

INSPECTION REPORT

Higham CofE Primary School

Burnley

LEA area: Lancashire

Unique Reference Number: 119387

Headteacher: Mrs J. A. Taylor

Reporting inspector: Malcolm Childs
T12839

Dates of inspection: 09/03/1998 - 12/03/1998

Under OFSTED contract number: 9511489001

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

(to go inside the front cover)

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Information about the school

Type of school	Infant and Junior
Type of control	Voluntary Controlled
Age range of pupils	4yrs. - 11 yrs.
Gender of pupils	Mixed
School address	Higham Hall Road Higham Burnley Lancashire BB12 9EU
Telephone number:	01282 772376
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Appropriate authority:	Governing Body
Name of chair of governors:	Mr G. Fox

Information about the inspection team

Team members	Subject responsibilities	Aspect responsibilities
Christopher Bailey		Extra-curricular Activities Equal opportunities Attitudes, behaviour and personal development Attendance Support, guidance and pupils' welfare Partnership with parents and the community Form/Class/Registration Time
John Collings	Art Design & Technology Information	Teaching Curriculum and assessment Staffing, accommodation and learning resources The efficiency of the school
Technology	Mathematics Physical Education Science Physical Education	
Malcolm Childs	English Geography History Music Religious Education English	Under fives Special educational needs Characteristics of the school Key indicators Attainment and progress Spiritual, moral, social and cultural development Leadership and management

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Introduction

1. Higham Church of England Primary School is a very good school with some outstanding features. The school benefits from especially strong management, which provides clear educational direction. The headteacher provides very good leadership and is very well supported by a talented deputy and highly professional staff. The governing body is of high quality and it is fully involved in the work and progress of the school. The school ethos is exceptional and there are particular strengths in the overall quality of teaching, the provision for the under fives and the high standards achieved across the school in all subjects of the National Curriculum. Support for pupils with special educational needs, provision for the spiritual, moral and social development of pupils and the outstanding levels of self discipline shown are also strengths of the school. The school is judged to give very good value for money.

Main findings

Standards

2. The attainment of children under five on entry is judged to be at a level appropriate for their age and ability. At the time of the inspection, the progress made was such that all these young children had already achieved the six desirable learning outcomes of personal and social development, language and literacy, mathematics, knowledge and understanding of the world, physical development and creative development and they are working on the National Curriculum.

3. The results of national testing in 1997 show that standards of attainment in English are above national averages at the end of both key stages, with the number of pupils attaining at the higher level at the end of Key Stage 2 being well above the national average. The quality of reading, and of written and spoken English observed during the inspection confirms that the school is achieving levels of attainment above national standards in this subject at the end of Key Stage 1, and well above at the end of Key Stage 2.

4. In tests at Key Stage 1 in 1997, the achievement in using and applying mathematics is in line with national averages but pupils achieve well above national standards in number, shape, space and measures, and handling data. In the national tests at Key Stage 2 in 1997, 89 per cent of pupils achieved the expected level or higher (well above national averages) with a greater than average number of pupils attaining at a higher level.

5. At Key Stage 1 in science the 1997 national tests showed that there was variation in achievement across the curriculum, particularly at Level 3, with Attainment Target two (life processes) being slightly below national averages and Attainment Target three (materials) well above. At Key Stage 2 the national tests in 1997 showed that 90 per cent of pupils achieved the expected level, with a high number of pupils achieving at a higher level, well above the national average.

6. Pupils make good progress in English in Reception and Key Stage 1, and very good progress in Key Stage 2. The quality of the English provision is a strength of the school. In Reception and Key Stage 1, higher attaining pupils show care in expressing themselves, and

try with some success to put their thoughts in order before speaking. In Key Stage 2, pupils make good progress in speaking and listening and their attainment is well above national standards. Pupils make good progress in reading across the school and their attainment at the end of both key stages is generally above national standards and well above in the case of higher attaining pupils. In writing, by the end of Key Stage 1 their knowledge of basic punctuation and grammar is good, and they are writing in proper sentences. The quality of writing across Key Stage 2 is generally very good and some of it is outstanding, and by the end of Key Stage 2 attainment overall in this element of English is high.

7. Progress is good in mathematics across the school, and attainment at the ends of both key stages is above national standards. Early in Reception and Key Stage 1, pupils show good understanding of number up to 100, and by the end of the key stage they are creating three-dimensional shapes, identifying simple symmetry, and deducing that if five times four is twenty then four times five is also twenty. In the early part of Key Stage 2, pupils tell the time with analogue clocks, and by the end of the key stage pupils use a good range of mental arithmetic strategies, and show good understanding of place value.

8. Progress in science across the school is good, and attainment at the ends of both key stages is above national standards. In Reception and Key Stage 1, pupils sort objects by touch, are aware of the senses and investigate bitter, sour, sweet and salty. Early in Key Stage 2, pupils identify substances that change on heating, and by the end of the key stage, pupils successfully compare the skeletons of humans and rabbits.

9. Pupils make good progress in art across the school, and attainment is above the expected level at the ends of both key stages. As they move from Reception into Key Stages 1 and 2 they build upon previously used techniques and produce work of a good standard. For example, by the end of Key Stage 1 they produce good quality self-portraits, and by the end of Key Stage 2 they draw well in pencil to compare old and new shoes and create posters for history, related to World War 2.

10. Pupils make good progress in design and technology across the school, and their attainment at the end of both key stages is above the expected level. They use a wide range of materials effectively for designing and making. For example, in Key Stage 1, they make collage 'tongues' to reinforce the work they are doing in science. In Key Stage 2, pupils design butterfly hanging basket supports that are of excellent quality, and a range of well constructed bird boxes for the school conservation area.

11. Pupils make good progress in geography across the school and their attainment at the end of both key stages is above the level expected. Pupils in Reception and Year 1 study simple mapping, and make good use of the village of Higham to help them understand some of the key features of a small settlement. Pupils in Year 2 draw their proposed route between two places in the town of Ribchester, while pupils in Key Stage 2 make good progress in map work, using familiar settings in the home, school and locality, and comparing them with a settlement in Pakistan. Pupils in Years 5 and 6 discuss the issues of global warming and pollution in general in an adult and perceptive fashion.

12. Pupils in Reception, Key Stage 1 and Key Stage 2 make good progress in history and their attainment at the end of both key stages is above the expected level. In Reception and Key Stage 1, pupils trace the history of their immediate family, and compare toys of

today with those used in Victorian times and in the 1950s. Pupils in Year 2 plan a visit to Ribchester and compare modern items with their historical counterparts. By the end of the key stage they are asking appropriate questions and understand the nature of historical research well. In Key Stage 2, pupils study the Romans, the effects of the Blitz, and by the end of the key stage, they scrutinise original sources from Tudor times and draw appropriate conclusions from the information that they obtain. They draw all their evidence together through class discussions and relate levels of pollution to the illnesses of the time. The quality of the work produced across the key stage is good.

13. Pupils make good progress in information technology across the school, and their attainment at the ends of both key stages is above national expectations. Information technology is used well to support other subjects. In Reception and at the beginning of Key Stage 1, pupils use a graphics program to draw simple recognisable pictures, and by the end of the key stage they have developed this skill to include pictures related to science. They use word processors in English, for example, to write stories related to a series of graphic images. Good use is made of programmable toys to carry out simple controlled movements and of modelling programs that require making appropriate decisions and responses. By Key Stage 2 pupils are using desk top publishing techniques well, and by the end of the key stage they are using computers very confidently and independently.

14. Pupils make good progress in music across the school and their attainment at the ends of both key stages is above the expected level. In Reception and Key Stage 1, pupils demonstrate an awareness of rhythm, volume and melody. In Key Stage 2, pupils understand how the different components (of tempo, volume, pitch, for example) combine to produce music and how to effect changes when these are varied. All pupils are given the opportunity to receive individual or group music tuition on recorders, violin or guitar.

15. Pupils make good progress in physical education across the school, and attainment is above the expected level at the ends of both key stages. In Reception and Key Stage 1, pupils develop and refine their physical skills. By the end of Key Stage 1 and the start of Key Stage 2 they put a number of simple movements together to create a dance sequence with changes of speed and direction. By the end of Key Stage 2 pupils use their imagination very well to interpret different forms of music in a range of movements and styles.

16. Religious education is taught in accordance with the Lancashire Agreed Syllabus in conjunction with the Blackburn Diocesan Syllabus. Pupils make satisfactory progress through the school and attainment at the end of each key stage is at an appropriate level for their age and ability. They think about Christianity across the school, and to a lesser extent about other world faiths. Parables of Jesus are studied, such as the story of The Unforgiving Servant studied in Years 5 and 6 and their teaching is related to the way in which people are treated in the modern world. The progress made and attainment achieved are well supported by close links with the adjacent Church of St. John, and by good quality musical and dramatic presentations such as *The Soldiers' Christmas, Ebenezer, and Resurrection Rock*.

17. The large majority of pupils have good and often very good attitudes to their work. They work well independently and collaboratively in small groups, and are eager to participate in lessons. They respond well in class discussions, are quick to undertake given tasks and show genuine curiosity about the world around them.

18. Behaviour is very good, and is supported by a good behaviour policy. There is very little inappropriate behaviour, and pupils' behaviour in and around the school, in lessons, and in the playground is of a high standard. There is a strong caring ethos, supported by an expectation that pupils will behave well and work hard, and they do. There are no exclusions.

19. Attendance is very with the rate of authorised absence, at 3 per cent being well below the national average of 5.6 per cent. The level of unauthorised absence is too small to be recorded. Registers comply with statutory requirements, and pupils arrive punctually.

Quality of education

20. Teaching is a major strength of the school. During the inspection the quality of teaching was never less than satisfactory, with 32 per cent being good, 30 per cent very good, and 1 per cent excellent. However, as the inspection progressed, the quality of teaching improved significantly. Overall, considering the teaching observed in classes, the good quality of the curriculum and organisation, the generally high standard of pupils' work, interviews with pupils and the quality of display, teaching is judged to be very good in both key stages. Teaching of children under five is also very good with all the children of this age having achieved the six desirable learning outcomes and already working on the National Curriculum. 21. Teachers display very good knowledge across all subjects, which enables them to stimulate pupils' interest and provide interesting work that challenges and develops pupils' thinking through skilful questioning. Pupils are encouraged to discuss and evaluate not only their own work but also that of others, and lessons are very well planned with clear objectives and expectations.

22. Good use is made of resources, like the artefacts and original sources in history, the environmental area in science, instruments in music and computers across the curriculum. Teachers have high expectations and know their pupils extremely well, which enables them, through appropriate and sensitive probing, to support and extend those of different levels of attainment in mixed age classes. Homework is used well to consolidate and complete work, particularly in mathematics and English.

23. Good provision is made for pupils with special educational needs and their work is well planned and effectively delivered. They make good progress towards the targets set for them in their individual education plans. 24. The school provides a broad and balanced curriculum, which promotes pupils' intellectual, physical and personal development and meets the requirements of the National Curriculum and religious education. There are policies for sex and health education, but no policy related to drugs awareness. The planned curriculum for the under fives provides all the required areas of learning and experiences and prepares children well for the National Curriculum. Curriculum planning takes good account of age, attainment and gender and all pupils have equality of opportunity and access to the whole curriculum.

25. There are policies and schemes of work for all subjects, except a scheme of work for information technology. The schemes of work, and assessment and recording procedures, while generally of good quality, do not follow a common format that would help ensure continuity and progression in learning. The good example in English is not reflected in other core subjects. The school does not have clearly annotated portfolios of work to support teachers in assessing pupils' work in a way that corresponds directly with the National

Curriculum level descriptions. There is an appropriate marking policy but while much of the marking is thorough and evaluative, some does not consistently tell pupils how to improve their work. There are good cross curricular links, and lessons are well structured through mid-term planning that ensures there is very good progression between years and key stages, building on existing skills. Subject co-ordinators oversee subject planning and they make effective use of the curriculum time allocated by the governing body, to develop the curriculum and monitor classes.

