

# INSPECTION REPORT

**Earby County Primary School**  
Earby, Barnoldswick

LEA area : Lancashire

Unique Reference Number : 119251

Headteacher : Mr D Pentecost

Reporting inspector : G J Yates  
T11619

Dates of inspection : 24th - 27th March 1998

Under OFSTED contract number: 508890

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

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## Information about the school

Type of school :	Primary
Type of control :	County
Age range of pupils :	4 - 11
Gender of pupils :	Mixed
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Appropriate authority :	Governing Body
Name of chair of governors : [where appropriate]	Cllr Mrs D Allen
Date of previous inspection :	N/A

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S Scull, Lay Inspector		Attitudes, behaviour and personal development, Attendance, Support, guidance and pupils' welfare, Partnership with parents and the community, Staffing, Accommodation and learning resources
A Calderbank	Special Educational Needs, English, History, Geography, Religious Education	Teaching, Leadership and management
D Berry	Science, IT, DT, Art, Equal opportunities	The curriculum and assessment, Spiritual, moral, social and cultural development

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## **Main findings**

- 1 The quality of education provided by Earby County Primary School is sound. A very good feature of the school is the high attainment of older pupils in music. Standards in art, dance and religious education are higher than those found in most schools by the time pupils leave. A strong emphasis is placed on pupils' moral and social development. Firm leadership is provided by the headteacher. Pupils make satisfactory progress overall in all subjects. The school has a behaviour policy but this is not consistently applied across the school. This has an adverse effect upon the progress of some pupils. Further curriculum development is required to provide whole school schemes of work. This has been identified by the school in its development plan.
- 2 Children's attainment on entry to the school this year is similar to the standard found nationally. They make a secure start to school life and make progress that is at least sound, particularly in the area of speaking and listening. Children enjoy books, many can recognise simple words, and some are able to read. They are keen to write about matters of interest, such as a visit made during the week of the inspection to a local church. Most are acquiring sound skills in number and measurement and know some common mathematical shapes. By the age of five most children are achieving national expectations with regard to the Desirable Learning Outcomes for the age group.
- 3 By the age of seven the attainment of most pupils in English is broadly in line with the national expectation. Pupils speak with increasing fluency and listen with concentration and understanding. Their skills in reading are satisfactory. As they progress through the key stage, they acquire good strategies to help them tackle unknown words. Progress in the development of writing skills is, however, unsatisfactory particularly that made by the higher attainers. By the age of seven pupils are unable to write for a wide range of purposes.
- 4 Pupils make satisfactory progress overall in mathematics throughout Key Stage 1 and by the age of seven attainment is in line with national expectations. They have an appropriate understanding of number for their age, can discuss their work using mathematical language, and successfully use symbols and simple diagrams. However, the progress of higher attaining pupils is more limited because of a lack of challenge in some of the work they are required to do. For example, they are required to complete simple number work cards.
- 5 Throughout Key Stage 1, pupils' progress in science is satisfactory and their attainment at the end of the key stage is in line with national expectations. Pupils have a satisfactory understanding of a range of materials and their properties and can suggest ways of testing them.
- 6 Standards achieved in art, design and technology, geography, history, information technology, music, religious education and physical education by the end of Key Stage 1, are in line with those found in most schools. Progress in these subjects is never less than satisfactory.
- 7 The percentage of pupils reaching the expected standards in English, mathematics and science in the 1997 National Curriculum tests for seven year olds was below the national average in all three subjects. However, almost half the number of pupils tested had special educational needs and this had a significant impact on the results.

- 8 By the end of Key Stage 2 standards of attainment in English are in line with national expectations. As pupils progress through the key stage they improve their speaking and listening skills. Older pupils speak with confidence. They used their talents well during a public performance of 'Spooksville' held in a local theatre. Progress in the development of reading skills is satisfactory and pupils have a good understanding of how the library is organised. Good progress is made in most classes in the development of writing skills. By the end of the key stage pupils are able to draft and redraft their work. Standards of presentation are good in the older age group classes. In the 1997 National Curriculum English tests for eleven year olds the percentage of pupils reaching the expected level was above the national average.
- 9 Satisfactory progress overall is made in the development of mathematical skills throughout Key Stage 2. Older pupils make good progress and have an appropriate knowledge of tables. They can successfully complete arithmetical problems, using large numbers. They understand how to calculate perimeter and area, and the higher attainers have a secure knowledge of fractions. By the end of the key stage pupils' attainment is in line with national expectations. In last year's end of key stage National Curriculum tests in mathematics the percentage of pupils reaching the expected level 4 was not significantly different from the national average.
- 10 By the end of Key Stage 2 standards of attainment in science are in line with national expectations. Pupils correctly identify and group living things. They recognise links between animals, mini beasts and their environment. The progress made throughout the key stage is satisfactory overall and good towards the end. Pupils in most classes understand how to make an experiment fair. In the 1997 end of key stage National Curriculum tests the percentage of pupils reaching the expected level was not significantly different from the national average.
- 11 Attainment in art, music, religious education and the dance aspect of physical education is higher than that found in most schools by the end of Key Stage 2 and progress is good overall. In all other National Curriculum subjects pupils make satisfactory progress overall and by the end of the key stage attain standards in line with national expectations.
- 12 Pupils with special educational needs make satisfactory progress in most classes as they work towards the targets set on their individual education plans. They have full access to the curriculum. The school has in place a suitable framework for the assessment of these pupils but budget restraints have meant that support this year has been reduced.
- 13 Members of staff are conscientious. During the week of the inspection, despite the absence of three permanent teachers, the quality of teaching was satisfactory or better in eighty seven per cent of lessons seen. In almost fifty per cent of the lessons teaching was good or very good. In these lessons pupils were involved in activities which stimulated their interest. For example, in an English lesson with Year 6 pupils the class novel was used effectively to initiate discussion to develop comprehension skills and to analyse character and plot.
- 14 In the small number of lessons where teaching was unsatisfactory, teachers sometimes had difficulties in classroom management and planned activities did not build sufficiently on pupils' previous learning. Though homework is sometimes set there is no consistent approach across the school. A significant number of parents indicated in response to the questionnaire that they were not satisfied with the work that children were expected to do at home. Teachers allow enough time for the teaching of literacy and numeracy.

- 15 The attitudes and response of most pupils towards their learning are satisfactory but range from very good to occasionally unsatisfactory. Where pupils' response is unsatisfactory this has an adverse effect on the progress they make. Pupils in most classes are usually well behaved but the conduct of a minority during some lessons is inappropriate.
- 16 Attendance is good and the rate of unauthorised absence is below the national average. This reflects the attention given to the importance of good attendance by the school.
- 17 National Curriculum requirements are met in all subjects as are the requirements of the locally agreed religious education syllabus. The curriculum provided for the under-fives complies with the nationally recommended areas of learning.
- 18 The school has in place a satisfactory system of curriculum planning but there are no whole school schemes of work in most subject areas. This results in some inconsistency in the setting of clear targets for the progressive development of key skills and concepts. There are good assessment procedures in place for the under-fives which are used to help ensure that the work planned is suitably matched to their prior attainment. In the rest of the school there are some assessment procedures in place in addition to the ones the school is obliged to carry out at the end of both key stages. However, the information gathered is not yet consistently used to plan future work, especially for the higher attaining pupils. The school does not have in place a consistent approach to the marking of pupils' work. Although books are regularly marked by teachers, the comments made do not always indicate to pupils what they should do next to improve the quality of their work.
- 19 There is a good range of extra-curricular activities, with music and competitive and recreational sport represented. Visits to places of interest contribute much to pupils' learning experiences. Good links with the community include the use of visitors whose skills contribute well to pupils' experiences.
- 20 The provision for pupils' spiritual, moral, social and cultural development is good overall. Cultural development is well promoted through the range of activities within the school and on outside visits. A major factor in this provision is the school's involvement in the Pendle Music Festival. Through the provision made in the subjects of the curriculum, especially religious education, geography and history, pupils are given a sound awareness of other cultures. Spiritual development is sound and the pupils' understanding of right and wrong is firmly grounded in the values promoted by the school. The provision for pupils' social development is good and includes a residential visit for older pupils.
- 21 All members of staff have a caring attitude towards the pupils, and they deal with personal issues sensitively and effectively. The provision for pupils' welfare is good.
- 22 The partnership with parents and the community is satisfactory but a significant number of parents expressed their concerns about the manner in which the school handles complaints. All the evidence gathered during the week of the inspection indicates that concerns expressed by parents are taken seriously. However, the information in the school's policy needs to be shared with parents so that they are aware of the procedures the school follows. Good support is provided by parent helpers and the Friends of the School association raises a considerable amount of money.
- 23 The headteacher provides effective leadership within a difficult financial and staffing situation. He has a definite view of the direction he wants the school to take and has been willing, where necessary, to take firm action. He is well supported by the management team in the day-to-day running of the school. They are involved in the monitoring of teachers' weekly planning, but not in the evaluation of classroom practice.

