspection days in school, visited 31 lessons and made 61 classroom observations, in addition to other observations including registration and assemblies and the scrutiny of pupils' work. Numerous meetings and interviews were held with staff, parents and other adults associated with the work of the school. A number of very supportive letters were also received. A meeting with parents was held prior to inspection and the school's policy and other record documents were examined.

Data and indicators

PUPIL DATA

	Number of pupils on roll (full-time equivalent)	Number of pupils with Statements of SEN	Number of pupils on school's register of SEN	Number of full-time pupils eligible for free school meals
YR - Y6	135	1	30	45

TEACHERS AND CLASSES

Qualified teachers (YR - Y6)

Total number of qualified teachers (full-time equivalent)	5
Number of pupils per qualified teacher	27

Education support staff (YR - Y6)

Total number of education support staff	2
Total aggregate hours worked each week	46.25

Average class size

27

FINANCIAL DATA

Financial year:	1995/96
	£
Total Income	186,693
Total Expenditure	198,691
Expenditure per pupil	1,669
Balance brought forward from previous year	16,994
Balance carried forward to next year	4,996

PARENTAL SURVEY

Number of questionnaires sent out:

135

Number of questionnaires returned:

55

Percentage return rate:

40.4

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	60.0	36.0	4.0		
I would find it easy to approach the school with questions or problems to do with my child(ren)	60.8	33.3	3.9	2.0	
The school handles complaints from parents well	38.3	48.9	8.5	4.3	
The school gives me a clear understanding of what is taught	37.3	49.0	5.9	7.8	
The school keeps me well informed about my child(ren)'s progress	43.1	47.1	5.9	7.8	
The school enables my child(ren) to achieve a good standard of work	43.1	49.0	5.9	2.0	
The school encourages children to get involved in more than just their daily lessons	54.9	45.1			
I am satisfied with the work that my child(ren) is/are expected to do at home	43.1	41.2	9.8	3.9	2.0
The school's values and attitudes have a positive effect on my child(ren)	52.9	39.2	3.9	3.9	
The school achieves high standards of good behaviour	41.2	47.1	7.8	3.9	
My child(ren) like(s) school	66.7	29.4	2.0	2.0	

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