26. The curriculum for pupils is enriched through a good range of extra-curricular activities. These include football, netball, rounders, athletics and cricket, as well as music, with recorder, guitar and violin lessons, and opportunities to be part of school productions. Good use is made of visitors and educational visits.

27. Procedures for monitoring pupils' progress, personal and social development are very good. Class teachers and others know the pupils well and are committed to ensuring their welfare and guidance, and good use is made of external professional support. Supervision of pupils at break times and lunchtimes by teachers and lunchtime assistants is good. First-aid procedures are effective and pupils know what to do if they suffer an accident. The school's child protection policy is comprehensive, with staff aware of the issue and the first actions to take.

28. Arrangements for the induction of pupils into the school are satisfactory. Parents and their children receive appropriate information and have several opportunities to visit and meet the staff and learn about the school. There are very good procedures for managing behaviour, and bullying is not an issue in the school. The school provides a calm, orderly and supportive environment for its pupils, which encourages high standards of attainment. Pupils' development is monitored appropriately across the school. This helps the school maintain high standards and assists teachers in giving appropriate guidance to parents and their children. This is particularly important when pupils transfer to several different secondary schools.

29. The governors have recently approved a revised sex education policy and aspects of sex education are delivered appropriately through the subjects of the National Curriculum. There is currently no policy on drug education although references to substance abuse and misuse are made in some subjects. No policy is in place for the delivery of personal and social education, although in practice the personal and social development of pupils is very good. The staff use safe working practices and the school is safe and secure.

30. Support for pupils with special educational needs are very good and a strength of the school, with efficient procedures in place that follow the National Code of Practice well. The special needs register is kept fully up-to-date and individual educational plans are in place for pupils on all stages of the Code. These are reviewed and revised on a regular basis. Pupils' progress is monitored well, specialist support is used effectively, and they make good progress and achieve the targets set for them.

31. Pupils have equal access to the curriculum and staff are very good role models. The school offers a friendly welcome to parents who discuss issues with staff at the beginning and end of the school day, and many parents make highly valued contributions to the life of the school. They help in classes, take part in educational visits, and organise the library. They

also serve as governors and raise significant sums of money to support the curriculum. Parents also made a significant contribution to the development of the environmental area in the school grounds, and information technology. School events, such as parents' evenings, the annual carol service and school productions, are well attended. Parental involvement in children's learning is very good.

32. School reports comment appropriately on the work that each pupil has covered during the year in Key Stage 2, but they do not refer consistently to all subjects of the National Curriculum in Key Stage 1. Reports do not identify targets for the following year, or indicate each pupil's attainment in relation to the National Curriculum. The governors' annual report to parents illustrates the work of the school well and is enhanced by portraits of each governor drawn by pupils. The school's prospectus is well produced and informative.

33. Links with the community are well established and promoted strongly by the headteacher. There is a close link with the St. John's Church and Sunday school. The school provides a venue once a year for a local arts and crafts exhibition. Visitors have included a poet and a local resident who discussed the history of the village. Pupils in Year 6 benefit from regular opportunities to make a residential visit to Whitehough Outdoor Education centre. The links with the community have a positive impact on the quality of education provided.

Spiritual, moral, social and cultural development

34. Provision for the spiritual, moral, social and cultural development of pupils' is good and overall a strength of the school.

35. The school makes good provision for the spiritual development of pupils. Opportunities are offered for reflection through prayer in assemblies when pupils think appropriately for their age and ability about the theme of the day. Drama and music are clearly enjoyed by teachers and adopted enthusiastically by the pupils, helping to raise their awareness of the spiritual dimension in human life.

36. Pupils exhibit a very high degree of self-discipline who have a clear understanding of right from wrong that is reflected in their behaviour in and around the school. Good standards of moral development are promoted by the school, with even the very youngest pupils being encouraged by their teachers to take responsibility for their own actions. The social development of pupils is very good. They show sensitivity to each other. Older pupils take pleasure in helping and supporting younger pupils and show their maturity through the adult way in which they take decisions about school rules and matters of the organisation of their work. Pupils work very well together and relationships are a strength of the school.

37. The cultural development of pupils is satisfactory. They have a very good understanding of their own culture, through geography and history topics, music and art and they learn about other cultures through their studies of distant places such as Ancient Greece in history and Pakistan in geography. While the experience of other cultures is satisfactory, it is an area of possible further development. There are planned opportunities for pupils to listen to music, study the work of famous artists, watch dramatic performances, and enjoy the visits of a local high school orchestra and professional dance troupes.

Management and efficiency

38. Especially strong management provides clear educational direction with the headteacher providing very good leadership. A talented deputy and highly professional staff support her very well. The governing body is of high quality with a comprehensive structure of committees that work well, making effective decisions in partnership with the staff of the school. The governing body exercises all its responsibilities, for strategic planning, curriculum development and financial management to a very high standard.

39. There is a clear vision for the school and a strong team of committed, hard working staff who, together, have established a positive and caring ethos. Pupils and staff feel valued and supported. The staff meets regularly and communications are very good.

40. The high quality school development plan sets out areas of development supported by an action plan for the next year that includes a current overview, priorities for development and cost implications. There is an effective system of curriculum monitoring in both core and foundation subjects. Subject co-ordinators carry out their curriculum responsibilities well, and all staff have job descriptions and know their responsibilities. Procedures for recording the progress made by pupils over time in subjects other than English need further development, so that their quality matches the high standards set for that subject.

41. The ethos of the school is exceptional and there is a positive, hardworking and caring attitude among staff and pupils. The school meets all statutory requirements.

42. The number, qualifications and experience of the teachers and support staff are effective in meeting the demands of the curriculum. Most members of staff have worked together for a number of years and co-operate effectively as a team. The classroom assistants, parent helpers, caretaker, secretary, cook and dinner supervisors make valuable contributions to the smooth and efficient running of the school. There is no staff induction policy for new staff or newly qualified staff. However, the headteacher and other staff are experienced in mentoring and supporting new staff. There is a two-year cycle of staff appraisal in place that is used to inform the school development plan and in-service training requirements.

43. The school is clean, well decorated and maintained and has disabled access. Food is cooked on the premises. There is no evidence of vandalism. The premises have recently been extended by the addition of two classrooms, a junior library/audio visual room, staff room, disabled toilet, store, staff toilets and junior toilets. This has significantly enhanced the school's ability to deliver the National Curriculum effectively, particularly in practical subjects such as physical education, art, music and design and technology. There are five classrooms of suitable size for the number of pupils, a hall, adequate toilet facilities, and a staff room and office space. Classes one, two have resource area space for pupils to work outside their class rooms with support staff, and this is also the younger children's' wet area. Class three does not have use of a resource area, but a sink and cooker are available in the classroom and the hall is used as an additional resource area. Classes four and five have resource area space between them with glass partitions to enable staff to supervise from their classrooms. Outside facilities are very good, with an orienteering course designed and made by pupils in design and technology, a significantly sized nature area fenced and locked that includes bird boxes and bird tables made by pupils in design and technology, a range of mature trees and a pond. The school also has about two acres of grassland including a football pitch. Mature trees line the front of the school, and there is a small copse in the

corner of the field. The environmental area is parallel with the churchyard.

44. The curriculum for the under fives is well resourced, with appropriate areas for structured and unstructured activities in the classroom and a satisfactory play area outside. There is an ample supply of outside play equipment although there is no large fixed climbing apparatus.

45. The school has adequate resources for the teaching of all subjects, and these are used effectively to support the curriculum. Outings are well supported, and all pupils are included on a residential trip with an outdoor pursuit course including canoeing, rock climbing and orienteering. There are two libraries containing a suitable range of books and reference materials for the abilities of the pupils. There is a suitable number of computers and software and their use is very well integrated into the curriculum. However, computer control at Key Stage 2 is limited to on screen control and datalogging has yet to be included in the curriculum. Pupils use the library for their own pleasure and reference.

46. Educational developments are supported through careful financial planning. The school has a very good development plan for the next year with a two-year rolling programme to review policies and schemes of work for the foreseeable future. The headteacher and governing body have taken measures to make full use of available resources after fixed commitments. These are split: 60 per cent for general curricular commitments, and 40 per cent for initiatives within the school development plan. Efficient use is also made of financial support from parents. Targets are clearly prioritised and linked to maintaining the current high attainment. Support for in-service training, organised by the deputy headteacher, is directly linked to priorities in the school development plan and teacher appraisal.

47. The headteacher and the administrative assistant exercise sound financial control. There is an effective, well-informed finance committee of the governing body. There is a monthly reconciliation of the school's income and expenditure record conducted by the administrative assistant and overseen by the local education authority.

48. The school office is efficient and the commitment of the administrative assistant makes a significant contribution to the smooth running of the school through maintenance of sound financial and daily routines. The most recent audit was carried out in September 1997, and the main recommendations have been acted on. Currently reserves are high, the governing body is aware of this and the school plans to use some money to develop some aspects of information technology in line with recent government initiatives.

49. Taking into account average attainment on entry, the good progress made and high standards attained, the significant amount of good and very good teaching, the very good attitude of the pupils and the average unit cost, the school gives very good value for money.

Key issues for action

50. *This is a school of very high quality and no unsatisfactory subjects or aspects were present. The key issue below identifies the one area where satisfactory provision would benefit from further development.*

51. In order to monitor the good progress being made by pupils more consistently across all subjects the headteacher and governing body should:

Develop assessment and recording procedures that will enable pupils' progress to be monitored over time in all subjects of the National Curriculum, that are commensurate with the good quality procedures already in place for English.

Introduction

Characteristics of the school

52. Higham Church of England Primary School is a small school of 140 pupils in the village of Higham that enjoys close links with the Church of St. John. The original building has been extended twice since it was first opened 27 years ago. The present building provides a modern and well-equipped learning environment set within imaginatively developed grounds that considerably enhance the educational provision that can be offered. Only 25 per cent of the pupils come from the village, with a further 25 per cent coming from Burnley itself, and the remainder from outlying towns such as Padiham and Colne.

53. Pupils come from a wide range of backgrounds and very few pupils are eligible for free school meals. Some of the children have attended nursery school, but many have not done so. They are predominantly white and their attainment on entry is judged to be at the expected level for their age and ability. Eighteen per cent of the pupils have special educational needs. There are approximately the same number of girls and boys on the school roll, although there is a gender imbalance in some year groups.

54. The school seeks to keep the pupil / teacher ratio as low as possible in order to maintain high academic standards. Community links are regarded as very important and the school acts as a focus for many social activities in the village.

55. A key priority at the present time is to improve the quality of curriculum evaluation, monitoring and target setting.