- 24 The governors have established committees and procedures which provide a suitable structure for discharging their statutory responsibilities. They have become increasingly involved in the development planning and financial management of the school. There has been a number of long term staff absences in the last year. This has caused some disruptions to pupils' learning in the classes affected, and the need to employ supply staff has led to additional costs for the school. As a result the school's budget reserves have been exhausted. The school development plan provides a well structured framework for action towards clearly expressed targets. Annual reports on pupils' progress do not always include information on the progress pupils' make in all subjects. A significant number of parents indicated their concern about the information the school provides on the progress pupils make.
- 25 The accommodation is very well managed, clean and maintained to a high standard. Effective use is made of all the rooms and resource areas. However, at times the open plan nature of the school leads to excessive noise which can be distracting to pupils working quietly in their classroom bases. The quality and quantity of resources are satisfactory and, overall, good use is made of them. Effective use of support staff contributes to pupils' progress and welfare.
- 26 The school's budget is well managed. The income per pupil is in line with that found in most schools. Standards of attainment are satisfactory and most pupils make sound progress. The quality of teaching is satisfactory or better in almost ninety per cent of lessons. The school provides satisfactory value for money.

### **Key issues for action**

- 27 In order to improve standards even further the school should:
- 1) Build on the planning already in place by:
    - developing schemes of work in all curriculum areas that include the identification of skills and knowledge to be acquired as pupils move through the school;
    - providing a manageable system of curriculum assessment;
    - ensuring classroom practice is evaluated.
  - 2) Improve the quality and range of pupils' writing in Key Stage 1.
  - 3) Ensure that the behaviour policy is implemented consistently throughout the school.
  - 4) Ensure the marking of pupils' work in all classrooms includes comments that help pupils to improve and that reports to parents include comments on the progress made in all subjects.
  - 5) Put in place a consistent approach to the setting of homework across the school.

## **Introduction**

### **Characteristics of the school**

- 28 Earby County Primary School is situated in the rural town of Earby very close to the boundary between Lancashire and Yorkshire. It has 204 pupils on roll; 105 boys and 99 girls. The school is a one form entry school that caters for the needs of pupils aged 4-11. The building is of a semi-open plan design and was opened nine years ago as a replacement school for the then separate infant and junior schools.
- 29 Children enter the school from a range of social and economic backgrounds. Currently around seventeen per cent of pupils receive a free school meal. Attainment on entry varies widely each year but this year is in line with that found in most schools. Forty pupils are on the school's special needs register and three of these pupils are statemented. A high proportion of special educational needs pupils are in the Year 3 age group.
- 30 During the week of the inspection three permanent members of staff were absent and the headteacher taught a class for the full week.
- 31 The school aims to bring children to a point where they are able to balance their personal needs with those of others; where their awareness makes them understanding of all creeds and cultures and where they are themselves socially accepted and lively minded young people. Children are given the opportunity to reach high standards in National Curriculum subjects commensurate with their prior attainment. Above all, the school seeks to develop in children good long-term attitudes to learning.
- 32 The school's current priorities include:
- the maintenance of seven classes of mostly single age groups;
  - the retention of a strong support system for the identification of children with special educational needs and the implementation of this support throughout the school;
  - the maintenance of a strong management structure and movement towards the broadening of this at co-ordinator level, following a period of significant staff turnover;
  - the development of schemes of work and assessment procedures;
  - the movement towards some internal restructuring in order to reduce some open plan areas.

## Key Indicators

### Attainment at Key Stage 1<sup>1</sup>

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

Year	Boys	Girls	Total
1996/7	15	14	29

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Number of pupils at NC Level 2 or above	Boys	6	7	10
	Girls	6	6	7
	Total	12	13	17
Percentage at NC Level 2 or above	School	42	45	55
	National	80 (78 )	80 (79 )	84 (82)

Teacher Assessments		Reading	Mathematics	Science
Number of pupils at NC Level 2 or above	Boys	5	11	10
	Girls	7	8	7
	Total	12	19	17
Percentage at NC Level 2 or above	School	42	65	58
	National	80 (78)	84 (82)	85 (84)

### Attainment at Key Stage 2<sup>2</sup>

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

Year	Boys	Girls	Total
1996/7	16	27	43

National Curriculum Test Results		English	Mathematics	Science
Number of pupils at NC Level 4 or above	Boys	10	12	12
	Girls	23	16	17
	Total	33	28	29
Percentage at NC Level 4 or above	School	76	65	68
	National	63 (58)	62 (54)	69 (62)

Teacher Assessments		English	Mathematics	Science
Number of pupils at NC Level 4 or above	Boys	10	11	13
	Girls	22	18	19
	Total	32	29	32
Percentage at NC Level 4 or above	School	65	68	75
	National	63 (60)	64 (60)	69 (65)

<sup>1</sup> Percentages in parentheses refer to the year before the latest reporting year

<sup>2</sup> Percentages in parentheses refer to the year before the latest reporting year

## Attendance

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

		%
Authorised Absence	School	5
	National comparative data	5.9
Unauthorised Absence	School	0.2
	National comparative data	0.5

## Exclusions

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

	Number
Fixed period	0
Permanent	0

## Quality of teaching

Percentage of teaching observed which is :

	%
Very good or better	16
Satisfactory or better	87
Less than satisfactory	13

## **PART A: ASPECTS OF THE SCHOOL**

### **Educational standards achieved by pupils at the school**

#### **Attainment and progress**

- 33 Pupils enter the school this year with levels of attainment that are in line with those found in most schools. They make sound progress in the reception classes and by the age of five most are attaining the national expectations with regard to the Desirable Learning Outcomes for the age group. Speaking and listening skills are particularly well developed.
- 34 As pupils move through Key Stage 1 they make satisfactory progress overall in English, mathematics and science. Pupils make sound progress in the development of reading, speaking and listening skills. However, their writing skills are unsatisfactory. Pupils' knowledge of number bonds up to twenty is soundly developed, as are other aspects of the mathematics curriculum. Higher attaining pupils are sometimes not provided with sufficiently demanding work in English and mathematics. For example, in mathematics they are sometimes asked to complete simple work cards. In science pupils are adept at successfully carrying out simple experiments. At the end of Key Stage 1 pupils' attainment in the core subjects is in line with national expectations. The results of the national tests at the age of seven in 1997 did not reflect these average standards. The reason for this is that half the number of pupils in the previous year's cohort had special educational needs. Pupils make sound progress in developing their numeracy skills, but literacy skills, whilst sound overall, are unsatisfactory with regard to pupils' writing.
- 35 Key Stage 1 pupils make sound progress in all other National Curriculum subjects and in religious education. In music, for example, pupils are developing a satisfactory repertoire of known songs. They show good skills in rhythmic gymnastics. By the end of the key stage standards of attainment in art, design and technology, geography, history, information technology, music, physical education and religious education are in line with national expectations.
- 36 In English, standards of attainment by the end of Key Stage 2 are in line with national expectations. Progress is satisfactory overall but better towards the end of the key stage. The behaviour of a significant minority of younger pupils has a detrimental effect on the progress made in one class in most subjects observed. In the rest of the key stage, pupils' spelling and punctuation skills are satisfactory and speaking and listening skills are developing well. During the week of the inspection a musical production performed as part of the Pendle Schools' Festival allowed pupils to make full use of their skills. Older pupils successfully draft and redraft their work and write for a wide range of purposes. Good use is made of information technology to support pupils' learning in one class. Pupils know how to use the library. Reading standards are in line with those found in most schools. Pupils have a sound knowledge of tables and can successfully carry out mental calculations in mathematics by the end of the key stage. Satisfactory progress overall is made in mathematics with better progress towards the end of the key stage. Standards of attainment at the end of the key stage are in line with national expectations.
- 37 Standards of attainment in science at the end of Key Stage 2 are in line with national expectations. Progress in science across the key stage is never less than satisfactory. Pupils develop their investigative and experimental skills well.

