

INSPECTION REPORT

Kelbrook County Primary School
Barnoldswick

LEA area : Lancashire

Unique Reference Number : 119250

Headteacher : Mrs W W Harvey

Reporting inspector : Mr A V Calderbank
T12788

Dates of inspection : 13th - 15th January 1998

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Information about the school

Type of school :	Primary
Type of control :	County
Age range of pupils :	4 - 11
Gender of pupils :	Mixed
School address :	School Street Kelbrook Barnoldswick BB18 6WD
Telephone number :	01282 842309
Appropriate authority :	Governing Body
Name of chair of governors :	Mrs Tricia Hartley
Date of previous inspection :	N/A

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M Roberts	Under-fives, English, History, Geography	The curriculum and assessment. Staffing, accommodation and learning resources.
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Main findings

- 1 Kelbrook Primary School is a caring school and provides a sound standard of education for its pupils. It serves its community well and acts as an important focus for village life. A main strength is the positive and supportive atmosphere created by the headteacher. She provides a clear sense of direction for the welfare of its pupils which is shared by governors and all staff. Attainment and progress in English, mathematics, science and most other subjects are in line with that found in the majority of schools. However, further whole school curriculum development is required to ensure a greater consistency in the acquisition of knowledge, skills and understanding especially in art and information technology.
- 2 There is the full range of attainment on entry and children settle well into the routines of the reception class. They make sound progress which results in most attaining the nationally prescribed "Desirable Learning Outcomes" by the time they enter Key Stage 1 (infants).
- 3 By the age of seven the attainment of most pupils in English is in line with the national expectation. They speak with confidence when involved in class discussions or when answering questions. Most pupils listen attentively to their teachers or each other. The school attaches high importance to the teaching of basic reading skills and allocates sufficient time to its development. By the end of Key Stage 1 most pupils read accurately and have developed appropriate skills in word building. Seven year olds are able to write a sequence of sentences independently and most show a sound awareness of how to use full stops and capital letters. Satisfactory progress is made in all aspects of the subject throughout the key stage. In the 1997 English assessments for seven year olds, the percentage of pupils reaching the expected level was not significantly different from the national average.
- 4 Attainment in mathematics is in line with that expected for seven year olds and most pupils make satisfactory progress. They carry out simple addition and subtraction calculations with accuracy and are developing sound number strategies. An appropriate amount of time is provided to enable for them to develop numeracy skills. In the most recent National Curriculum tests the percentage of pupils reaching the expected level was not significantly different from the national average.
- 5 Pupils are given a sound grounding in scientific thinking during Key Stage 1 and take an active part in carrying out some practical investigations. Standards of attainment by seven are in line with those expected for the age group, and progress is satisfactory throughout the infants. End of key stage statutory assessments (1997) show the percentage of pupils attaining the expected level to be not significantly different from that found in the majority of schools.
- 6 During Key Stage 1 pupils make good progress in physical education; and the quality of work in dance and gymnastics is above the expectation for the age group. Sound progress is made in design and technology, geography, music and religious education; and by the age of seven standards of attainment are in line with national expectations. Progress in art and information technology is unsatisfactory, thus standards of attainment by the end of Key Stage 1 are below those found in most schools nationally. It was not possible to make a judgement about standards in history.

- 7 Overall attainment levels in English at the end of Key Stage 2 are now in line with national expectations. This is an improvement on last year's national test results in which the percentage of pupils reaching the expected level was below the national average. These results cannot be relied upon to give an accurate picture of attainment in English because of the small size of the age group and the high proportion of special needs pupils in the cohort. Sound progress continues to be made in the development of speaking and listening skills resulting in standards by the age of eleven being in line with those found in most schools. In class discussions the majority of pupils speak with confidence but too few contribute spontaneously or raise their own questions. Sound progress is made in reading and all pupils benefit from the daily silent reading sessions. Higher attaining pupils are able to discuss the works of their favourite authors and all demonstrate an ability to locate information from reference books. They are given some opportunities to write for different purposes. However, longer pieces of writing are not sufficiently and consistently developed across the key stage.
- 8 By the age of eleven, standards of attainment in mathematics are in line with national expectations. Pupils can solve more complex number problems, using recall of multiplication facts and have a sound understanding of decimals and fractions. Satisfactory progress is made throughout the key stage. In the most recent tests for eleven year olds the percentage of pupils reaching the expected level and above was not significantly different from the national average. An appropriate amount of time is devoted to the development of numeracy skills across the key stage.
- 9 Progress in science during Key Stage 2 is satisfactory and attainment levels by age eleven are in line with national expectations. Pupils' sound knowledge and understanding is clearly demonstrated in their oral contributions in class lessons. They are able to carry out successfully scientific investigations when given the opportunity. In the 1997 national tests the percentage of pupils achieving the expected level was not significantly different from that found nationally.
- 10 Good progress is made in physical education and design and technology during Key Stage 2, and pupils' attainments at the end of the key stage are above the national expectation. Attainment levels in geography, music, and religious education are those expected for eleven year olds. Pupils are making satisfactory progress in all these subjects throughout the key stage. It was not possible to make a judgement about history. Standards in art and information technology are below those expected for this age group. Progress in these two subjects is unsatisfactory. There are, however, examples of good work to be found in art in both key stages.
- 11 Pupils with special educational needs make good progress throughout the school. The arrangements for the identification and support of these pupils are very thorough. They benefit considerably from the additional help the school is providing. Pupils are well integrated into classes and have full access to the National Curriculum. They work towards targets set on their individual education plans and make good progress.
- 12 Behaviour in class and around the school is good. Relationships are of a high standard and make a significant contribution to the quality of education provided by the school. Pupils' response and attitude to learning is good. However, the way that they present their work varies from good to unsatisfactory. Attendance rates are very good, being above the national average.