56. Key indicators

Attainment at Key Stage 1¹

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

Year	Boys	Girls	Total
1997	12	7	19

National Curriculum	Test/Task Results	Reading	Writing	Mathematic
Number of pupils at NC Level 2 or Above	Boys	12	12	12
	Girls	7	7	7
	Total	19	19	19
Percentage at NC Level 2 or above	School	100 (98)	100 (94)	100 (95)
	National	75 (78)	80 (79)	83 (82)

Teacher	Assessments	Reading	Mathematics	Science
Number of pupils at NC Level 2 or Above	Boys	12	12	12
	Girls	7	7	7
	Total	19	19	19
Percentage at NC Level 2 or above	School	100 (89)	100 (100)	100 (83)
	National	80 (78)	83 (82)	85 (84)

Attainment at Key Stage 2²

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

Year	Boys	Girls	Total
1997	10	8	18

National Curriculum	Test Results	English	Mathematics	Science
Number of pupils at NC Level 4 or Above	Boys	10	10	10
	Girls	6	6	7
	Total	16	16	17
Percentage at NC Level 4 or above	School	88 (82)	89 (82)	94 (94)
	National	63 (57)	62 (54)	68 (62)

Teacher	Assessments	English	Mathematics	Science
Number of pupils at NC Level 4 or Above	Boys	10	10	10
	Girls	6	5	7
	Total	16	15	17
Percentage at NC Level 4 or above	School	89 (88)	83 (82)	94 (100)
	National	63 (60)	64 (60)	69 (65)

¹ Percentages in parentheses refer to the year before the latest reporting year

² 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	Authorised	School	3.0
Reporting year:	Absence	National comparative data	5.6
	Unauthorised	School	0.0*
	absence	National comparative data	0.5

* Too small to be recorded

Exclusions

Number of exclusions of pupils (of statutory school age)		Number
during the previous year:	Fixed period	0
	Permanent	0

Quality of teaching

Percentage of teaching observed which is:		%
	Very good or better	31
	Satisfactory or better	100
	Less than satisfactory	0

PART A: ASPECTS OF THE SCHOOL

Educational standards achieved by pupils at the school

Attainment and progress

57. Children under five are taught in a mixed age class that includes pupils in Reception who are over five and pupils in Year 1. Their attainment on entry is judged to be at a level appropriate for their age and ability. Progress made is such that all these young children have already achieved the six desirable learning outcomes, of personal and social development, language and literacy, mathematics, knowledge and understanding of the world, physical development and creative development, before their fifth birthday. All the children under five are working on the National Curriculum.

58. Pupils make good progress in English in Reception and Key Stage 1, and very good progress in Key Stage 2. Their attainment at the end of each key stage is above national standards. The quality of the English provision is a strength of the school.

59. The results of national testing in 1997 show that standards of attainment in English are above national averages at the ends of both key stages, with the number of pupils attaining at the higher level at the end of Key Stage 2 being well above the national average. The quality of written and spoken English observed during the inspection confirms that the school is achieving levels of attainment above national standards in this subject at the end of Key Stage 1, and well above at the end of Key stage 2.

60. In Reception and Key Stage 1, pupils express themselves clearly and without inhibition in response to questions from adults. Higher attaining pupils show care in expressing themselves, and try with some success to put their thoughts in order before speaking. In Key Stage 2, attainment in speaking and listening is very good: pupils in Year 6 discuss issues of concern relating to the environment at a level well above that expected of pupils of this age. Pupils make good progress in reading across the school and their attainment at the end of both key stages is generally good and very good in the case of higher attaining pupils. By the end of Key Stage 1, attainment is above the national average for the age group. At the end of Key Stage 2, most pupils function well as independent readers. In writing, pupils in Reception and Key Stage 1 develop an understanding of the elements which make up words, and before they have left the reception year they have a good grasp of sentences and other groupings of words, and their basic punctuation. By the end of Key Stage 1 their knowledge of basic punctuation and grammar is good, and they are writing in proper sentences, with speech marks, question marks and exclamation marks all used correctly. Writing across Key Stage 2 is generally of very good quality and some of it is outstanding. By the end of Key Stage 2 attainment in writing is well above national standards.

61. Pupils make good progress in Reception and Key Stage 1 and very good progress in Key Stage 2. Progress in speaking and listening is seen in all activities, as pupils become increasingly adventurous at expressing themselves in a controlled way. By the end of Key Stage 2, pupils examine original documents in history and discuss what they have learnt comparing the similarities between life in a Tudor Town and life today in Burnley.

Opportunities for extending their speaking skills are provided in almost every aspect of the language-rich curriculum offered by the school. Throughout Reception and Key Stage 1, pupils' reading is supported by the good start they have had in the reception year, and they make good progress. In Key Stage 2, good progress continues to be supported by encouragement, by reading schemes and reading practice, and by good use of the well resourced school library. Throughout the key stage, pupils consolidate the good research skills that have been developed in Key Stage 1. They know how to use the Dewey System and how to make use of the contents and index in the books that they are using. Good progress is achieved in handwriting in both key stages.

62. Progress is good in mathematics across the school, and attainment at the end of both key stages is above national standards. In the national tests at Key Stage 1 in 1997, the achievement in using and applying mathematics was in line with national averages but pupils achieved well above national averages in number, shape, space and measures, and handling data. In the national tests at Key Stage 2 in 1997, 89 per cent of pupils achieved the expected level or higher (well above national averages) with a greater than average number of pupils attaining at a higher level.

63. Early in Reception and Key Stage 1, pupils count in tens, count reliably to one hundred, and create, add and subtract simple number facts to twenty. By the end of the key stage, pupils create three-dimensional shapes from a work sheet, identify simple symmetry, and deduce that if five times four is twenty then four times five is also twenty. In the early part of Key Stage 2, pupils tell the time with analogue clock faces to quarter past, half past and o'clock and identify the time two hours before quarter past two. By the end of the key stage, pupils use a good range of mental arithmetic strategies, are well aware of place value including decimals, and can convert 9.3 to nine and three tenths mentally. Pupils with special educational needs make satisfactory progress and are appropriately supported. They have individual education plans identifying mathematical targets where this is appropriate.

64. Progress in science across the school is good, and attainment at the end of both key stages is above national standards. At Key Stage 1, the 1997 national tests showed there was variation in achievement across the Attainment Targets, particularly at level 3, with Attainment Target 2 (life processes) slightly below national averages - and Attainment Target 3 (materials) well above. At Key Stage 2, the national tests in 1997 showed that 90 per cent of pupils achieved level 4 or more, which is well above the national average, with a high number of pupils achieving at a higher level.

65. In Reception and Key Stage 1, pupils sort objects by touch, are aware of the senses and investigate bitter, sour, sweet and salty, and can draw the relevant parts of the tongue that sense these on a computer. Early in Key Stage 2, pupils can identify substances that change on heating and identify simple changes where the process can be reversed and where it cannot. By the end of the key stage pupils compare the skeletons of humans and rabbits, labelling phalanges, carpels and metacarpals. Pupils generally make good progress across the school, and those with special educational needs make satisfactory progress and are appropriately supported.

66. Pupils make good progress in art across the school, and attainment is above the expected level at the end of both key stages. Pupils can use previously taught techniques confidently and handle a good range of media. They work effectively with pencils, paint,

crayons, pastels, clay and collage. In Reception and Key Stage 1, pupils mix and blend paints to achieve desired results, and model, weave and stitch with care, showing pride in the finished work. By the end of Key Stage 1, they can produce good quality self-portraits and consider whether they show, sad, happy, frightened or angry faces. Early in Key Stage 2, pupils use pencil drawing to good effect, and by the end of the key stage pupils draw well in pencil to compare old and new shoes and create posters for history related to World War 2.

67. Pupils make good progress in design and technology across the school, and their attainment at the ends of both key stages is above the expected level. They are given a wide experience of materials for designing and making, like construction kits, wood, food and recyclable materials. In Reception and the early stages of Key Stage 1, pupils use construction kits, and by the end of the key stage they make collage 'tongues', related to science and taste. Early in Key Stage 2, pupils design butterfly wall plates and brackets to make hanging basket supports. By the end of the key stage, they use construction kits to model mechanisms and make working models of a food mixer (to demonstrate product disassembly), and design and make bird boxes for the conservation area. Pupils with special educational needs are well supported and make good progress towards the targets set for them within their individual education plans.

68. Pupils make good progress in geography across the school and their attainment at the ends of both key stages is above the level expected. Pupils in Reception and Year 1 study simple mapping and good use is made of the village of Higham to help give them an understanding of the key features of a small settlement. Pupils in Year 2 draw their proposed route between two places in the town of Ribchester, and explain what they have done clearly to other pupils or adults. In Key Stage 2, they make good progress in map work, using familiar locations in the home, school and locality, and comparing them with a settlement in Pakistan. The work on simple mapping carried out in Key Stage 1 is extended in Years 3 and 4, and pupils in Years 5 and 6 discuss the issues of global warming and pollution in general in an adult and perceptive fashion.

69. Pupils in Reception, Key Stage 1 and Key Stage 2 make good progress in history and their attainment at the ends of both key stages is above the expected level. In Reception and Key Stage 1, pupils trace the history of their immediate family, and compare toys of today with those used in Victorian times and in the 1950's. Pupils in Year 2 begin to understand the nature of fieldwork by planning a visit to Ribchester and compare modern items with their historical counterparts. At the end of the key stage, they ask appropriate questions in their research, and their attainment is above the expected level. In Key Stage 2, in Years 3 and 4 pupils study the Romans; and pupils in Years 4 and 5 study the effects of the Blitz. The school seeks to make history alive and relevant to the pupils, and in order to achieve this objective; effective use is made of original documents in Years 5 and 6. Pupils scrutinise original sources from Tudor times and draw appropriate conclusions about drainage, the working of the local council, the likely forms of pollution at the time, and the importance of clean water. They draw all their evidence together through class discussions and relate levels of pollution to the illnesses of the time. The quality of the work produced throughout the key stage is good.

70. Pupils make good progress in information technology across the school, and their attainment at the ends of both key stages is above national expectations. Information

technology is used well to support other subjects. In Reception and at the beginning of Key Stage 1, pupils use a graphics program to draw simple recognisable pictures of cats, people, trees, flowers and dogs, and by the end of the key stage they have developed this skill to include pictures related to science. They use word processors extensively, for example, in English to write stories related to a series of graphic images, as well as poems. They use a spell checker to correct their work. Good use is made of programmable toys to carry out simple controlled movements, and of modelling programs that require making appropriate decisions and responses. By Key Stage 2, pupils are using desktop publishing techniques, and by the end of the key stage pupils are using computers very confidently and independently.

71. Pupils make good progress in music across the school and their attainment at the ends of both key stages is above the expected level. In Reception and Key Stage 1, pupils demonstrate an awareness of rhythm, volume and melody, and by the end of the key stage, they recognise the sounds of different untuned instruments, sing well together, vary pace and volume, and interpret a piece of music using appropriate actions. In Key Stage 2 pupils understand how the different components (of tempo, volume, pitch, for example) combine to produce music and how to effect changes when these are varied. They can identify some orchestral instruments, recognise waltz and common time, and perform a range of challenging rhythm games, such as *The Cookie Jar*. Pupils in Years 5 and 6 work together in small groups to compose variations of very good quality, using a range of pitched and unpitched instruments. All pupils are given the opportunity to receive individual or group music tuition on recorders, violin or guitar.

72. Pupils make good progress in physical education across the school, and attainment is above the expected level at the end of both key stages. In Reception and Key Stage 1, pupils develop their skills from simple beginnings, and by the end of Key Stage 1 and the start of Key Stage 2 they put a range of simple movements together to create a dance sequence with changes of speed and direction. By the end of Key Stage 2 pupils use their imagination very well to interpret African music in a range of movements and styles. Pupils enjoy and make good progress in a range of sporting activities as part of the normal curriculum and in extra-curricular time.

73. Overall the school is making a good contribution to the pupils knowledge and understanding of the arts, with high quality contributions in dance, drama, and music.

74. Religious education is taught in accordance with the Lancashire Agreed Syllabus, in conjunction with the Blackburn Diocesan Syllabus. Pupils make satisfactory progress through the school and attainment at the end of each key stage is at an appropriate level for their ages and abilities. In Reception and Key Stage 1, pupils examine Christianity and the foundations of other principal religions. Parables of Jesus are studied across Key Stage 2, with pupils in Years 5 and 6 discussing the story of The Unforgiving Servant and relating Christian teaching to the way in which people are treated in the modern world. The progress made and attainment achieved is well supported by close links with the adjacent Church of St. John, by good quality musical and dramatic presentations such as *The Soldiers Christmas*, *Ebenezer*, and *Resurrection Rock*. Staff maintain links with the local mosque in Nelson. Links have been established with a mainly Muslim school and pupil visits have been made and received.