- 38 In last year's National Curriculum tests for eleven year olds the percentage of pupils reaching level 4 or above in mathematics and science was not significantly different from the national average. In English, the percentage of pupils reaching level 4 and above was above the national average.
- 39 Standards of attainment at the end of Key Stage 2 are higher than national expectations in art, music, the dance aspect of physical education and in religious education. Progress is generally sound and it is good towards the end of the key stage in all these subjects. Extra-curricular involvement in a local music festival has a positive effect on standards attained in music.
- 40 Standards attained by the end of the key stage in all other subjects are in line with those found in most schools. Pupils make satisfactory progress overall. They use their literacy and numeracy skills well in other subjects, such as geography.
- 41 Pupils with special educational needs are identified at an early stage. Overall they make sound progress. Well considered individual education plans indicate clear targets. Due to budget constraints and staff absence, there is less support for pupils with special educational needs than last year.
- 42 The provision of homework makes a positive contribution to the standards achieved in some classes but there is no whole school policy that makes clear to parents the extent of the provision.

### **Attitudes, behaviour and personal development**

- 43 The personal and social development of children under five is good. They work with enjoyment and enthusiasm and are eager to please. Children are prepared to wait their turn when required and know how to tidy up sensibly after lessons. They are developing independence and maturity, choosing activities for themselves and working co-operatively in groups.
- 44 During the inspection the children visited the local church and their behaviour was very good. They followed adults' instructions quickly and showed respect for their surroundings. In school the children are well mannered and hold doors open for one another. They play together happily at break times and help each other to put on coats.
- 45 In both key stages, pupils generally have positive attitudes to work. They settle quickly at the beginning of lessons and usually apply themselves well to their work. The majority of pupils listen attentively and respond appropriately to instructions. They take a pride in the presentation of their work and this is reflected in the good quality of pupils' work on display in the school. Occasionally lessons are interrupted by pupils shouting out or acting in an immature manner and this adversely affects the quality of learning that takes place.
- 46 Older pupils discuss their work sensibly and carry out some research work independently. For example, Year 6 pupils are using CD-ROMs to obtain information for a science project. Pupils with special educational needs respond well to additional support in the classroom.

- 47 Although a small minority of parents voiced their concerns, standards of behaviour throughout the school are satisfactory in most classes and the number of exclusions is low. However, there are instances of inappropriate behaviour. For example, during a Key Stage 2 assembly, some pupils were talking and not showing respect for the occasion. In one lower junior class where there is a high proportion of special needs pupils, behaviour at times is unsatisfactory and this has an adverse effect on pupils' progress. The school's behaviour policy is not consistently followed. Pupils usually work and play together co-operatively and relationships are good. Older pupils taking part in the annual arts festival during the inspection behaved impeccably and were very good ambassadors for the school. Pupils are usually polite and cheerful and move around the building in an orderly manner.
- 48 Pupils' personal development is satisfactory. In most classes pupils are willing to take on responsibilities and they help to tidy equipment away and act as library monitors. These duties are carried out conscientiously. Pupils mostly show a respect for property. A memorial garden in the school grounds is kept neatly and tidily.
- 49 There is a good response to the extra-curricular activities provided by the school. Residential visits made by older pupils successfully develop a sense of independence. All pupils think of those less fortunate than themselves and they support several charity collections.

### **Attendance**

- 50 Attendance rates are good and there is a low level of unauthorised absence. Generally pupils are punctual but a small number of pupils are sometimes late. A prompt start is made to lessons. Registration is carried out quickly and efficiently in accordance with legal requirements.

### **Quality of education provided**

#### **Teaching**

- 51 During the week of the inspection, despite the absence of three permanent members of staff, the quality of teaching was satisfactory or better in eighty seven per cent of lessons seen. In almost fifty per cent teaching was good or better. Teaching was often good in the reception class and consistently good or better in the older junior classes. Literacy and numeracy skills are generally well taught but in Key Stage 1 not enough attention is given to the development of pupils' writing skills across the curriculum. In mathematics and English the progress of the higher attainers is more limited in some classes because of a lack of challenge in the work they are asked to do.
- 52 In the reception class the teaching is characterised by a wide range of well planned and interesting activities. The teachers work as a team with the nursery nurse to provide appropriate activities for the children. They use a variety of approaches to suit different purposes. For example, a trip to a local church was used very effectively to give the children valuable first-hand experiences. The follow-up work was good and encompassed most areas of learning. Both teachers have very good management skills and as a result the children quickly settle into the routines of the classroom.

- 53 Most teachers have a sound knowledge and understanding of the subjects they teach. When a class is taught by a teacher with a particular interest in or enthusiasm for a subject the work is very well matched to the pupils' prior attainment and they respond eagerly to the challenges set. Examples of this were seen in music, mathematics, geography and religious education.
- 54 Expectations of what pupils are capable of achieving are generally appropriate for the majority. However, in English and mathematics throughout Key Stage 1 the progress of higher attaining pupils is more limited because of a lack of challenge in some of the work they are required to undertake. Though most can write independently they are provided with too few opportunities to write for a variety of purposes and audiences. In upper Key Stage 2 expectations for standards of achievement are higher. For example, a very well planned geography lesson with the oldest pupils enabled them to compare a recently taken aerial photograph of their locality with some ordinance survey maps. They were challenged to find clues to show that the use of land had changed. Pupils responded with enjoyment and the quality of discussion amongst them was high.
- 55 Teachers plan their lessons conscientiously. However, with the exception of science and mathematics in Key Stage 1, there are no schemes of work detailing how the knowledge, skills and understanding in particular subjects should be introduced and developed as pupils move through the school. As a result there is some lack of coherence in aspects of pupils' learning. This accounts to some extent for the below average standards of attainment in writing at Key Stage 1.
- 56 A range of methods and patterns of organisation are used effectively in Key Stage 2. Whole-class teaching is used appropriately to introduce new skills and knowledge and to review previous work. When given the opportunity to work in groups pupils respond well. In a religious education lesson about Nicky Cruz pupils discussed in small groups the factors that led to the gangster finding faith. They listened sensibly to the views of others. However, in Key Stage 1 the methods and groupings employed by teachers are not always suitable for the intended learning outcomes. In one lesson observed, the pupils were expected to practise correct lesson formation while sitting cramped together on the floor.
- 57 Classroom management is generally satisfactory. The school has in place a behaviour policy. However, it is not consistently applied across the school and this has an adverse effect upon the progress that some pupils are making especially in lower Key Stage 2. A minority of teachers do not insist on the rules and routines being applied all the time. For example, they tolerate pupils shouting out answers. Where the policy is strictly applied it leads to an orderly atmosphere in which group activities can successfully take place.
- 58 Overall, teachers make good use of the resources available to them. However, sometimes the use of worksheets which only require simple factual responses, instead of teacher initiated exercises, means that opportunities are missed to develop pupils' language skills. Visits to places of interest to support learning are used to good effect.
- 59 Good use is made of assessment in the reception class to help ensure that the work planned is suitably matched to the children's prior attainment. In the rest of the school the information gathered from all assessments is not yet consistently used to plan future work, especially for the higher attainers. The school does not have in place a common approach to the marking of pupils' work.
- 60 Though homework is sometimes set, there is no consistent approach across the school. A significant number of parents, in response to the questionnaire, indicate that they are not satisfied with the work that their children are expected to do at home.

## **The curriculum and assessment**

- 61 The curriculum meets the requirements of the National Curriculum and the Local Education Authority's Agreed Syllabus for religious education. It is broadly based, and accessible to all pupils, including those with special educational needs. The balance of subjects, including health and sex education is adequate. However, in Key Stage 1, writing is insufficiently developed. Appropriate time is given to all subjects across the year. The programme of personal and social education is effective in promoting pupils' personal development and enhances the ethos of the school. There is a sex education policy that has been agreed by the governing body. Due attention is given to developing pupils' understanding of drug abuse. Adequate time is given to the development of language, literacy and numeracy and these skills are used well across the curriculum in Key Stage 2.
- 62 Pupils under the age of five are well provided for through a curriculum which is entirely appropriate and covers the prescribed areas of learning for the age group.
- 63 The school does not have schemes of work for all subjects. There are, however, policy statements in place supported by medium-term planning files. There are no schemes of work in most subjects, thus learning targets are not identified in short term planning, and there is some inconsistency in the setting of clear targets for the progressive development of key skills and concepts. Moreover, the attainment and progress of higher attaining pupils is not always effectively promoted especially in Key Stage 1.
- 64 Provision for pupils with special educational needs is satisfactory and the recommendations of the Code of Practice are being met. The philosophy of equal opportunities permeates the school and consequently pupils have equality of access to all areas of the curriculum.
- 65 Extra-curricular activities enhance the curriculum. The school provides a wide range of different pursuits in physical, intellectual and creative activities. Music, art, drama and dance are represented along with competitive sports. The school makes a major contribution to the Pendle Schools' Festival each year and has rightly earned a high reputation for its contribution. This was particularly evident during the week of the inspection when the school's latest performance received rapturous applause from an appreciative audience.
- 66 The curriculum is further enriched through visits to places of interest associated with the topics being studied and by visitors coming into school to talk to children. A residential stay for older pupils extends further the opportunities for learning and plays an important part in their social development.
- 67 There are good assessment procedures in place for the under-fives and these are used to ensure that the work planned is suitable and matched to their prior attainment. Assessment procedures are in place in both key stages in addition to the statutory requirements. However, assessment information is not consistently used to ensure progression and continuity in the learning of skills. The monitoring of teachers' planning by the senior management team is well established. However, the evaluation of classroom practice is not yet part of their role.
- 68 Record keeping systems are generally satisfactory for the core subjects but less so for other subjects. The school is beginning to compile and develop portfolios of pupils' work in the various subjects. There is no marking policy in place; consequently there are inconsistencies in the approach to the marking of pupils' work. Although teachers regularly mark pupils' books, the comments made do not always indicate to pupils what they should do next to improve the quality of the work.