- 13 The quality of teaching is never less than satisfactory throughout the school. In forty seven per cent of lessons seen it was good or very good. Teachers set high expectations about behaviour and exert firm but sensitive discipline so that pupils can work in a calm and purposeful classroom environment. In the reception class activities are well organised. The teacher and nursery nurse operate effectively as a team. Teachers have a sound knowledge and understanding of most subjects but some are less confident in their knowledge of art and information technology and this has an adverse effect upon the standards achieved in these subjects particularly in Key Stage 2. Where teaching is good or better, challenging work interests and motivates pupils; there is a good balance between teacher direction and opportunities for pupils to initiate their own lines of enquiry. All staff display good team work and are dedicated to the needs of the school.
- 14 The curriculum for children under five is broad and balanced. It provides for all the areas of learning and gives a satisfactory introduction to the National Curriculum. In both key stages National Curriculum requirements are met but in some subjects, knowledge and skills are not consistently developed as pupils move through the school. The curriculum is enhanced by a satisfactory range of extra-curricular activities, including chess, music, competitive sport and a reading club.
- 15 Policy statements are in place for all curriculum subjects, but the school has not yet developed schemes of work to support teachers in their planning for the delivery of individual subjects. This results in a lack of consistency in the development of subject specific skills. The school has sound procedures for the assessment of pupils' work in English, mathematics and science but these procedures are not as effective in the foundation subjects. Insufficient use is made of assessment to inform curriculum planning. The annual written reports on pupils provided for parents do not consistently detail the progress made in all curriculum areas.
- 16 The school has a good ethos in which pupils are safe, secure and happy. Pastoral care is an important aspect of school life and all members of staff show a genuine concern for pupils' welfare. Emphasis on pupils' moral and social development is a strong feature of the school. They are encouraged to understand differences between right and wrong, to be honest and to contribute to the pleasure and welfare of others in the local and wider community. Spiritual and cultural development is satisfactory. Collective worship provides opportunity and time for celebration and some reflection, and meets statutory requirements. Children gain a sound understanding of their own cultural heritage. However, more needs to be done to explore the diversity and beliefs represented in Britain. The support the school receives from its parents and community makes a valuable contribution towards the pupils' education.
- 17 Though the headteacher has a substantial teaching commitment, she has effectively established, by her leadership and example, the positive ethos that exists in the school. She has created an environment in which all the staff are committed to meeting the needs of the pupils. There is now a need to build on this firm foundation to ensure that there is more active involvement of all senior staff in the management of the curriculum. The senior management team do not systematically monitor and evaluate teaching and curriculum provision across the school.
- 18 The governing body is well led by an enthusiastic and knowledgeable chairperson. It is supportive of the school and is beginning to take an increasingly strategic role in its development. The school runs smoothly on a day to day basis. Classroom accommodation has been recently enhanced by an imaginative building project initiated by the headteacher with the support of the governing body. The financial contribution made by the Parents, Teachers and Friends Association to this project and other initiatives has been invaluable. Resources are adequate in all curriculum areas except information technology. Finances are managed efficiently and effectively. The school provides satisfactory value for money.

Key issues for action

- 19 In order to improve the quality of provision, the school should:
- 1) Provide schemes of work in all subjects that clearly define the knowledge and skills which pupils are to acquire as they move through the school.
 - 2) Ensure greater involvement of all members of the senior management team in both the monitoring and evaluation of the curriculum and the development of strategies for raising attainment.
 - 3) Raise standards of attainment in art and information technology by improving teachers' subject knowledge and confidence.
 - 4) Develop consistent procedures for assessing pupils' attainment in all subjects and use this to inform curriculum planning.
 - 5) Ensure that statutory requirements are met with regard to reporting pupils' progress to parents.