75. Support for pupils with special educational needs is very good and a strength of the

school. It is targeted well to their specific needs and is effective in helping them to achieve success and in raising self-esteem. Pupils' progress is monitored well, specialist support is used effectively; they make good progress and achieve the targets set for them.

Attitudes, behaviour and personal development

76. The large majority of pupils have good and often very good attitudes to their work. They work well independently and collaboratively in small groups and are eager to participate in lessons. They respond well in class discussions, are quick to undertake given tasks, and show genuine curiosity about the world around them.

77. Pupils' behaviour in and around the school, in lessons, and in the playground is very good. The school has developed a good behaviour policy and school rules are clearly displayed in classrooms. Only a very few minor instances of inappropriate behaviour were observed during the inspection. The school's aims and expectations are supported by a strong caring ethos. There is an expectation that pupils will behave well and work hard, and they do. There are no exclusions.

78. Pupils have respect for one another and their teachers. This feeling of mutual trust and respect is a strong feature of the school. The same respect is shown towards non-teaching staff. Pupils are friendly and courteous towards visitors and are usually kind and helpful towards one another. They have respect for the school furnishings, property and surroundings. Overall, relationships in the school are very good and pupils with special educational needs are well integrated.

79. There are many opportunities for pupils to take responsibility from an early age. They help teachers in the running of their classrooms and older pupils help younger ones. Pupils take pride in representing the school in sports teams or as individuals. In addition the school encourages them to perform in plays, musical events and festivals.

80. Pupils' behaviour and relationships with each other and adults are strengths of the school.

Attendance

81. Attendance is very good, and is supported by both staff and parents, who place great emphasis on encouraging good attendance. The rate of authorised absence, at 3 per cent, is well below the national average of 5.6 per cent, and the level of unauthorised absence is too small to be recorded. Registers comply with statutory requirements. Pupils arrive punctually, despite the journeys that some pupils make to reach school, and lessons start on time.

Quality of education provided

Teaching

82. Teaching is a major strength of the school. During the inspection the quality of teaching was never less than satisfactory, with 32 per cent being good, 30 per cent very good, and 1 per cent excellent. However, as the inspection progressed the quality of teaching improved significantly. Overall, considering the teaching observed in classes, the good quality

of the curriculum and organisation, the generally high standard of pupils' work, interviews with pupils and the quality of display, teaching is judged to be very good in both key stages. Teaching of children under five is also very good, with all the children of this age having achieved the six desirable learning outcomes and already working on the National Curriculum.

83. Teachers display very good knowledge across all subjects, which enables them to stimulate pupils' interest and provide interesting work that challenges and develops their thinking through skilful questioning. Teachers encourage pupils to engage in discussion in English, to have personal targets in mathematics and to work beyond the National Curriculum in science, where pupils extend their knowledge of the heart through personal study at a level well beyond primary school. Pupils are encouraged to discuss and evaluate not only their own work but also that of others in, for example, physical education and design and technology. Lessons are very well planned, with clear objectives and expectations, have pace, variety and cross-curricular links with other subjects. Practical lessons - for example, design and technology, practical mathematics, science and music - are well prepared and structured, so that active elements support learning.

84. Good use is made of resources, like the artefacts and original sources in history, the environmental area in science, instruments in music and computers across the curriculum. Lessons are well timed and pupils are engaged in their work at all times. Teachers have high expectations and know their pupils extremely well, which enables them, through appropriate and sensitive probing, to support and extend those of different levels of attainment in mixed aged classes. Homework is used well to consolidate and complete work, particularly in mathematics and English.

85. Good provision is made for pupils with special educational needs and their work is well planned and effectively delivered, so that they make good progress towards their individual objectives.

The curriculum and assessment

86. The school provides a broad and balanced curriculum, which promotes pupils' intellectual, physical and personal development and meets the requirements of the National Curriculum and religious education. There are policies for sex and health education, but no policy related to drugs awareness.

87. The planned curriculum for the under fives provides all the required areas of learning and experiences and prepares pupils well for the National Curriculum. The provision for pupils with special educational needs is very good. All pupils have well designed individual education plans and they are set sensible and achievable targets. Curriculum planning takes good account of age, attainment and gender, and all pupils have equality of opportunity and access to the whole curriculum.

88. The school has five mixed aged classes. Class three straddles Key Stages 1 and 2. The curriculum is very well organised to ensure that there is no repetition of work as pupils move from one year to the next, and from one key stage to the other. There are policies and schemes of work for all subjects, except a scheme of work for information technology. The schemes of work, and assessment and recording procedures, while generally of good quality, do not follow a common format that would help ensure continuity and progression in learning across the full National Curriculum. The good example in English is not reflected in other

core subjects where, for example the mathematics scheme of work is very closely related to the mathematics books the pupils use, rather than directly to the National Curriculum; and science simply attributes programmes of study to different classes. However, there are good cross-curricular links, and lessons are well structured through mid term planning that ensures there is very good progression between years and key stages, building on existing skills. Subject co-ordinators monitor subject planning and they make effective use of the curriculum time allocated by the governing body, through the school development plan, to develop the curriculum and monitor classes. Productive staff curriculum meetings are held weekly.

89. A good range of extra-curricular activities enriches the curriculum for pupils. These include football, gymnastics, netball, rounders, athletics and cricket, as well as music, with recorder, guitar and violin lessons, and opportunities to be part of school productions. Good use is made of external visitors and educational visits.

90. There is a policy for assessment and effective procedures are in place to inform future planning, but the quality of long-term monitoring and recording of progress varies, and the good example in English is not replicated across other subjects. For example, assessment in mathematics uses a published scheme, which, though it is very comprehensive, does not clearly relate assessment to the level descriptions in the National Curriculum. Although pupils make good progress in science, regular recording across all attainment targets, clearly to inform accurate teacher assessments at the ends of key stages, is limited. The school does not have clearly annotated portfolios of work to support teachers in assessing pupils' work in a way that corresponds directly with the National Curriculum level descriptions.

91. There is an appropriate marking policy but while much of the marking is thorough and evaluative, some does not consistently tell pupils how to improve their work.

Pupils' spiritual, moral, social and cultural development

92. The school's aims include reference to promoting the spiritual, moral, social and cultural development of the pupils, who respond positively to these aims, which are clearly visible in practice. An exceptionally strong community ethos of shared values and mutual respect permeates the daily routines of school life. The spiritual, moral, social and cultural development of pupils is generally good, and a strength of the school.

93. The school makes good provision for the spiritual development of pupils. There are opportunities for reflection through prayer in assemblies, when pupils think appropriately for their age and ability about the theme of the day. The love of art, drama and music that is shown by the teachers and adopted enthusiastically by pupils, also helps to raise their awareness of the spiritual dimension of human life.

94. Pupils exhibit a very high degree of self-discipline. They naturally distinguish right from wrong and their behaviour in and around the school reflects the good standard of moral development promoted by the school. Teachers are very good role models for the pupils whom they treat with the same respect that they expect to receive. There are distinct, progressive structures in place to monitor and promote good behaviour. Even the very youngest pupils are helped by their teacher to take responsibility for their own actions, and to develop an understanding of their consequences.

95. The social development of pupils is very good. They show sensitivity to each other, and older pupils take pleasure in helping and supporting younger pupils. Pupils actively contribute to the life of the school. Each class has monitors who help the teacher with set tasks. Older pupils help around the school putting out the chairs for assembly and carrying out other tasks. Pupils in Years 5 and 6 show their maturity through the adult fashion in which they take decisions about school rules and matters of the organisation of their work. The sense of responsibility that is shown by the vast majority of the pupils generally makes the school a pleasant place in which to work and play. Pupils work very well together and relationships are a strength of the school.

96. The cultural development of pupils is satisfactory. They have a very good understanding of their own culture, through geography and history topics, music and art and they learn about other cultures through their studies of distant places such as Ancient Greece in history and Pakistan in geography. Pupils receive satisfactory experience of other cultures, although this is an area of possible further development. There are planned opportunities for pupils to listen to music, study the work of famous artists, watch dramatic performances, and enjoy the visits of a local high school orchestra and professional dance troupes.

Support, guidance and pupils' welfare

97. Procedures for monitoring pupils' progress and personal development are very good. Class teachers and others know the pupils well and are committed to ensuring their welfare and guidance. A range of external professional agencies adequately supports the school. Supervision of pupils at break times and lunchtimes by teachers and mid-day assistants is good.

98. First-aid procedures are effective and pupils know what to do if they suffer an accident. The school's child protection policy is comprehensive, although staff would benefit from further familiarisation with the school's procedures. They are aware of the issue and the first actions to take.

99. There are very good procedures for managing behaviour and all staff follow the behaviour policy consistently. Bullying is not an issue in the school at present and if instances arise the headteacher deals effectively with them in conjunction with parents. The school provides a calm, orderly and supportive environment for its pupils, which encourages high standards of attainment.

100. Arrangements for the induction of children into the school are satisfactory. Parents and their children receive appropriate information, and have several opportunities to come into the classroom to meet staff and to settle in before they actually start school. Pupils' attendance is monitored effectively, and contact with the Education Welfare Officer occurs infrequently because the school has demonstrated its ability to deal promptly with attendance and other issues. Pupils' personal and academic development is monitored appropriately across the school. This helps the school maintain high standards and assists teachers in giving appropriate guidance to parents and their children. This is particularly important when pupils transfer to several different secondary schools.

101. The governors have recently approved a revised sex education policy and aspects of sex education are delivered appropriately through the subjects of the National Curriculum.

There is currently no policy on drug education although references to substance abuse and mis-use are made in some subjects. The current formal arrangements are insufficiently comprehensive. The school has no formal policy for the delivery of personal and social education, although in practice the personal and social development of pupils is very good. All staff observe safe working practices at all times. The school is safe and secure.

102. Support for pupils with special educational needs is very good and a strength of the school. It is targeted well to their specific needs and is effective in helping them to achieve success and in raising self-esteem. Efficient procedures are in place for the identification of pupils with learning difficulties. The National Code of Practice is followed well and the special needs register is kept fully up to date. Individual educational plans are in place for pupils on all stages of the Code, and parents, teachers, support staff and outside agencies are fully involved in their preparation. They are reviewed and revised on a regular basis. Pupils' progress is monitored well, specialist support is used effectively and they make good progress and achieve the targets set for them.

103. The special educational needs co-ordinator provides effective leadership and has made a significant contribution to the quality of the provision throughout the school. Support staff are effective, enthusiastic and appropriately trained.

104. Pupils have equal access to the curriculum and the staff are very good role models.

Partnership with parents and the community

105. The school offers a friendly welcome to parents who discuss issues with staff at the beginning and end of the school day. Parents make many highly valued contributions to the life of the school. They support its work by helping in classes and on educational visits, by organising the library, by serving as governors and by raising significant sums of money through social activities. They have also helped in developing and an environmental area in the school grounds, and with information technology. School events, such as parents' evenings, the annual carol service and school plays, are well attended. Parental involvement in children's learning is very good.

106. Parents are kept well informed about the school and their children's education through informal contacts with the headteacher and staff, regular newsletters, parents' evenings and school reports. School reports comment appropriately on the work that each pupil has covered during the year in Key Stage 2, but they do not refer consistently to all subjects of the National Curriculum in Key Stage 1. In addition, reports do not identify targets for the following year, or indicate each pupil's attainment in relation to the National Curriculum. The governors' annual report to parents illustrates the work of the school well and is enhanced by portraits of each governor drawn by pupils. The school's prospectus is well produced and informative.