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

- 69 The provision for pupils' spiritual, moral, social and cultural development is good overall. It makes a significant contribution to pupils' development. Provision for pupils' spiritual development is satisfactory. Opportunities are provided for them to find out about different beliefs and customs in religious education lessons and in assemblies. The legal requirement for there to be a daily act of worship is met. Within the curriculum pupils are sometimes moved to express wonder and a sense of awe as, for example, when young children visited the local church to witness a 'baptism', and in the manner in which the life of a former pupil is remembered and celebrated in the form of a memorial garden.
- 70 Pupils' understanding of morality is firmly grounded in the values promoted by the school. They are clearly taught to know right from wrong and have a strong sense of fairness and justice. The relationship, between staff and pupils is sound and reflects the caring ethos of the school. A range of opportunities is provided to discuss moral issues within the curriculum. Pupils' achievements are appropriately celebrated in end of week assemblies and on other occasions throughout the year. Provision in this aspect is good.
- 71 The provision for pupils' social development is good. A wide range of curricular and extra-curricular opportunities promotes and extends pupils' social development. Pupils are encouraged to contribute to the life of the school and the wider community, and are provided with opportunities to take on responsibilities. Older pupils take part in a residential visit that effectively promotes social development. Many charities are well supported and over the years pupils have demonstrated their keen social awareness by raising large amounts of money for organisations such as the National Children's Homes and the National Society for the Prevention of Cruelty to Children.
- 72 Cultural development is well promoted. Pupils learn about their own culture in class lessons. They acquire an understanding of the lives of people in former times and in other parts of the world. Their cultural awareness is further enhanced by visits to places of interest. A major factor in this provision is the school's involvement in the Pendle Schools' Festival. Attractive displays around the school reflect this interest and provide an additional focus for spiritual and cultural development. Through the provision made in subjects of the curriculum, especially geography, history and religious education, pupils are given a sound awareness of other cultures.

## **Support, guidance and pupils' welfare**

- 73 The school provides a caring environment and staff place a high priority on children's welfare. Pupils are confident to approach adults with their concerns and they receive sensitive and effective guidance. Permanent members of staff know their pupils well and relationships are good. There are regular minuted meetings to discuss any welfare or medical problems which pupils are experiencing.
- 74 Good guidance is given to pupils in most lessons. Pupils with special educational needs are supported appropriately in most classes and make sound progress.

- 75 Arrangements for children entering reception class are good. Parents and children are invited to visit the school prior to starting and useful links have been established with local playgroups and nurseries. Children soon become familiar with staff and their new surroundings. There is good liaison with local secondary schools. Pupils have several opportunities to visit schools before they transfer and take part in joint musical activities and attend drama productions at one high school.
- 76 There is an inconsistent approach to the management of pupils' behaviour. Parents and pupils are involved in the completion of booklets which detail acceptable standards of behaviour. However, these are seldom referred to by teachers. Some staff deal with cases of inappropriate behaviour well. There is no overall rewards system and in some classes too little emphasis is placed on celebrating pupils' achievements. The school has suitable procedures in place to deal with any cases of bullying, but parents would appreciate more information about what action the school takes.
- 77 Arrangements for monitoring attendance are satisfactory. The school works closely with parents to encourage regular and punctual attendance and support is also provided by the educational welfare officer. Child protection procedures are good and all staff are aware of reporting concerns.
- 78 There are effective systems in place to promote pupils' health and safety. First aid arrangements are good and pupils are supervised at lunchtimes. The school nurse visits to conduct medical checks and she is also involved along with the health visitor, in delivering the health education programme to older pupils. Safe practices in lessons are emphasised.

### **Partnership with parents and the community**

- 79 The large majority of parents show their positive support for the school. Several parents help in classroom and with visits away from school and an active Friends of the School association holds well supported fund raising and social events to benefit the school. However, a significant minority of parents stated that they were unhappy with the way in which the school handles complaints. All the evidence gathered during the week of the inspection indicates that parents' concerns are taken seriously. The information in the school's policy needs to be shared with parents, so that they are aware of the procedures which the school follows.
- 80 Parents are sometimes involved in their children's learning through homework tasks, including reading. They are encouraged to enter comments in pupils' reading records but they would like more information about the school's homework policy. There are inconsistencies in the setting of homework and several parents raised this concern in questionnaire responses before the inspection. Two parents' evenings are held each year to discuss progress and parents of pupils with statements of special educational needs are invited to annual reviews.
- 81 Information for parents is satisfactory overall. The governors' annual report is very well presented and the prospectus contains all the legally required details. Information for new parents is good and includes useful activities to complete at home with children. Pupils' annual written progress reports are unsatisfactory and this confirms the concerns raised by some parents before the inspection. They do not always give sufficient details about the progress made in all subjects or enough information about the work children have completed.

- 82 There are good community links which are used well to enhance the curriculum. Pupils take part in historical and geographical studies of the locality; and in science, Year 6 have conducted a survey of nearby habitats. The vicar leads regular assemblies in school and children in the reception class visit a local church. Pupils go to the local hospital to entertain and talk to residents. Participation in the annual arts festival develops pupils' self confidence well and successfully fosters their enjoyment of music and drama.
- 83 There are several useful business links which have provided additional funding for the school. Pupils were successful in a competition sponsored by a national firm and received computer equipment for the school. Grants have been given by a local company and the Training and Enterprise Council to fund further resources for the school.

## **The management and efficiency of the school**

### **Leadership and management**

- 84 The headteacher provides effective leadership within a difficult financial and staffing situation. He has a definite view of the direction he wants the school to take and has been willing where necessary to take firm action. The management of the school is satisfactory.
- 85 The school has chosen not to replace the previous deputy and has created a management team, in which the headteacher is supported by two co-ordinators. This structure is proving to be effective in day-to-day organisation and communication, and in the monitoring of teachers' weekly planning. As yet, it is less satisfactory in providing a framework for the evaluation of classroom practice or as a source of support for less experienced teachers. Strategic and financial planning, which is carried out mainly by the headteacher, is effective. There is a need to ensure that other senior staff gain insights into these aspects of management so that they can provide appropriate support.
- 86 Subject policies indicate general principles for teaching but most areas lack schemes of work. This contributes to a lack of coherence in some pupils' progress and to insufficient depth and rigour in some lessons.
- 87 The governors have become increasingly involved in development planning and financial management, as they have had to resolve difficult finance and staffing issues. An efficient system of committees allows them to discharge their statutory responsibilities. However, annual reports on pupils' attainments do not always include information on the progress pupils make in all subjects. All the evidence gathered during the week of the inspection indicates that any concerns expressed by parents are treated with respect and acted upon. Some governors come into school on a regular basis and this helps them to be aware of the day-to-day life of the school.
- 88 The school development plan provides a well structured framework for action towards clear targets, which include specific initiatives to improve the standards of attainment in some subjects.
- 89 Provision for pupils with special educational needs is managed well and complies with the recommendations of the Code of Practice. A governor has designated responsibility for this aspect, and this helps the governing body make decisions about staffing and resources. Structured planning towards clear targets contributes to the overall sound progress these pupils make. However, budget restraints and staff absence have meant that additional support this year has been reduced.