Introduction

Characteristics of the school

- 20 Kelbrook is a county primary school catering for boys and girls in the 4-11 age group. It is situated in the Earby ward of Barnoldswick and set in the eastern part of Lancashire close to the Yorkshire border. The village is close to Pendle Hill in open countryside next to the main Colne to Skipton road. There are 139 pupils on the roll which is below average for this type of school. The standard number for annual admission is 20.
- 21 The school's intake has a broad socio-economic background. Most of the children entering the reception class have had some form of pre-school education. Attainment on entry is broadly typical of most schools. Almost all pupils speak English as their first language. There are 24 pupils on the school's special needs register three of whom have statements of special educational needs.
- 22 The school seeks to build an ethos which centres on respect and awareness; mutual tolerance, understanding, and concern and support for all are essential to this philosophy. It aims to help each pupil to achieve the best of which she or he is capable across all areas, and to foster children's awareness of their own and others' qualities and talents. A sense of responsibility towards the community is strongly promoted. The school is committed to ensuring that all pupils have full access to the curriculum and is proud of its caring and comprehensive programme for children with special needs.
- 23 Priority areas identified by the school for development include:
- * a review of its provision for higher attaining pupils to ensure that they receive their entitlement;
 - * the provision of further opportunities for pupils to develop the skills necessary to work effectively and confidently with information technology;
 - * the establishment of a whole school approach to curriculum planning.

Key Indicators

Attainment at Key Stage 1¹

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

Year	Boys	Girls	Total
1997	12	13	25

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Number of pupils at NC Level 2 or above	Boys	9	9	10
	Girls	12	12	13
	Total	21	21	23
Percentage at NC Level 2 or above	School	84 (80)	84 (93)	92 (93)
	National	75 (78)	80 (79)	83 (82)

Teacher Assessments		Reading	Mathematics	Science
Number of pupils at NC Level 2 or above	Boys	8	10	8
	Girls	12	13	12
	Total	20	23	20
Percentage at NC Level 2 or above	School	80 (81)	92 (83)	80 (89)
	National	80 (79)	83 (82)	85 (84)

Attainment at Key Stage 2²

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

Year	Boys	Girls	Total
1997	7	3	10

National Curriculum Test Results		English	Mathematics	Science
Number of pupils at NC Level 4 or above	Boys	3	4	5
	Girls	1	2	2
	Total	4	6	7
Percentage at NC Level 4 or above	School	40 (45)	60 (55)	70 (40)
	National	63 (57)	62 (54)	68 (82)

Teacher Assessments		English	Mathematics	Science
Number of pupils at NC Level 4 or above	Boys	3	3	4
	Girls	2	1	1
	Total	5	4	5
Percentage at NC Level 4 or above	School	50 (59)	40 (40)	40 (45)
	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 reporting year :

		%
Authorised Absence	School	3.7
	National comparative data	5.6
Unauthorised Absence	School	0.0
	National comparative data	0.5

Exclusions

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

	Number
Fixed period	0
Permanent	0

Quality of teaching

Percentage of teaching observed which is :

	%
Very good or better	7
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

- 24 There is a full range of attainment and experience on entry. The majority of children make satisfactory progress in all areas of learning. By the age of five most are attaining the nationally prescribed "Desirable Learning Outcomes" expected of the age group. Children are developing a sound understanding of skills in literacy and are familiar with numbers. More opportunities need to be provided for them to use numbers in practical situations.
- 25 Satisfactory progress is made in English during Key Stage 1 and standards of attainment by age seven are in line with national expectations. Sound progress is made in speaking and listening skills. Pupils speak with confidence in class discussions and listen attentively to their teachers. By the end of the key stage most pupils read accurately and have developed appropriate strategies to tackle new words. Progress in writing during Key Stage 1 is satisfactory. Pupils develop their ideas by writing independently, and use simple punctuation well. Attainment in writing by age seven is in line with national expectations for the age group.
- 26 In Key Stage 2 progress in English skills is satisfactory but there is some inconsistency in the development of strategies used by pupils in improving and developing their writing. Pupils are not given enough opportunities to develop their information technology word processing skills. Standards of attainment in writing are overall in line with national expectations by the end of the key stage but sometimes work is not well presented. Pupils make sound progress in the development of reading skills throughout the juniors, and by the end of the key stage most pupils are fluent readers. Silent reading sessions in Key Stage 2 help to improve standards. Most pupils speak with confidence and use their skills well in school productions. When given the opportunity to engage in discussion older pupils respond readily and contribute ideas willingly. The previous year's national test results cannot be relied upon to give an accurate picture of attainment in English because of the small size of the age group and the high proportion of special educational needs pupils in the cohort.
- 27 Standards of attainment at the end of Key Stage 1 and Key Stage 2 are in line with national expectations in mathematics and science. Pupils make satisfactory progress in both subjects. National end of key stage tests in 1997 showed results not significantly different from the national averages in both key stages and subjects. By the end of Key Stage 1 pupils can carry out simple addition and subtraction calculations in mathematics and have a sound grounding in scientific thinking. By the end of Key Stage 2 pupils have a sound knowledge of their tables and apply their knowledge well. In science, by the end of Key Stage 2 pupils can successfully carry out investigations when given the opportunity.