107. Links with the community are well established and promoted strongly by the headteacher. There is a close link with St. John's Church and Sunday school. The school provides a venue once a year for a local arts and crafts exhibition. It also offers teacher and childcare training placements as well as work experience for secondary school pupils. Students undergoing initial teacher training are regularly placed in the school with the

headteacher acting as their mentor. Over the last few months, pupils have visited a local supermarket, a garden centre, swimming pool, pantomime, theatre and opera. Visitors to the school have included a poet and a local resident who discussed the history of the village. In addition, pupils in Year 6 benefit from the opportunity to make a residential visit. The links with the community have a positive impact on the quality of education provided.

The management and efficiency of the school

Leadership and management

108. The school benefits from especially strong management, which provides clear educational direction. The headteacher provides very good leadership and is very well supported by a talented deputy and highly professional staff. The governing body is of high quality and it is fully involved in the work and progress of the school. There is a comprehensive structure of committees, which liaise well, meet regularly and make effective decisions in partnership with the staff of the school. The governing body exercises all its responsibilities for strategic planning, curriculum development and financial management to a very high standard. The governors have a formal programme of visiting the school termly and several visit more regularly.

109. There is a clear vision for the school and a strong team of committed, hard working staff who, together, have established a positive and caring ethos. Pupils and staff feel valued and supported. The staff meet regularly and communications are very good.

110. There is a clearly structured school development plan which sets out areas of development, and each of these has an action plan focusing on the next year, with a current overview, priorities for development and cost implications. Each area of development is closely linked to the school's financial plan and to the overall aims and objectives. These plans are set up and monitored in consultation with staff and the governing body. While the headteacher and governing body have a clear vision for the future this is not formally expressed in a long-term development plan, because of the uncertainties associated with financial planning.

111. There is an effective system of curriculum monitoring in both core and foundation subjects. Subject co-ordinators are given time, periodically, to enable them to monitor and develop their own subject areas more effectively. All staff have job descriptions and know their responsibilities. Only in the area of procedures for monitoring and recording the progress made by pupils over time is there a need for further development, so that their quality in all subjects matches the high standards set for English.

112. The ethos of the school is exceptional and there is a positive, hardworking and caring attitude among staff and pupils.

113. The school meets all statutory requirements.

Staffing, accommodation and learning resources

114. The number, qualifications and experience of the teachers and support staff are effective in meeting the demands of the curriculum. Most members of staff have worked

together for a number of years and co-operate effectively as a team. They are dedicated and hard working and ably supported by classroom assistants, parent helpers, the caretaker, secretary, cook and dinner supervisors, who make valuable contributions to the smooth and efficient running of the school. Staff use their considerable expertise efficiently by teaching classes other than their own - for example, in physical education, art and music. There are detailed job descriptions and teachers' roles are well understood. There is little turnover in staff. Consequently there is no staff induction policy for new or newly qualified staff. The headteacher and other staff, however, are experienced in mentoring and supporting new staff. There is a two-year cycle of staff appraisal in place, which is used to inform the school development plan and in-service training requirements. Currently time is given to curriculum co-ordinators to monitor and support staff in the classroom and this is linked to the school development plan, and is approved and monitored by the governing body.

115. The school is clean, well decorated and maintained, and has disabled access. Food is cooked on the premises and there is no evidence of vandalism. The premises have recently been extended by the addition of two classrooms, a junior library and audio-visual room, staff room, disabled toilet, store, staff toilets and junior toilets. This has significantly enhanced the school's ability to deliver the National Curriculum effectively, particularly in practical subjects such as physical education, art, music and design technology. There are five classrooms of suitable size for the number of pupils, a hall, adequate toilet facilities, and a staff room and office space. Classes one, two have resource area space for pupils to work outside their classrooms with support staff, and this is also the younger children's wet area. Class three does not have use of a resource area, but a sink and cooker are available in the classroom, and the hall is used as an additional resource. Classes four and five have resource area space between them with glass partitions to enable staff to supervise from their classrooms. Outside facilities are very good, with an orienteering course designed and made by pupils in design and technology, a significantly sized nature area (fenced and locked) that includes bird boxes and bird tables made by pupils in design and technology, a range of mature trees and a pond. The school also has about two acres of grassland including a football pitch. Mature trees line the front of the school, and there is a small copse in the far corner of the field. The environmental area is parallel with the churchyard.

116. The curriculum for the under fives is well resourced, with appropriate areas for structured and unstructured activities in the classroom and with a satisfactory play area outside, although it is not possible to close one gap in the perimeter fence. There is an ample supply of outside play equipment although there is no large fixed climbing apparatus.

117. The school has adequate resources for the teaching of all subjects, and these are used effectively to support the curriculum. Outings are well supported, and all pupils are included on a residential trip with an outdoor pursuit course including canoeing, rock climbing and orienteering. There are two libraries containing a suitable range of books and reference materials for the abilities of the pupils. There is a suitable number of computers and software and their use is very well integrated into the curriculum. However, computer control at Key Stage 2 is limited to on-screen control, and datalogging has yet to be included in the curriculum. Pupils use the library for their own pleasure and reference.

The efficiency of the school

118. Educational developments are supported through careful financial planning. The

school has a very good development plan for the next year, with a two-year rolling programme to review policies and schemes of work for the foreseeable future. The headteacher and governing body have taken measures to make full use of available resources after fixed commitments. These are split: 60 per cent for general curricular commitments, and 40 per cent for initiatives within the school development plan. Efficient use is also made of financial support from parents. Targets are clearly prioritised and linked to maintaining the current high attainment. Support for in-service training, organised by the deputy headteacher, is directly linked to priorities in the school development plan and teacher appraisal.

119. Effective use is made of teachers' experience and expertise in teaching the curriculum to mixed aged classes. Good use is made of support staff who are effectively deployed, particularly at Key Stage 1. Learning resources and accommodation are used effectively.

120. The headteacher and the administrative assistant use good, tight financial procedures. There is an effective, well-informed financial committee on the governing body. There is a monthly reconciliation of the school's income and expenditure record conducted by the administrative assistant and overseen by the local education authority.

121. The school office is efficient and the commitment of the administrative assistant makes a significant contribution to the smooth running of the school through maintenance of sound financial and daily routines. The most recent audit was carried out in September 1997, and the main recommendations have been acted on. Currently reserves are high but the governing body are aware of this and the school plans to use some money to develop some aspects of information technology in line with recent government initiatives.

122. Taking into account average attainment on entry, the good progress made and high standards of attainment achieved, the significant amount of good and very good teaching, the very good attitude of the pupils and the average unit cost, the school gives very good value for money.

PART B: CURRICULUM AREAS AND SUBJECTS

Areas of learning for children under five

123. Children under five are taught in a mixed age class that includes pupils in Reception who are over five and pupils in Year 1. The quality of the provision for children under five is good. This is reflected in the fact that all these young children have already achieved the six desirable learning outcomes of personal and social development, language and literacy, mathematics, knowledge and understanding of the world, physical development and creative development before they have reached the age of five years.

124. The attainment of children under five is at an appropriate level for their age and ability on entry. They are provided with a broad curriculum, which helps to ensure that they make good progress. Taking into account all the evidence considered during the inspection the standard of teaching of the under fives is very good.

125. The curriculum is well planned and very good use is made of assessment to inform future learning opportunities. The curriculum for the under fives is well resourced, with appropriate areas for structured and unstructured activities in the classroom and a satisfactory play area outside. There is an ample supply of outside play equipment, although there is no large fixed climbing apparatus.

126. The quality of the provision is confirmed by the fact that no children were still working towards the six desirable outcomes during the inspection. An assessment of the standards being reached by these young children is included elsewhere in the report as they are all working on the National Curriculum

English, mathematics and science

English

127. Pupils make good progress in English in Reception and Key Stage 1, and very good progress in Key Stage 2. Their attainment at the end of each key stage is above national standards. The quality of the English provision is a strength of the school.

128. The results of national testing in 1997 show that standards of attainment in English are above national averages at the ends of both key stages, with the number of pupils attaining at the higher level at the end of Key Stage 2 well above the national average. The quality of written and spoken English observed during the inspection confirms that the school is achieving levels of attainment above national standards in this subject at the end of Key Stage 1 and well above at the end of Key Stage 2.

129. In Reception and Key Stage 1, pupils listen well - and respectfully - both to their teachers and to their peers. They express themselves clearly and without inhibition in response to questions from adults, both in class and in individual conversation. They enjoy sharing and comparing their views and experiences in conversation. Higher attaining pupils show care in expressing themselves, and try with some success to put their thoughts in order

before speaking. In Key Stage 2, pupils readily volunteer to answer questions in class, and show themselves ready to undertake mature discussions of problems put before them. Overall attainment in speaking and listening is well above national standards, with pupils in Year 6 able to discuss issues of concern relating to the environment at a level significantly above that expected of pupils of this age.

130. Pupils make good progress in reading across the school and their attainment at the end of both key stages is generally above national standards and well above in the case of higher attaining pupils. Pupils in Reception and Key Stage 1 read simple texts accurately and with understanding. They enjoy retelling the story. All pupils know how books are used, can read simple words and sound letters. Pupils read with expression, and many have developed good vocabularies for easily recognised words. Across Key Stage 2, pupils read fluently, with good expression and with accuracy. At the end of Key Stage 2, most pupils function well as independent readers. They read widely for their own enjoyment and discuss their favourite books and authors in a mature fashion, and they value and respect books.

131. In writing, pupils in Reception and Key Stage 1 develop an understanding of the elements which make up words, and before they have left the reception year they have a good grasp of sentences and other groupings of words, and their basic punctuation. Pupils use real writing from the reception year upwards and by the end of Key Stage 1 they use joined up handwriting with confidence. They recognise and enjoy playing with words, with alliteration and with sound patterns, and many opportunities are given for them to write for a variety of different purposes ranging from letters to poetry. By the end of Key Stage 1 their knowledge of basic punctuation and grammar is good, and they are writing in proper sentences, with speech marks, question marks and exclamation marks used correctly. They understand basic grammatical concepts well, like subject/verb agreement and singular and plural. Writing across Key Stage 2 is generally of very good quality and some of it is outstanding. In particular, poetry relating to the Blitz and writing relating to the Tudor period in history provides exciting reading. At the end of Key Stage 2, handwriting is generally good, and most pupils have very good understanding of simple grammar, like verbs, nouns, adjectives, and tense. Redrafting is used well as part of the way pupils prepare written work, in order to achieve real refinement and improvement. Pupils structure narratives carefully. Their spelling is usually accurate. They use paragraphs appropriately, are careful in their choice of words, and show awareness of their readers. The highest attaining pupils vary the length and complexity of their sentences and some of the work seen during the inspection was of a standard that would have done credit to much older pupils. Overall, in both key stages, progress in writing is good and attainment is above national standards at the end of Key Stage 1, and well above by the end of Key Stage 2.

132. Pupils make good progress in Reception and Key Stage 1 and very good progress in Key Stage 2. Progress in speaking and listening is seen in all activities, as pupils become increasingly adventurous at expressing themselves in a controlled way. For example, pupils in Reception and Year 1 discuss the behaviour of *Goldilocks and the Three Bears* with great seriousness, and as they do so they reinforce their own understanding of right and wrong. Similarly, pupils in Years 4 and 5 discuss the Blitz in a mature fashion as they look at the effect on the lives of people under such conditions. At the end of Key Stage 2, pupils examine original documents in history, discuss what they have learnt and compare the similarities between life in a Tudor town and life today in Burnley. They discuss the causes of pollution in the past and present, using language to express their views lucidly and

effectively. They listen well to the views of others and learn from their discoveries and insights. Opportunities for extending their speaking skills are provided in almost every aspect of the language-rich curriculum offered by the school.