## **Staffing, accommodation and learning resources**

- 90 During the week of the inspection three members of staff were absent. The headteacher taught the Year 6 class for the whole inspection period.
- 91 Teaching and support staff are sufficient in number and appropriately qualified; and permanent members of staff are experienced in meeting the demands of the curriculum. A nursery nurse and non-teaching assistants provide good support. Parent volunteers and other helpers contribute effectively to the work in the classroom.
- 92 There is a well planned programme for the professional development of all staff linked to priorities identified in the school development plan. Staff attend courses which enhance their curriculum knowledge and expertise and also further their individual professional development. The school follows an agreed programme for staff appraisal.
- 93 The building is well maintained, clean and tidy. Outdoor provision is good. The school is set in very attractive grounds, with large, hard surfaced play areas marked for games, and grassed areas for sporting activities. A memorial garden at the edge of the playground is well looked after and provides a respected tribute to a former pupil.
- 94 Staff and pupils have had to adapt to the open-plan nature of the building. Some noise carries between teaching areas and this can have an adverse effect on the quality of learning. The school is investigating ways of alleviating this problem. Resource areas between classrooms are well used to extend teaching group areas and for specialist work. The school's administrative accommodation is somewhat remote from the rest of the building.
- 95 The main library is equipped with comfortable seating to encourage pupils' use and enjoyment of books. There is a large hall which enables full school assemblies to be held and provides good indoor facilities for physical education. Attractive displays of pupils' work enhance the school environment.
- 96 Resources are adequate in all subject areas. There is an impressive range of tuned and untuned musical instruments and a satisfactory range of fiction and non-fiction books. Information technology provision is adequate, with an appropriate range of hardware and software and access to the Internet. During the week of the inspection some printers were in need of repair.
- 97 Good use is made of visits away from school to enhance curriculum delivery. Pupils study local areas of scientific and geographical interest and older pupils take part in residential visits further afield. The good range of extra-curricular activities is an additional and valuable resource.

## **The efficiency of the school**

- 98 All aspects of the day-to-day operation of the school are well organised and managed. Permanent staff are well deployed. Effective use is made of support staff. The financial control of the budget is managed well. Recommendations made in the most recent financial audit report have been carried out. Funding for pupils with special educational needs is held centrally. Funding provided to support staff development is well used.

- 99 Financial planning procedures are good. The governing body has made the decision this year to maintain seven single age group classes. This financial commitment, along with a high level of staff absence, has greatly depleted the school's budget. As a result, the school now finds itself in a budget deficit situation. The governors and headteacher are fully aware of the need to resolve this problem and are exploring a variety of options.
- 100 The school development plan clearly sets out the school's priorities. It is well written and outlines the priorities for the next three years. Some governors have become more involved in the school and know it well. All governors are supportive. Appropriate committees are in place.
- 101 The school runs smoothly and generally good use is made of the time available. All administrative procedures are effective. The school clerk provides good support. When purchases are made she ensures that the best value for money is obtained.
- 102 Funding per pupil is in line with that found in most school nationally. Pupils make at least sound progress and attain standards that are in line with or higher than national expectations in all subjects. Pupils' attitudes and behaviour are sound overall. The school provides satisfactory value for money.

## **PART B: CURRICULUM AREAS AND SUBJECTS**

### **Areas of learning for children under five**

- 103 This year's intake of pupils represents the full range of attainment, as confirmed by the baseline assessments undertaken. The overall curriculum is broad and balanced, providing opportunities for all children to develop skills and knowledge in all the areas of learning. By the age of five, most children meet all the nationally approved Desirable Learning Outcomes and progress throughout the year is never less than satisfactory. Children with special educational needs receive good support especially when the nursery nurse is working in the class.
- 104 Language development receives a high priority. Children make progress that is at least sound and concentrate well during story sessions. Most children understand that words and pictures carry meanings and some read well for their age. Good use is made of picture sequencing activities to develop reading skills. A very good feature of reading development is the way that all children at the start of the day are self motivated to choose a book and sit quietly on the carpet with it. Levels of concentration during this activity are very high. Good opportunities are provided for emergent writing. During the week of the inspection these included writing activities linked to a visit made to a local church. Children copy adults' writing and a significant number are starting to write their own sentences. The progress children make in the development of speaking and listening skills is good overall. On the visit made to the local church they were captivated by the occasion and willingly answered questions.
- 105 Progress in the development of mathematical skills and knowledge is sound. Attainment is in line with that found in most schools by the age of five. Children can count confidently to five and some have a good knowledge of numbers to ten. They can accurately record numbers in workbooks, and explore number, pattern and shape through a wide range of practical activities.
- 106 Children have a lively awareness of the things around them. Visits made to a local church and to shops have extended their knowledge. Many children, for example, are able to correctly identify a font in church and know its purpose. During an activity with a scientific focus that involved making jelly for a birthday party, children looked closely for similarities and differences, and recognised change. They used language well in talking about the changes that occurred. Through the use of small equipment they are developing a good awareness of building construction.
- 107 Good use is made of the school hall in helping children to develop their physical skills. They take an active part in lessons and listen carefully to instructions. Children remember the words to songs well and sing fairly tunefully. In art, children are able to represent images using paint, crayons and fabrics. As part of a topic related to 'Special Occasions' they produced collage work of a high quality based on the theme of weddings. Play is valued, with a fast-food cafe set up in a part of the classroom being well used by children to develop role play.

- 108 With very little prior notice two part-time teachers took over the teaching of the reception class early last term. The quality of teaching observed during the inspection week was good overall and never less than satisfactory. Children benefit from the fact that both teachers plan their work together and have developed manageable assessment and recording procedures. The nursery nurse is a valuable member of the reception team and provides good support. Due to budget constraints her hours are limited and she is not solely timetabled to work with reception children. Staff are dedicated, hardworking and caring. Children are encouraged to be independent and respond well to the provision on offer. Parents make a positive contribution by listening to children read at home and by helping with trips and other activities when required.
- 109 The accommodation, whilst not spacious, is adequate and resources are satisfactory. The quality of education offered to the under-fives has a beneficial effect upon the standards attained when pupils embark on the National Curriculum.

## **English, mathematics and science**

### **English**

- 110 The school gives a high priority to the teaching of English. While pupils' progress is generally satisfactory throughout both key stages and sometimes good towards the end of Key Stage 2, writing is less effectively developed than other skills in Key Stage 1. Attainment in English by the age of seven is broadly in line with national expectations. However, whilst attainments in reading, speaking and listening are in line with national expectation for seven year olds, standards in writing are below those normally found. The percentage of pupils attaining the expected level in the national tests for seven year olds in 1997 was well below the national average. Half of this particular class had some form of special educational needs and the test results reflected their capabilities. The majority of pupils attain standards in line with national expectations by the time they leave school. The latest curriculum tests for eleven year olds in English showed that the percentage of pupils attaining the expected level was above the national average.
- 111 Speaking and listening skills are soundly developed in Key Stage 1 and the standards achieved compare favourably with those expected nationally. Most pupils are confident speakers, able to express and communicate their ideas clearly, though for some this is within a narrow range of expression. Pupils generally listen attentively when receiving instructions or information and respond sensibly to their teachers' questions. In Key Stage 2 most pupils continue to make sound progress and attain standards in line with national expectations by the age of eleven. They can adjust their talk to a range of purposes and contribute sensibly to class discussion. However, in some classes a small minority of pupils sometimes call out answers rather than waiting to be asked to speak. Older pupils spoke with confidence and used their skills well during a public performance of "Spooksville" held in a local theatre.
- 112 During Key Stage 1 the majority of pupils make satisfactory progress in the development of reading skills. They have a sound understanding of phonic strategies and build up an appropriate sight vocabulary. As a result, most pupils read accurately and fluently for their age. Although a significant minority can still only manage simple texts, all have some word building skills and some are developing more complex strategies. The higher attainers have a good understanding of the stories they read and know how to find information from non-fiction books.

- 113 Satisfactory progress in the development of pupils' reading skills continues to be made as they move through Key Stage 2; and by eleven overall attainment is in line with national expectations. Very good use is made of class novels and group readers. The content is explored imaginatively and in depth. Pupils read with accuracy, fluency and expression. Most can discuss characters and plot. Older pupils are very familiar with using the content and index pages to find information from non-fiction books and are confident in using the school's library classification system. The school encourages parents to participate in their children's reading and progress is monitored according to books read through a home-school shared reading diary.
- 114 Progress in writing during Key Stage 1 is unsatisfactory particularly that made by the higher attainers. Teachers' expectations in Year 1 of what pupils might achieve are not high enough and they remain dependent on adult help for longer than they should. Better progress is made in Year 2 but attainment in writing by the age of seven is below the expectation for the age group. Pupils have too few opportunities to write at length. Though most pupils are beginning to write independently and with a degree of accuracy there are few examples of them writing for a variety of purposes.
- 115 During Key Stage 2 progress in writing is satisfactory overall and good for the older pupils. By the age of eleven most pupils are attaining standards in line with the national expectation. They have developed a secure foundation in the key skills of planning and re-drafting to refine their work. The majority are writing pieces of good length, for a range of purposes and in a range of styles. Examples of poetry and book reviews show an awareness and understanding of the specific structures required, and responses to opportunities for creative writing are often sensitive. Handwriting skills are soundly developed particularly in Key Stage 2 and by eleven pupils can produce work which is fluent, legible and well presented.
- 116 Most pupils in both key stages have a positive attitude towards learning and enjoy their lessons. They generally work well together and are keen to learn. A good feature is the quality of the collaboration in small groups shown by older pupils. However, the unsatisfactory response of a few in a minority of lessons in lower Key Stage 2 classes adversely affects their progress.
- 117 The quality of teaching is sound overall in both key stages but better towards the end of Key Stage 2. Where teaching is good, careful planning ensures that time is well used to develop key skills, and teachers communicate their own enthusiasm for the subject. In such lessons pupils were involved in tasks which stimulated their interest. For example, in Year 6, the class novel is used very effectively to initiate discussion to develop comprehension skills and to analyse character and plot. Where lessons are unsatisfactory, teachers are experiencing difficulties controlling pupils and the work pupils are expected to undertake does not always build upon what they already know.
- 118 The quality and use of day-to-day assessment is generally unsatisfactory. Work is regularly checked so that success can be praised but written comments rarely indicate what pupils should do next in order to improve. The use of assessment is underdeveloped. As a result, while teachers are generally aware of where each pupil is up to, they have insufficiently precise information to inform planning. Appropriate use is made of additional classroom help. Pupils with special educational needs are usually well supported and make sound progress.
- 119 There is a policy for English which outlines clear principles on teaching the subject. However, there is no scheme to give guidance, for example, on the development of writing skills. This is an area targeted for development in the school development plan. The school library provides an attractive, easily accessible reading area for pupils and is well organised. Books are well cared for and carefully displayed.

## Mathematics

- 120 Standards of attainment in mathematics by the end of Key Stage 1 are in line with national expectations. In last year's National Curriculum end of key stage assessments the percentage of pupils attaining the required standard was below the national average. However, a significant proportion of pupils had special educational needs and this adversely affected the overall standards achieved.
- 121 By the age of seven most pupils can order numbers to 100 and recall addition and subtraction facts to 10. Data handling skills are well developed with pupils devising and interpreting graphs that show the colour of pupils' eyes. Pupils can identify the properties of 2-D shapes and correctly identify halves and quarters. Progress in the subject for most pupils is satisfactory throughout the key stage but less so for higher attaining pupils. Sometimes pupils are asked to complete an activity that lacks mathematical challenge, involving the completion of simple work-sheets. Pupils with special educational needs make satisfactory progress.
- 122 Standards of attainment in mathematics at the end of Key Stage 2 are in line with national expectations. In last year's National Curriculum end of key stage tests the percentage of pupils reaching the expected level was not significantly different from the national average. Most pupils have sound knowledge of the four rules of number and can apply their knowledge in other aspects of the subject. Numeracy skills are used in other curriculum areas such as geography. Pupils successfully use Venn diagrams in data handling activities and can interpret line graphs. They have a satisfactory understanding of angles and can find the perimeters and areas of simple shapes.
- 123 Overall, pupils make satisfactory progress throughout Key Stage 2 and good progress in older junior classes. Mental agility is encouraged and pupils experience all aspects of the programmes of study. They are willing to try different approaches when solving problems. In one class pupils demonstrated good skills in identifying factors of numbers, using a number grid. Special educational needs pupils receive appropriate support in most classes. However, in a lower junior class there is no targeted support to help them develop mental strategies to work out number problems.
- 124 In almost all the lessons seen in both key stages, pupils' attitudes to work are never less than satisfactory and often good. Pupils generally sustain concentration and behave well. Where pupils' response is unsatisfactory idle chatter distracts a number of pupils and higher attaining pupils do not produce their best work.
- 125 The quality of teaching is satisfactory overall in both key stages with examples of good and very good teaching in Key Stage 2. In some lessons the introduction is too long and not enough time is left for pupils to complete the set activities. Where teaching is sometimes unsatisfactory the teachers' expectations of what pupils can do are low and too much reliance is placed on commercial materials. Where teaching is good or very good appropriate time is given to class, group and individual needs; clear direction is given, and pupils are gathered together at different times throughout the lessons to teach and review specific points. Sufficient time is provided for the teaching of numeracy but routines do not yet include short sessions in all classes for skills to be reinforced. Pupils' books are regularly marked but in some classes written comments do not give sufficient guidance to pupils on how they might improve.

126 The co-ordinator has only recently taken on the responsibility for the subject. He has attended a twenty day mathematics course, is keen to put some of the ideas introduced into practice, and has produced a well written policy for the subject. A scheme of work is in place for Key Stage 1 but not for Key Stage 2. Mathematics is targeted for development in this year's development plan. Information gained from assessments is not yet fully used to inform future practice. Resources for the subject are satisfactory and generally well used.

## Science

127 By the age of seven, the attainment of the majority of pupils is in line with national expectations. This was not reflected in last year's National Curriculum teacher assessments where standards of attainment were below the national average. The school has since analysed the results and identified the aspects of the science curriculum requiring further development, and improvements have been made.

128 By the age of eleven, the attainment of the majority of pupils is in line with national expectations. This was reflected in the latest national tests and teacher assessments.

129 Pupils make satisfactory progress through Key Stage 1 as they learn to observe and investigate. At the end of the key stage, they know how to conduct simple experiments and record their data. Pupils have a satisfactory understanding of materials and their properties and can suggest ways of testing them.

130 Pupils generally make satisfactory progress through Key Stage 2. Throughout the key stage the majority of pupils understand how to conduct a fair test, how to set up systematic investigations and how to analyse results. They explain why some materials are suitable for specific purposes, and correctly identify materials that are better for keeping an object warm. Progress in the youngest junior class is unsatisfactory. Older pupils make good progress as they recognise, for example, that increased amounts of oxygen are needed for the efficient working of muscles and heart function during exercise. When identifying and grouping living things they recognise, for example, the links between animals, mini-beasts and their environment.

131 At both key stages pupils' response to science is generally satisfactory but ranges from good to occasionally poor in Key Stage 2. Where pupils' response is unsatisfactory, it has an adverse effect on progress. Pupils are restless, raise voices and constantly seek attention. Where it is good pupils respond to the teacher's challenge, they enjoy their work and talk willingly and confidently about what they are doing. They work well together when given the chance: for example, when measuring and recording temperatures.

132 The quality of teaching is satisfactory at Key Stage 1. Teachers are well prepared and understand the subject but, occasionally, fail to challenge the higher attainers. At Key Stage 2 the quality of teaching is satisfactory overall with many good features. Where it is good teachers use good probing questions and move around the room making teaching points. Relationships between teacher and pupils in those lessons are good. Where teaching is unsatisfactory the organisation and routines used by the teacher do not recognise or meet the needs of the majority of the pupils.

133 Monitoring of planning is taking place, but not of classroom practice. There are forms of assessment built into the planning, and record sheets are being developed to record Attainment Target 1. Resources are adequate overall, but some shortages have been identified in high usage expendable materials. The co-ordinator for science currently provides resource boxes for each topic. Displays of science work are good.

## **Other subjects or courses**

### **Art**

- 134 Throughout the school pupils are developing their awareness of art as a means of communication, and they are encouraged to evaluate their own and other pupils' work. Over the years the school has entered, and been very successful in, the Pendle Schools' Festival and also in local art competitions.
- 135 By the end of Key Stage 1 attainment in art is in line with that expected nationally. Pupils can work successfully with a range of materials, including modelling media, to recreate and represent shape, texture and colour. There are some particularly good examples of three-dimensional work set in a fantasy world.
- 136 By the end of Key Stage 2 the attainment of pupils is above that expected nationally. They have developed good control over the tools they use and can recognise the main characteristics of the styles of different artists. Particularly good work was seen in the design and finish of wallpaper patterns displayed around the school and cushions dyed and sewn by older pupils. Pupils make good observational drawings of objects and successfully explore variations in tonal effects using pencils and colours.
- 137 Progress in art is sound in Key Stage 1, and good overall in Key Stage 2. Pupils of all attainment levels are gaining in confidence and independence in expressing themselves and are developing a good understanding of the subject. When given the opportunity, they apply their learning to great effect.
- 138 Pupils in most classes respond well to the subject. When required to share materials they show good levels of co-operation and take pride and pleasure in their artistic achievements. Attitudes to the subject are positive.
- 139 Teaching is satisfactory in Key Stage 1 and good in Key Stage 2. Art lessons are well-organised, tasks are clearly explained and classrooms are well-managed to produce a purposeful working environment. Different teaching methods are used to good effect, for example, encouraging pupils to tell the rest of the class about their work.
- 140 There is a well defined policy for the subject but no whole school scheme of work. Procedures for assessment are on an informal basis. Evaluation sheets are currently being developed in Year 1. Resources are adequate overall, with the exception of ceramics for Key Stage 2.