Throughout Reception and Key Stage 1, pupils' reading is supported by the good start they have had in the reception year, and they make good progress. In the initial stage, children are systematically taught the relationship between letters and sounds, so that the majority makes good progress through a structured reading programme. They join in when the class reads aloud together from a "big book" with great enthusiasm. They learn to focus on the major language features of a text, linking their reading with what they are learning about writing. Throughout the school, pupils are encouraged by the stimulus of seeing words around them in the classroom all the time, and by regular reading practice. The use of a theme like *Goldilocks and the Three Bears* is used very effectively to develop the reading, speaking and listening skills of pupils in the Reception Year and in Year 1. There is a well-resourced library for Reception and Key Stage 1. In Key Stage 2, good progress continues to be supported by encouragement, by reading schemes and reading practice, and by good use of the well resourced school library. Throughout the key stage pupils consolidate the good research skills that have been developed in Key Stage 1. They know how to use the Dewey System and how to make use of the contents and index in the books that they are using.

133. In writing, good progress is achieved in handwriting in both key stages, and pupils progressively improve the shaping, positioning and linking of letters. The best progress is made arising from varied and challenging stimuli, when pupils' imagination leads them on to experiment, to refine - and to enjoy the process; a number of examples of this were seen, particularly in Key Stage 2. The progress of pupils with special educational needs is good, and they achieve the targets set for them.

134. Attitudes to English are exceptionally positive. Pupils enjoy English and they respond well, they get down to work promptly and they stay on task. Underpinned by the school's strong and positive ethos, their behaviour is very good. When asked to do so, they collaborate well and there is an unusually high degree of unfussy yet caring mutual support. Pupils evaluate their own work dispassionately, and the work of their peers carefully and generously.

135. The quality of teaching in English is always satisfactory: in 40 per cent of lessons it is good, and in 27 per cent very good. As the inspection progressed the high quality of teaching in this subject became increasingly apparent, and must be regarded as the key element in the overall high standards being achieved. Teachers plan their lessons meticulously and have very good skills in classroom management. Lessons are often exciting, well paced and structured, and control is very good. Teachers' personal styles are usually firm, friendly and participative. Excellent use is made in discussion to stimulate and challenge pupils of all abilities. Preparation of resources is always good. Planning in this subject is of very good standard and results in very good quality teaching and learning, that ensure that all pupils, whatever their level of attainment, are challenged and extended by the work they are offered. Handwriting is taught carefully, and work is generally well presented. Teachers often have original and stimulating ideas that promote and enliven pupils' response and progress, and they show considerable commitment in working together to make this subject the backbone of the whole curriculum. The co-ordinator for English is an experienced teacher who provides effective leadership. A good policy and scheme of work are in place,

and assessment procedures are used well to inform future planning so that it is possible to track the progress of individual pupils in this subject from the moment they enter the school up to their present stage of development

136. Resources for English are good, accessible and used effectively, and they are managed well. A particular feature is the provision of two well-resourced libraries.

Mathematics

137. Progress is good in mathematics across the school, and attainment at the end of both key stages is above national standards. In the national tests at Key Stage 1 in 1997, the achievement in using and applying mathematics was in line with national averages but pupils achieved well above national averages in number, shape, space and measures, and handling data. In the national tests at Key Stage 2 in 1997, 89 per cent of pupils achieved the expected level or higher (well above national averages) with a greater than average number of pupils attaining at a higher level.

138. At the end of Key Stage 1, pupils create three-dimensional shapes from a work sheet, identify simple symmetry, and deduce that if five times four is twenty then four times five is also twenty. Pupils are also able to share reliably up to ten and use the division sign when using a calculator. Attainment at the end of the key stage is above national standards.

139. At the end of Key Stage 2, pupils use a good range of mental arithmetic strategies, are well aware of place value (including decimals), and can convert 9.3 to nine and three tenths mentally. They can also identify angles as obtuse, acute and reflex, and measure in degrees using a protractor. These pupils apply the techniques and knowledge gained to practical situations, finding, for example, the average number of words per page in a book, calculating its area and tally and then plotting the frequency of letters (using computers). Attainment at the end of the key stage is above national standards

140. Early in Reception and Key Stage 1, pupils count in tens, count reliably to one hundred, and create, add and subtract simple number facts to twenty. In the early part of Key Stage 2, pupils can tell the time with analogue clock faces to quarter past, half past and o'clock and identify the time two hours before quarter past two. By the middle of the key stage, pupils can find the area of a rectangle by multiplying length by breadth and know that area is the amount of surface and is measured in centimetres squared. They can also estimate the area of an irregular shape and are aware that all the fractions of a shape add up to a whole. Pupils make good progress across both key stages.

141. Pupils with special educational needs make satisfactory progress and are appropriately supported. They have individual education plans identifying mathematical targets where this is appropriate.

142. Pupils' attitudes to mathematics are good. They present their work well, taking care over layout in a logical manner. Pupils work well independently sharing equipment and when required are keen to contribute; but they also listen to others' ideas and work together, for example, in practical mathematics tasks. Pupils are well motivated, enjoy learning, and demonstrate concentration, perseverance and self-discipline in completing work often not directly supervised.

143. The quality of teaching in both key stages is always at least satisfactory, and at Key

Stage 1 teaching is good in 30 per cent of lessons, and in 15 per cent is very good. At Key Stage 2 teaching is good in 12 per cent of lessons, and very good in 43 per cent. The high quality of the work and interaction with pupils observed confirmed that the quality of teaching is normally very good. Teaching is best when there is clear review of context, work is related to other areas of the curriculum, there is clear planning, tasks are carefully matched to age and ability, and when teachers extend pupils' thinking through sound questioning. Teachers' planning is detailed, identifies the needs of pupils of differing achievement and incorporates the commercial scheme used. Marking is conscientiously done and is best when it supports pupils in the development of mathematical concepts and investigation, and gives targets for the pupils to achieve.

144. The co-ordinator is enthusiastic, committed and effective. There is a good mathematics policy and a comprehensive scheme of work that interprets the mathematics curriculum through the published scheme used by the school. However, it does not clearly show where and how pupils are following the National Curriculum and where they are challenged with work outside it. There is time allocated for the co-ordinator to monitor the curriculum and its implementation but there is no portfolio of annotated work to support teachers in interpreting, assessing and recording pupils' work according to the level descriptions of the National Curriculum.

145. Resources are organised well, with the apparatus necessary for implementation of different parts of the scheme in appropriate classrooms, and sufficient space for investigative work.

Science

146. Progress in science across the school is good, and attainment at the end of both key stages is above national standards. At Key Stage 1, the 1997 national tests showed there was variation in achievement across the Attainment Targets particularly at Level 3, with Attainment Target 2 (life processes) being slightly below national expectations and Attainment Target 3 (materials) well above. At Key Stage 2 the national tests in 1997 showed that 90 per cent of pupils achieved the expected level, with a high number of pupils achieving at a higher level, well above the national average.

147. At the end of Key Stage 1, pupils are aware of the organs of sight, taste, and hearing, including the inner and outer ear, and can compare loud and soft sounds. They identify toys that need to be pushed or pulled and understand that some toys move more easily with wheels. They know that magnets exert a force and pull metals to them. Attainment at the end of the key stage is above national standards.

148. At the end of Key Stage 2, pupils compare the skeletons of humans and rabbits, labelling, for example, phalanges, carpals and metacarpals. They can sort animals into carnivores, herbivores and omnivores, outline photosynthesis, and research the heart using a CD-ROM and books to identify the four chambers of the heart and correctly name major vessels. These pupils can also hypothesise the effect of a short circuit and are aware of the differences in the brightness of a bulb when part of a series or parallel circuit. Attainment at the end of the key stage is above national standards.

149. In Reception and Key Stage 1 pupils sort objects by touch, are aware of the senses,

and investigate bitter, sour, sweet and salty, and can draw the relevant parts of the tongue that sense these, on a computer. They identify parts of the body and are aware of similarities and differences between each other: for example, the same in heart, brain, mouth, nose and ears, but different in hair colour, shape and hair length. Early in Key Stage 2, pupils can identify substances that change on heating and distinguish simple changes where the process can be reversed and where it cannot. Progress is good across both key stages.

150. Pupils with special educational needs make satisfactory progress and are appropriately supported. They do not have individual education plans identifying science targets.

151. Pupils' attitudes to science are good. They are enthusiastic about their work, want to be involved, and are willing to answer questions and make suggestions. They want to learn and present their work well. Pupils listen and sustain work well in their mixed aged classes. They are keen to complete their tasks, and enjoy practical activities and the challenges set. Pupils work well together in both single and mixed gender groups, discuss and suggest ideas, and are confident learners.

152. Taking into account all the evidence available teaching in science is very good. Teachers' knowledge is secure, and questioning is used very well to challenge pupils' thinking. Work is well matched to pupils' needs and abilities, previous work is taken into account effectively, and lessons have good pace. The quality of the work produced by pupils is of a very high standard, and of greater breadth than is required by the National Curriculum.

153. Science is led well by a very competent and knowledgeable co-ordinator. There is a detailed science policy and a limited scheme of work identifying where the programmes of study of the National Curriculum are to be taught. This is well structured to ensure progression and lack of repetition in mixed aged classes. The programmes of study are then interpreted into good mid-term plans, but there is little to identify clearly how pupils are to be assessed to monitor their achievement and progress against the level descriptions of the National Curriculum. For example, there is no portfolio of annotated work clearly related to the level descriptions of the National Curriculum to ensure consistency in their interpretation.

154. Resources are well organised, with the apparatus clearly audited and available to staff and pupils. There is sufficient space in resource areas and classrooms for pupils to complete and monitor ongoing investigations.

Other subjects or courses

Art

155. Pupils make good progress in art across the school, and attainment is above the expected level at the ends of both key stages.

156. At the end of Key Stage 1, pupils can produce good quality self-portraits and consider whether they show, sad, happy, frightened or angry faces. They also create frames

around their pictures in design technology. Their attainment at the end of the key stage is above the expected level.

157. By the end of Key Stage 2, pupils draw well in pencil comparing old and new shoes, and create posters for history related to World War 2. They are also able to copy accurately portraits of famous Tudors with good observation of detail and application of pastels. These pupils are aware of shading, dark and light, tone, and three-dimensional perspective. Key Stage 2 pupils are also aware of a range of artists - for example, Turner, Van Gogh, Renoir, Muller and Monet - and can describe their styles and review their work in simple terms. Their attainment at the end of the key stage is above the expected level.

158. Pupils use previously taught techniques confidently and handle a good range of media. They work effectively with pencils, paint, crayons, pastels, clay and collage. In Reception and Key Stage 1, pupils mix and blend paints to achieve desired results, and model, weave and stitch with care and pride in the finished work. Pupils at Key Stage 1 create pictures in the style of Monet and use collage to depict their favourite toys. Early in Key Stage 2, pupils use pencil drawing to good effect and create collages of their favourite food, develop geometric patterns using tessellated shapes, and weave. They make good progress across both key stages.

159. In the limited number of lessons seen pupils worked well individually and in groups. They enjoy art and show interest, ability and motivation in their work. From display and interviews with pupils pleasure and pride in their finished work can be seen. Pupils at both key stages show good levels of concentration and treat resources with care.

160. Overall, taking into account all the evidence available, teaching is judged to be good across the school. Teachers have good subject knowledge and share a range of understanding and techniques. Specialist teaching of art is an effective part of the school's programme.

161. The subject is well co-ordinated, with a detailed policy and a scheme of work. These are to be reviewed as part of the school development plan two-year cycle. This will establish clearly how the scheme of work implements the National Curriculum. Exemplification of the end of key stage statements will enable teachers to assess pupils more precisely and to ensure more accurate monitoring of progress.

Design and technology

162. Pupils make good progress in design and technology across the school, and their attainment at the ends of both key stages is above the expected level. They are given a wide experience of materials for designing and making, like construction kits, wood, food and recyclable materials. They are progressively introduced to a wider range of skills, which are then extended to enable implementation of increasingly demanding design briefs. Pupils review and evaluate materials and artefacts, and by the end of the key stage they record work systematically and competently.

163. By the end of Key Stage 1, pupils make collage 'tongues', related to science and taste, choosing different fabrics to represent the different taste areas, like bitter and sweet. Pupils use a good range of simple techniques, for example, cutting out a balloon shape and attaching a basket by sewing using string or wool, staples and or split pins. Pupils use

plasticine and clay to make representations of minibeasts from a science exploration in the school's nature area. Their attainment at the end of the key stage is above the expected level.

164. At the end of Key Stage 2, pupils use construction kits to model mechanisms and make working models of a food mixer (to demonstrate product disassembly), and design and make bird boxes for the conservation area. They are also able to weave to create simple tapestries from their own designs and make mounts and other backgrounds on which to present their work. Pupils also design the orienteering courses around the school grounds, and their attainment at the end of the key stage is above the expected level.

165. In Reception and the early stages of Key Stage 1 pupils use construction kits to 'design' a conservation area and to create a prototype see saw, and then plan and represent it in card with split pins. They make simple balsa boat shapes, finishing them by sanding. They then design and trial various sail shapes. Early in Key Stage 2, pupils design butterfly wall plates and brackets to make hanging basket supports, and decorate and complete these with very good concern for finish, once the metal and welding has been completed for them. Pupils research the dinner supervisors' likes and dislikes of their existing protective coats and then design improvements – for example using embroidery, or patching in a range of colours - and attach these with a sewing machine or by hand sewing, using of range of stitches. As they move through the key stage, they design pizzas, tie-dye tee shirts, and create model Viking ships. Pupils make good progress across both key stages.

166. Pupils with special educational needs are well supported and make good progress towards the targets set for them within their individual education plans.

167. Pupils' attitude to design and technology is good. Pupils work well, and are motivated to complete work without direct supervision. In lessons they take pride in work, showing perseverance to improve it. They are aware of the need for uniformity of style when, for example, designing advertising and packaging. Pupils work with clear purpose, are willing to suggest their own ideas, are proud of what they have done and want to discuss work with visitors.

168. Taking into account all the evidence available teaching is judged to be very good throughout the school. Teachers have secure knowledge and understanding of the requirements of the National Curriculum and teach skills through focused tasks before pupils use them in implementing a design. Lessons are well planned with challenging work set for pupils of differing ability, and questioning stimulates thinking. Teachers create stimulating activities related clearly to the scheme of work and, because they know their pupils well, motivate and challenge them appropriately.

169. Subject co-ordination is good and the requirements of National Curriculum programmes of study are well met with clear progression of skills in the design, make, and evaluate process. The school's scheme of work, although comprehensive, is not clearly referenced to the National Curriculum, nor does it have clear targets for attainment related directly to the level descriptions in the National Curriculum. There are good resources, including appropriate tools, which are well-organised and accessible to teachers and pupils.

Geography

170. Pupils make good progress in geography across the school and their attainment at the

end of both key stages is above the level expected.

171. Pupils in Year 2 draw their proposed route between two places in the town of Ribchester and explain what they have done clearly to other pupils or adults. They look at the layout of the town and its buildings and make appropriate judgements about the reasons for what they expect to see on their visit. They show interest in the different kinds of shops that they are going to find, and the other kinds of public buildings, such as the town hall, the Church of St. John, and the public house. The increasing depth of their understanding confirms that attainment at the end of Key Stage 1 is above the expected level.

172. Pupils in Years 5 and 6 express their learning in a variety of ways, through diagrams, charts, maps, factual accounts and imaginative writing. In particular, they discuss the issue of global warming and pollution in general in an adult and perceptive fashion. They voluntarily undertake additional homework and their attainment at the end of the key stage is above the expected level

173. Pupils in Reception and Year 1 study simple mapping by using their powers of observation to recognise an object according to its appearance from a number of different positions. Good use is made of the village of Higham to help give these young pupils an understanding of the key features of a small settlement. In Key Stage 2, they make good progress in map work, using familiar locations in the home, school and locality. They show good understanding of the differences in character of settlements of different sizes, comparing life in Higham and Burnley with a settlement in Pakistan. The work on simple mapping carried out in Key Stage 1 is extended in Years 3 and 4 where pupils work with aerial photographs and plans of Ribchester, and pupils in Year 3 draw their complete route from one place to another in Ribchester confidently and to a good standard. They make sensible judgements about the similarities and differences in services between the Roman town and the town of today. They make judgements about differences and similarities in life styles from photographic evidence and use writing, discussion, information technology and art to inform others about what they have learnt. Pupils make good progress across both key stages.

174. Pupils with special educational needs have full access to the geography curriculum and they make satisfactory progress towards the targets set for them.

175. Whenever possible, the school draws upon the richness of its immediate environment to enhance the quality of teaching and learning. Outings are well supported and all pupils are included on a residential trip with an outdoor pursuit course including canoeing, rock climbing and orienteering. The school has provided its own nature trail and orienteering course within the school grounds. The creation of an environmental area of exceptional quality in the school grounds, with pupils contributing their ideas and plans and assisting in the successful application for a grant, is a very good example of what can be achieved when school, local council and a number of local and national bodies work together in the interest of the pupils. The scale of this undertaking is quite exceptional, with pupils, teachers, parents, local people and friends erecting over 100 metres of fencing, including two gates, and planting 350 carefully selected indigenous plants over just one weekend. The hard work of over 100 people has provided a valuable enhancement to the curriculum, with several habitats for birds and small creatures. Development of the area continues and it is very well used by pupils of all ages. The hedges and shrubs are now established, birds are nesting in the boxes made and installed by the pupils, and a path has been built to make access easy in all weathers. As a

direct result of the stimulating and challenging range of learning opportunities offered in this subject across the school, pupils respond with enthusiasm and they make good progress.

176. The quality of teaching is judged to be generally very good in both key stages. Lessons form part of a well-defined sequence, which links specific targets for pupils' learning in clearly stepped progression as part of the well-structured topic-based curriculum adopted by the school. Teachers use precise terminology consistently, reinforcing it frequently and testing pupils' knowledge through close questioning. The resources used include fieldwork, maps, photographs and information technology software. Pupils are well prepared for the main activity of the lesson through discussion and clear instructions. Evidence considered during the inspection confirms that tasks are well focused, allowing pupils across the ability range to respond appropriately. The quality of teaching makes a significant contribution to the generally good standards of progress and the higher than expected levels of attainment observed at the end of each key stage. Teachers have a good understanding of National Curriculum requirements, the resources of the school and the possibilities for geography study in a strategic programme of field trips that takes full advantage of the school's situation

177. The co-ordinators provide good quality leadership and the topic based curriculum works well over a two-year cycle. Procedures for monitoring and assessing progress are in place, and are used effectively to adapt short term plans to enhance the quality of teaching and learning. However, records of the progress made by pupils over time are more limited and in need of further development.

178. Resources for teaching the subject are very good, well managed and used well to support the stimulating geographical experience that is offered to the pupils.

History

179. Pupils in Reception, Key Stage 1 and Key Stage 2 make good progress in history and their attainment at the end of both key stages is above the expected level.

180. Pupils in Year 2 begin to understand the nature of fieldwork by planning a visit to Ribchester and comparing the modern town with the way it would have been in Roman times. Other pupils in Year 2 compare modern items with their historical counterparts: for example, comparing a heavy smoothing iron with its modern steam counterpart. In doing so they make sensible judgements about why the older iron is made of such heavy metal and why the modern one is lighter and uses steam as well as heat. At the end of the key stage, they ask appropriate questions, carry out appropriate research and their attainment is above the expected level.

181. There is evidence of good standards of attainment towards the end of the key stage where pupils in Years 4 and 5 study the effects of the Blitz. They not only analyse the reasons for the bombing and its effects on buildings, people and the economy but also produce good quality poetry that captures the mood of the time to a remarkable extent. For example, a Year 4 pupil wrote:

*Air raid patrols
I'm scared to death
Run to the shelter*

Removed to hospital
Aircraft bombing
I'm destroyed
Destroyed my home
Saddest day of my life

182. The school seeks to make history alive and relevant to the pupils, and, in order to achieve this objective, effective use is made of original documents in Years 5 and 6. Pupils scrutinise original sources from Tudor times and draw appropriate conclusions from the information that they obtain about drainage, the working of the local council, the likely forms of pollution at the time, and the importance of clean water. They draw all their evidence together through class discussions and relate levels of pollution with the illnesses of the time. Attainment at the end of the key stage is above the expected level.

183. In Reception and Key Stage 1, pupils trace the history of their immediate family, and compare toys of today with those used in Victorian times and in the 1950s. They investigate changes in their own lives and those of their family and the adults around them. In Key Stage 2, pupils follow units of study on the Egyptians, the Greeks, Romans, Anglo-Saxons, Vikings, Tudors, Victorian Britain and Britain since 1930. Pupils in Years 2 and 3 study the Romans and produce work of good quality that shows understanding of significant differences between life in Roman times and today, and sound knowledge of important events in the life of Roman Britain. They plan their visit to Ribchester well, and make use of aerial photographs and plans to help them plan their examination of the Roman town. Pupils make good progress across both key stages. Throughout both key stages, good use is made of visits to support the history curriculum.

184. Pupils with special educational needs have full access to the history curriculum and are well supported across both key stages, making satisfactory progress towards the targets set for them.

185. The quality of teaching in this subject is generally good. Topics are well planned co-operatively by teachers on a two-year cycle and the quality of work produced confirms that the planning is effectively implemented. Teachers have a good knowledge of their pupils and work in history is appropriately targeted to their needs and abilities. There is a good policy and scheme of work for history, and the available evidence confirms that provision follows National Curriculum requirements. Work is monitored and assessed well and this process is used effectively to adapt short term plans to enhance the quality of teaching and learning. However, records of the progress made by pupils over time are more limited and in need of further development.

186. The subject is led well by the subject co-ordinator, who has been helped in her task by the provision of some non-contact time to monitor the quality of teaching in other classes. The available resources for teaching the subject at both key stages are good, in quantity and quality, and are managed and used effectively.

Information Technology

187. Pupils make good progress in information technology across the school, and their attainment at the end of both key stages is above national expectations. Pupils are

progressively introduced to a range of computer programs and are well instructed in their use. Day to day assessment and monitoring of pupils is good. Information technology is used well to support the National Curriculum.

188. By the end of Key Stage 1, pupils have developed this skill to include pictures related to science, for example, colourful pictures to depict sight, flower pictures for smell and pictures of tongues identifying the various areas of taste, sweet, sour and salty. These pupils can also use graphs to represent data on types of home, eye colour, hair colour and their pets. For example, in English they use word processors extensively, to write stories related to a series of graphic programmable images, to write poems, and use a spell checker to correct their work. These pupils also program toys to carry out simple forwards, backward and turning movements and use modelling programs that require them to make decisions and respond appropriately to the consequences. Their attainment is above the expected level.

By the end of Key Stage 2, pupils are using computers very confidently and independently, to research, retrieve and present data from CD-ROM and include this with other work in a presentation on the heart. They are also able to program an on screen image around a model town and their attainment is above the expected level.

190. In Reception and at the beginning of Key Stage 1 pupils use a graphics program to draw simple recognisable pictures of cats, people, trees, flowers and dogs. By Key Stage 2, pupils are using desk top publishing techniques, including for example, 'clip art', scanned images to enhance their work, and a simple mapping program in geography. They are also able to produce a graph from a range of data: for example, the cost of books per page, and world temperatures including below zero. Pupils make good progress in information technology in both key stages. They become increasingly skilled with the applications of a wide range of techniques, and develop a useful reserve of knowledge about the kinds of programs, machines and other resources that are available.

191. Pupils with special educational needs are suitably supported and make good progress towards the targets set for them within their individual education plans.