## **Design and technology**

- 141 Attainment at the end of both key stages is in line with national expectations. Satisfactory progress is made throughout the school. This judgement is based on a limited number of lesson observations, a scrutiny of teachers' planning, display work and discussions held with staff and pupils.
- 142 At Key Stage 1 pupils gain experience of making things in a variety of materials such as paper, card and construction kits. In Year 1 pupils look for ways of improving their design and, with teacher support, evaluate their work. By the end of the key stage they work independently and with growing confidence. Pupils demonstrate satisfactory progress in acquiring skills in cutting and joining materials. For example, when making a castle with moving drawbridges, pupils were able to explain the process from cutting out the shape to fixing strings to make the hinged drawbridge move. There is little evidence from pupils' work that sufficient opportunities are provided for them to generate their own ideas and designs.
- 143 By the end of Key Stage 2 pupils have a satisfactory knowledge of the uses and properties of a range of materials. Pupils are able to produce finished products that accurately reflect the original design and can follow plans accordingly. They have sound measuring, cutting and joining skills and are able to make appropriate use of estimating when making items. This was particularly evident when pupils were making a moving cam driven toy. The design and construction provided clear evidence of their ability to build on previous work. During discussions and in the scrutiny of design plans, pupils demonstrated a good aptitude in identifying features which might be improved.
- 144 Pupils' attitudes to their work are satisfactory; and they are often good in Key Stage 2. Pupils are well motivated and are eager to achieve success. Ongoing and completed work displayed throughout the school demonstrates the pupils' interest and pride in their work. In the lessons observed, pupils were well motivated and interested in their activities, demonstrating good levels of co-operation. Pupils at the end of Key Stage 1 accept and learn from their mistakes.
- 145 It was only possible to observe a very small number of lessons in the subject in both key stages. The teaching in these lessons was satisfactory in Key Stage 1 and good in Key Stage 2. Teachers manage pupils well and provide a positive ethos within which pupils' work is highly valued. Resources are well organised to ensure good provision for pupils to make choices. In one lesson where the teaching was good, the teacher's enthusiasm for the subject and high expectations of what could be achieved, made a clear and positive impact upon the pupils.
- 146 There is a basic scheme for the subject but this lacks sufficient detail on skills to be developed. Good resources are available to support teaching and learning and these are used effectively.

## **Geography**

- 147 During the week of the inspection no geography lessons were seen at Key Stage 1 because of the way the curriculum is organised. However, the sampling of pupils' work, discussions held with pupils and an examination of teachers' planning provided enough evidence to enable judgements to be made.

- 148 Standards of attainment are in line with national expectations by the ages of seven and eleven. The progress pupils, including those with special educational needs, make in both key stages, is satisfactory overall. By the end of Key Stage 1 pupils have developed an appropriate geographical language and can describe the main features of their own locality using correct terminology. Studies of the area around the school have provided suitable opportunities to look at land use and to develop early mapping skills. Pupils have a sound understanding of how people's actions can have either a good or bad effect upon the environment.
- 149 A well structured programme of geographical topics ensures that pupils deepen their knowledge and develop appropriate geographical skills during Key Stage 2. By the age of eleven, themes studied have helped to give pupils a satisfactory appreciation of how physical features have been and are being formed. Projects focusing on towns in India and Kenya give them a good insight into locations and ways of life very different from their own. Fieldwork based upon Wentcliff Brook provided pupils with appropriate opportunities to identify such features as erosion and deposition along its course. From data collected they were able to draw a transect of the river bed.
- 150 In the lessons observed pupils responded positively to the topics and activities presented to them. Year 6 pupils worked very well together to find clues from aerial photographs and ordinance survey maps to show how the use of land in Earby has changed over the years. They shared resources and contributed ideas to find solutions to problems.
- 151 The quality of teaching was sound overall and very good with the oldest pupils. Lessons are purposeful and good use is made of exposition, teacher demonstration, explanations and questioning to further pupils' learning. The work is usually planned around the study of real places enabling pupils to be involved in direct experiences and to relate more to their studies. Geography is also well used to promote an understanding of other cultures. Effective use is made of a satisfactory range of resources. The school is aware of the need to build upon its planning to develop a scheme of work for the subject which also identifies opportunities for assessment.

## **History**

- 152 It was only possible to see history being taught in Key Stage 1 during the week of the inspection. However, evidence obtained from teachers' medium term planning, pupils' previous written work and discussion with them indicates that an appropriate course of study is in place throughout the school which fully meets the demands of the National Curriculum. All the available evidence shows that at the end of both key stages, pupils' attainment is in line with national expectations.
- 153 Most pupils make sound progress during Key Stage 1 and by the age of seven they have a sound knowledge of some well known historical characters such as Guy Fawkes and Florence Nightingale. Through themes about 'transport' and 'people who help us' they are beginning to appreciate the difference between earlier times and the present. Through being able to examine and sit in a vintage car they obtain a good insight into how one aspect of everyday life has changed.
- 154 Sound progress continues to be made during Key Stage 2. By the age of eleven pupils have gained sound knowledge about some of the important periods in Britain's past through, for example, their studies about the Tudors and the Victorians. They understand the impact the Second World War had on the lives of the inhabitants of this country.

- 155 Most pupils show interest in their history lessons and enjoy talking to adults about what they have found out. They listen attentively to information presented to them either in the form of a story or through watching a video. Pupils are not afraid to offer an opinion in discussion. However, their response is not as good when follow-up activities are limited to the filling in or colouring of worksheets.
- 156 Both the lessons observed at Key Stage 1 were satisfactory. They were planned with clear aims and purposes which linked into the school's medium term planning. When appropriate, teachers ensure that they include opportunities for pupils to develop such skills as the analysis and evaluation of different kinds of evidence.
- 157 A satisfactory range of experiences are provided, including visits to museums. Artefacts and video recordings are well used to support teaching and stimulate pupils' imagination. However, the school does not have in place a scheme of work outlining how knowledge and skills are to be built upon as pupils move from class to class, or appropriate assessment procedures.

### **Information Technology**

- 158 By the end of Key Stage 1 the attainment of the majority of pupils is in line with national expectations for their age. Pupils show increasing levels of competence in their use of information technology. They are able to use computers to communicate their ideas in simple sentences and poems; they draw pictures and play games that reinforce learning in mathematics. Pupils use a CD-ROM to research life in a castle. Their use of tape recorders and listening centres in both key stages makes an effective contribution to their learning.
- 159 By the end of Key Stage 2 attainment is in line with that expected for the age group and has some good features. The pupils have increasingly well developed skills in operating information technology equipment which they use for different purposes such as word processing, simulations of historical periods, or for controlling devices. Older pupils have access to the Internet.
- 160 Pupils make satisfactory progress in both key stages. Some pupils in Key Stage 2 make good progress where they apply their skills well in the presentation of work, and show a sound understanding of the control aspect of the subject.
- 161 Although the younger and less able pupils rely on some adult support, most are able to work at the computer increasingly independently and show appropriate confidence in their interaction with information technology. In Key Stage 2 the independence of pupils is developed as they support each other within their working groups and take responsibility for organising their own learning. Concentration levels are high and are maintained well. Pupils' approach to information technology is very confident and they show themselves to be resourceful in solving problems and making choices.
- 162 Little direct teaching of the skills of information technology was observed during the week of the inspection. In the limited number of lessons seen, teaching was satisfactory. Adults supporting younger pupils are well briefed in the use of the software. Throughout the school the system of integrating information technology into classroom routine is successful as a self-sustaining activity. Where direct teaching or support is required this is delivered with clarity and sensitivity.

- 163 The subject and its resources are well managed. Planning over the medium term is sound and focuses on the skill to be acquired. However, there is no detailed scheme of work, and no whole school assessment procedures for recording pupils' progress. Good use is made of parental help in assisting children on the computer in both key stages. Information technology is used across the curriculum: for example, in developing scientific research skills. As part of their classroom studies some pupils visit a local newspaper office to learn how computer systems are used in the design, setting up and printing of a newspaper. Although resources are adequate, a number of printers are not working.

## **Music**

- 164 Standards of attainment in music at the end of Key Stage 1 are, overall, in line with national expectations overall. Pupils can recognise percussion instruments from their sounds. They know a range of songs and tunes and have a developing sense of rhythm, beat and tempo. In school assemblies their singing is tuneful. Generally satisfactory progress is made by all pupils throughout the key stage but skills in composing and improvising are less well developed.
- 165 Standards in performing with others and in the playing of musical accompaniments are higher than those found in most schools by the end of Key Stage 2. Pupils have well developed singing skills and demonstrate good control of diction and phrasing. A public performance of the musical 'Spooksville' held during the week of the inspection was of an excellent standard. In the few lessons seen, progress in the development of musical skills was never less than satisfactory. Pupils were able to maintain a steady beat and used percussion instruments well to accompany songs. Their listening and appraising skills were well used in one lesson in comparing two versions of the folk song 'Scarborough Fair'. Singing during assemblies is tuneful and has vitality and spontaneity. Standards of attainment by the end of the key stage are higher than those found in most schools.
- 166 Pupils respond well to music and they enjoy singing and performing together. They demonstrate their skills with enthusiasm in public performances.
- 167 In the lessons seen during the inspection week the quality of teaching was never less than satisfactory in both key stages. Teachers have variable skills and knowledge of the subject but make good use of commercial materials to support their teaching. In one very good lesson seen during the week of the inspection, a key feature was the way pupils were kept involved throughout, culminating in a good performance of the hand jive in response to some recorded music.
- 168 The school has a good selection of instruments. The school's co-ordinator is a talented musician. He has produced a well written school policy, but insufficient written guidance is available to ensure continuity and progression in the development of musical skills and knowledge. No opportunities are currently provided for pupils to learn to play orchestral instruments. School productions play a major part in ensuring that music maintains its high profile and justified reputation in the area.

## Physical Education

- 169 The school offers a broad and appropriate range of physical education activities which include gymnastics, dance and games. Swimming is taught in Key Stage 2. During the week of the inspection only dance lessons were observed in Key Stage 2 and it is not possible to make a judgement on other aspects of the school's physical education programme in that key stage. Pupils with special educational needs make sound progress in most classes.
- 170 In Key Stage 1 pupils make satisfactory progress and by the end of the key stage are attaining standards in line with national expectations. Pupils are confident in their movements and have sound control and co-ordination. Games skills are satisfactorily developed and some pupils are able to accurately throw and catch a ball. In dance lessons pupils display sound skills in travelling and turning in response to music and poetry. Good progress is made in a younger infant class in rhythmic gymnastics, with pupils showing good control of the ribbons and slowing and increasing pace in response to the music.
- 171 By the end of Key Stage 2 pupils can skilfully perform a sequence of movements in dance lessons. Standards of attainment at the end of the key stage in educational dance are higher than those found in most schools. During the week of the inspection, dance was very successfully incorporated into a public performance held as part of the Pendle Music Festival. Pupils make good progress throughout the key stage. In one class pupils displayed satisfactory skills in indoor hockey and knew terms such as 'invasive'. However, this lesson involved very few pupils as other members of the class were taking part in the music festival. Throughout the key stage not enough opportunities are provided for pupils to evaluate their own performances and those of others.
- 172 There is a good response, overall, from most pupils in physical education lessons in both key stages. However, in one lesson observed in lower Key Stage 2 over one third of the class did not take part because they had forgotten their physical education kit. In most classes pupils listen attentively to instructions and behaviour is good. They co-operate well together in small groups, show due regard to safety and are keen to take part.
- 173 The quality of teaching in both key stages is good overall but varies at Key Stage 2 from very good to occasionally unsatisfactory. In Key Stage 1 good teaching included a brisk warm up activity, high expectations of what pupils should do, and good use made of poetry and music. In one lesson, opportunities to involve a watching group of pupils in evaluating the performance of their classmates were not taken up. Where teaching was occasionally unsatisfactory in Key Stage 2 too much emphasis was placed on giving instructions rather than on making comments that would improve pupils' performances. At the end of Key Stage 2, in a lesson where teaching was very good, a well chosen musical stimulus and appropriate teacher expectations helped to ensure that high standards were achieved. The teacher was constantly assessing pupils and encouraging comments were made to support their development.
- 174 Resources are satisfactory and the hall is well used. Pupils take part in competitive sports with other schools. There is a school policy in place and the coordinator has worked hard to produce some further written guidance.

## **Religious Education**

- 175 By the age of seven, levels of attainment in religious education are in line with the expectations for the age group. Pupils have acquired a sound knowledge of both New and Old Testament stories and have an understanding appropriate for their age of world faiths, such as Islam. They make satisfactory progress overall during Key Stage 1. Pupils can tell the story of Jonah and the whale and discuss the moral behind the parable of the good Samaritan. They know that Muslims believe that Mohammed was sent by Allah as his messenger.
- 176 Good progress is made in Key Stage 2 as pupils become familiar with a wider range of Biblical stories and Christian festivals and ceremonies. They can give meaning to some of Jesus' parables, such as the story of the sower and recall important events in Jesus' life. Their knowledge and understanding of the beliefs and practices of other faiths is good. Attainment by age eleven is higher than expected for the age group. Pupils know about the customs associated with Hinduism. They can accurately recount the events that led up to Christ's crucifixion.
- 177 Pupils' response to the subject is generally good throughout both key stages. They enjoy listening to the stories and share ideas when given the opportunity to discuss issues arising from them. The subject makes a valuable contribution towards pupils' spiritual and cultural development.
- 178 The quality of teaching is good overall, though there is some unsatisfactory practice at Key Stage 1. Where teaching is good expectations are high and the learning experiences are enriched by the effective use of resources. For example, the use of a video to give meaning to the story of the Good Samaritan was very successful. In a lesson with the oldest pupils, the follow-up activity suitably challenged the pupils to explore the factors that led to a character named Nicky Cruz becoming a gangster and then finding faith. Where teaching is sometimes unsatisfactory pupils are given little opportunity to explain their ideas. Occasionally, work is based around the copying of text which limits a pupil's personal response and does not allow for the development of writing skills.
- 179 The religious education programme meets the requirements of the Locally Agreed Syllabus. The co-ordinator has outlined an appropriate curriculum map to help colleagues plan for coverage in year groups. Resources are generally adequate though there is scope for more books. A local vicar sometimes leads worship and gives pupils a further insight into Christian beliefs and practice.

## **PART C: INSPECTION DATA**

### **Summary of inspection evidence**

180 The inspection was carried out by a team of four inspectors, who were in school for a total of 14 inspector days.

181 During the inspection week:

- 70 lessons or parts of lessons were observed;
- all the work from a significant sample of pupils was inspected;
- the inspectors heard a cross-section of pupils read and held discussions with pupils about their work;
- teachers' planning files and records, attendance registers and pupil records were examined;
- discussions were held with teaching and non-teaching staff, the headteacher of a neighbouring high school and individual parents.

182 Prior to the inspection week:

- a meeting to ascertain parents' views was held;
- school policies, other documents and records of meetings were analysed;
- meetings were held with the governing body and with staff.

## 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	204	3	40	35

### TEACHERS AND CLASSES

#### Qualified teachers (YR - Y6)

Total number of qualified teachers (full-time equivalent)

8

Number of pupils per qualified teacher

25

#### Education support staff (YR - Y6)

Total number of education support staff

5

Total aggregate hours worked each week

63.5

Average class size:

29

## FINANCIAL DATA

Financial year:	1996/97
	£
Total Income	322,946
Total Expenditure	321,802
Expenditure per pupil	1,469
Balance brought forward from previous year	16,865
Balance carried forward to next year	18,007

**PARENTAL SURVEY**

Number of questionnaires sent out:

150
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Number of questionnaires returned:

72
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**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	14	65	13	3	3
I would find it easy to approach the school with questions or problems to do with my child(ren)	31	54	3	8	3
The school handles complaints from parents well	10	43	24	15	4
The school gives me a clear understanding of what is taught	7	54	18	18	3
The school keeps me well informed about my child(ren)'s progress	10	51	18	19	1
The school enables my child(ren) to achieve a good standard of work	19	60	8	11	0
The school encourages children to get involved in more than just their daily lessons	24	56	10	11	0
I am satisfied with the work that my child(ren) is/are expected to do at home	8	42	25	22	3
The school's values and attitudes have a positive effect on my child(ren)	15	60	18	7	0
The school achieves high standards of good behaviour	10	57	18	10	4
My child(ren) like(s) school	33	56	4	7	0

NB: Percentages of responses are rounded to nearest integer, sum may not = 100%