192. Pupils' attitudes to information technology are good. Pupils are keen to use computers, listen to instructions and carry them out. They use the equipment with care and share when necessary. Pupils are self motivated, completing work without direct supervision, and use computers to modify and review work: for example, when using word processors, graphics programs and programmable toys. Older pupils use computers as a tool and work independently when required as well as when directed. Pupils work well together, listening and respecting each other's views.

193. No direct teaching of information technology was seen during the inspection. However from interviews with pupils and scrutiny of their work, teaching is good. Information technology is used across the curriculum to support a wide range of subjects: for example, graphing in mathematics, map work in geography, and information on switches and the heart from CD-ROM in science. Older pupils show great confidence and independence in the use of computers to enhance the presentation of their work.

194. Leadership of information technology in the school is good. There is a well-written

detailed policy, clearly identifying aims and pupil expectations but there is no scheme of work. Pupils' progress is monitored but formal assessment procedures are not in place, and consequently this does not inform planning. The use of external control and datalogging is underdeveloped but information technology is an imminent focus in the school development plan. Some computers are dated but currently adequate and used well.

Music

195. Pupils make good progress in music across the school and their attainment at the end of both key stages is above the expected level.

196. By the end of Key Stage 1, pupils recognise the sound of different untuned instruments, they sing well together, can vary pace and volume, and interpret a piece of music using appropriate actions. Their attainment is above the expected level.

197. Pupils in Years 5 and 6 listen to a piece of Tudor music and work together in small groups to compose variations of very good quality on what they have heard, using a range of pitched and unpitched instruments. All pupils are given the opportunity to receive individual or group music tuition on recorders, violin or guitar. In groups their singing is of very good standard, is varied in style, and their attainment is above the expected level.

198. In Reception and Key Stage 1, pupils demonstrate an awareness of rhythm, volume and melody. They copy rhythms and confidently invent their own. Pupils follow tunes and structured sounds efficiently, and are already familiar with a considerable number of songs. They particularly enjoy rehearsing and performing a Rap relating to their work on Goldilocks and the Three Bears. In Key Stage 2 pupils understand how the different components (of tempo, volume and pitch, for example) combine to produce music and how to effect changes when these are varied. They can identify some orchestral instruments, and know how the sounds are made. Pupils in Years 4 and 5 recognise waltz and common time, and they can perform a range of challenging rhythm games, such as *The Cookie Jar*. Progress is good across both key stages. Pupils show a developing ability to analyse music, to establish how effects are achieved, and to evaluate them. From evaluation they move to composition: from saying that a drum should be used, for example, they begin to specify which drum and how it should be played. Pupils understand and apply musical notation increasingly, and are, by the ends of both key stages, showing levels of attainment above the level expected.

199. Music is very popular and the pupils performing *Resurrection Rock* have reached a high level of attainment in this subject. Pupils of all ages enjoy singing and respond well to more complex challenges, like singing in parts or rounds. Behaviour is good, and they listen well to recorded music and to each other.

200. The teaching of music is at least good and more usually very good across the school. The subject is well led by an enthusiastic and lively co-ordinator who has made the subject her own through her dedication and enthusiasm. The progress and attainment of pupils is monitored during their music lessons, and although this area could be further developed, good knowledge of the pupils and their levels of attainment leads to effective planning for future lessons.

201. Pupils are regularly given the opportunity to listen to music from a variety of cultures. In addition, visits from a local high school orchestra and visiting dance troupes

enhance the curriculum. The school also participates in local music festivals. The school also shares opportunities for country dancing with another local primary school. Resources for music are good, and in adequate supply. Teachers have access to a good range of instruments, which are well cared for, and used very well.

Physical education

202. Pupils make good progress in physical education across the school, and attainment is above the expected level at the ends of both key stages.

203. By the end of Key Stage 1 pupils can put a range of simple movements together to create a dance sequence with changes of speed and direction, and their attainment is above the level expected. By the end of Key Stage 2 pupils use their imagination very well to interpret African music in a range of movements and styles. They develop these from individual actions and responses, to pairs and then large group-work and constructively review each other's performances and their attainment is above that expected for their age and ability.

204. In Reception and Key Stage 1, pupils practise jumping to improve their control at take-off and their poise and control on landing. They develop their skills from simple beginnings: for example, controlled jumping on the floor from a crouch position to jumping from simple apparatus and landing balanced with knees bent. In Key Stage 2 they take part in very good dance lessons that extend their ability to express themselves through rhythmic movements to music showing a high level of attainment. Pupils make good progress across both key stages.

205. Overall when all the evidence is taken into account the quality of teaching in physical education is very good. Teachers have good subject knowledge and consequently lessons are well planned, well delivered and have good pace. Staff make appropriate demands of the pupils and expectations of work rate and behaviour are challenging. Teachers use the pupils' review of each others' work in order to emphasise what is required and to encourage pupils to improve their own performance. Assessment of pupils' performance in classes is good and staff are aware of their pupils' abilities, but there is no formal means by which pupils' progress in physical education is recorded regularly against the end of key stage statements in the National Curriculum.

206. A good range of sporting activities is offered as part of the normal curriculum and as extra-curricular activities.

207. Pupils enjoy physical education, are very enthusiastic and all are involved in the activities. They behave very well, interpret instructions imaginatively and are very responsive to suggestions. Pupils are very willing to work individually and in groups to improve their own and each others' performances. Boys and girls work well together.

208. The subject is led by a knowledgeable, committed and effective co-ordinator. There is a detailed policy and a comprehensive scheme of work, which thoroughly encompasses the National Curriculum, but this is not well cross-referenced in them. Monitoring delivery of the subject is part of the two year reviewing process built into the school development plan by the head teacher and governors. Staff know their pupils well and differentiate for ability -

which ensures good progress.

209. There are sufficient resources to implement the National Curriculum. The hall is of adequate size and outside there is football pitch, a hard standing area and an orienteering course in the school grounds. There is an adequate range of physical education equipment and storage facilities. Currently the co-ordinator's expertise is used well with him taking one lesson out of two each week in Key Stage 2.

Religious education

210. Religious education is taught in accordance with the Lancashire Agreed Syllabus in conjunction with the Blackburn Diocesan Syllabus. The quality of responses in the assembly, the small number of religious education lessons seen, a scrutiny of work and discussion with teachers and pupils, all confirm that pupils make satisfactory progress through the school and attainment at the end of each key stage is at an appropriate level for their age and ability.

211. In Reception and Key Stage 1, pupils examine Christianity and the foundations of other principal religions. They look at the natural world and study major celebrations such as Easter, Christmas and Eid. They study relationships between people, beginning with their own family and friends. Pupils regularly visit St. John's Church and contribute to joint acts of worship. They learn about the stages of life through the study of baptism and stories from the life of Jesus. Pupils in Years 1 and 2 discuss and act out The Story of the Good Samaritan. They discuss the need for rules in their own class and around the school, and relate these to the rules of Christianity and other faiths. From all the evidence available, pupils make satisfactory progress and their attainment at the end of Key Stage 1 is at a level appropriate for their age and ability.

212. Pupils in Years 3 and 4 study the use of symbols and artefacts in Christianity and other religions, building on their earlier work in Key Stage 1. Pupils in Years 4 and 5 have established links with a mainly Muslim school, and staff maintain links with the local Mosque in Nelson. While satisfactory, the study of other faiths is a possible area for further development. They study the role of Jesus as Saviour and learn about the events leading up to Easter. Parables of Jesus are studied across Key Stage 2 with pupils in Years 5 and 6 discussing the story of The Unforgiving Servant and relating his teaching to the way in which people are treated in the modern world. Overall progress in religious education across the key stage is satisfactory and the attainment of pupils in Year 6 is appropriate for their age and ability.

213. In their assembly time pupils of all ages make sensible contributions in discussion, asking thoughtful questions and listening closely to the views of others in the school. While the assemblies address moral themes that are more widely applicable than their Christian base, they do add significantly to the quality of the religious education curriculum offered to the pupils and to their knowledge and understanding of Christianity.

214. Only a small number of lessons were seen in religious education, but the scrutiny of work, consideration of teachers' planning and discussion with the co-ordinator suggest that teaching is at least satisfactory and often good. Assembly time is well planned and used effectively to enhance the quality of the curriculum for religious education. While the quality of collective worship is the subject of a separate report, it is appropriate to note that the view

of the inspector examining collective worship that the assemblies are of good quality is fully endorsed in this report. Teachers show a sound knowledge of the subject in their discussions with the pupils.

215. There are close links with the Church of St. John and religious education makes a good contribution to the spiritual, moral, social and cultural life of the school. The curriculum is enriched by good quality musical and dramatic presentations such as *The Soldiers' Christmas*, *Ebenezer*, and *Resurrection Rock*. The daily assembly is used very well to reinforce the aims of the school and encourage pupils to reflect on relationships and emotions. There is always an act of Christian worship that is special and separate from the normal life of the school.

216. The co-ordinator is providing effective leadership, and the school is developing a good approach to this subject within a strongly Christian ethos that makes appropriate use of both the Lancashire Agreed Syllabus and the local diocesan scheme. Resources, including artefacts, are adequate and used well. There is no formal monitoring or assessment in this subject.

PART C: INSPECTION DATA

Summary of inspection evidence

217. The school was inspected by a team of three inspectors for a total of 10 days. Before the inspection the registered inspector met with the chair of governors, headteacher and staff of the school. A meeting attended by 18 parents was held, and an analysis was made of 62 parental questionnaires.

218. During the inspection 83 lessons or parts of lessons were observed. A group of pupils from each class was heard reading aloud, and discussions were held with pupils about their work in a range of subjects across the curriculum. Behaviour in classrooms, the playground and around the school was observed, and informal discussions took place with pupils at lunchtime, and with parents outside the school. Pupils work was examined during lessons, and the work of three pupils from each class was scrutinised. In all 47 hours were spent in classrooms observing lessons, evaluating work and in discussions with pupils.

219. A further 14 hours were spent on the collection of additional evidence including a number of interviews and discussions with members of the governing body, the headteacher, all teachers and some of the non-teaching staff. Teachers were given individual feedback about the quality of their work. The school's policy and planning documents, information relating to the governing body, lesson plans, assessment records, financial details, information for parents, attendance registers and accident records were read, and the school's arrangements for child protection and health and safety examined.

220. 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	140	1	25	8

TEACHERS AND CLASSES

Qualified teachers (YR – Y6)

Total number of qualified teachers (full-time equivalent)

5.5

Number of pupils per qualified teacher

25.5

Education support staff (YR – Y6)

Total number of education support staff

3

Total aggregate hours worked each week

39

[Primary and nursery school]

Average class size:

28

FINANCIAL DATA

Financial year:

1996 / 1997

	£
Total income	195661
Total expenditure	195711
Expenditure per pupils	1471.51
Balance brought forward from previous year	23737
Balance carried forward to next year	23687

PARENTAL SURVEY

Number of questionnaires sent out:

140

Number of questionnaires returned:

62

Responses (percentage of answers in each category):

	Strongly agree	Agree	Neither	Disagree	Strongly disagree
I feel the school encourages parents to play an active part in the life of the school	50	47	3	0	0
I would find it easy to approach the school with questions or problems to do with my child(ren)	69	27	2	2	0
The school handles complaints from parents well	29	37	32	2	0
The school gives me a clear understanding of what is taught	40	32	20	8	0
The school keeps me well informed about my child(ren)'s progress	39	48	9	2	2
The school enables my child(ren) to achieve a good standard of work	66	31	1	2	0
The school encourages children to get involved in more than just their daily lessons	63	36	1	0	0
I am satisfied with the work that my child(ren) is/are expected to do at home	47	48	5	0	0
The school's values and attitudes have a positive effect on my child(ren)	65	32	3	0	0
The school achieves high standards of good behaviour	71	26	3	0	0
My child(ren) like(s) school	71	26	3	0	0