- 28 Standards reached by the end of both key stages in physical education are higher than those found in most schools, and pupils make good progress. In all other subjects inspected, with the exception of design and technology, information technology and art, standards of attainment at the end of both key stages are in line with those found in the majority of schools. Progress in all these subjects is satisfactory. It was not possible to make a judgement about standards in history. In art, standards of attainment are below those found in the majority of schools. The skills that relate to the subject are not consistently developed throughout the school. By the end of both key stages standards of attainment in information technology are below those found in most schools nationally. The operational skills of most pupils are under-developed as are other skills identified in the National Curriculum programmes of study. Satisfactory progress is made in design and technology during Key Stage 1, and standards of attainment by age seven are in line with national expectations. Good progress is made during Key Stage 2 and by age eleven standards are above those expected for the age group.
- 29 Pupils' reading and numeracy skills are soundly developed. These core skills receive appropriate attention throughout the school and are used well in other subjects of the curriculum. Pupils who have special educational needs make good progress throughout the school and benefit from the additional support they receive.

Attitudes, behaviour and personal development

- 30 The personal and social development of children under-five is good. They have an enthusiasm for learning and show a sense of purpose when engaged in activities. All are responsive to adult guidance and follow instructions carefully. They are keen to investigate and use their own ideas: for example, in finding the characteristics of old and new toys. Children are secure and able to work independently, or co-operatively in pairs, when working with construction materials to build models of houses.
- 31 Their growing independence can be seen when they are provided with opportunities to choose their own activities. All the children show consideration for others and treat living things with care and concern. This is very evident in the way they look after their school's pet rabbits.
- 32 The attitudes of pupils towards their learning are good. They generally participate well in lessons: most apply themselves to set tasks with good levels of concentration and enjoy their work. The majority of older pupils are able to work without close supervision in the resource room. Most take a pride in what they are doing but the quality of handwriting and the presentation of work is not consistent throughout the school.
- 33 Standards of behaviour are good in lessons and around the school. There have been no exclusions during the last three years. Movement within the building is very orderly and pupils can be trusted to carry out a range of responsibilities without having to be closely supervised. They are responding positively to the system of rewards and incentives that have been recently introduced. Assemblies are appropriately used to support discipline and to celebrate success.
- 34 Pupils show respect for each other, for staff and for visitors. The good quality of relationships is a strength of the school and contributes to the welcoming atmosphere, positive learning environment and supportive ethos. This is very evident in the treatment of pupils with learning or physical disabilities who are effectively integrated into all aspects of school life and well supported by other children.

- 35 Pupils' personal development is good. Their spiritual development benefits from the daily acts of worship and most respond positively when given the opportunity to listen to prayers written and read by pupils. An understanding of right and wrong is successfully developed throughout the school and pupils are encouraged to take responsibilities for their actions. They appreciate that they must take account of the needs of others, especially those less fortunate than themselves, and support local and national charities such as 'Candlelighters'. Pupils help around the school. For instance, those in Year 6 make a significant contribution to the smooth running of the school by willingly assisting in the care and welfare of the younger children at lunchtime. Pupils take part in local community activities and are taught to value their environment.

Attendance

- 36 The level of attendance amongst pupils throughout the school is very good and above the national average. There were no unauthorised absences. Reasons for pupils' absences are well monitored and attendance records meet statutory requirements. Most pupils come to school punctually and settle quickly to their work. The high level of attendance contributes significantly towards pupils' learning and achievement.

Quality of education provided

Teaching

- 37 All the teaching seen during the week of the inspection was at least satisfactory and forty seven per cent was good or very good. Teaching of under-fives was good or very good in fifty percent of lessons. In Key Stage 1 it was good or very good in sixty three per cent of the lessons and in Key Stage 2 it was good or better in a third.
- 38 Teaching of the under-fives is good. The reception class teacher provides a range of well planned activities which cover all the areas of learning. A feature of the teaching is the generally good balance between instruction and the provision of opportunities for children to investigate things. For example, they worked co-operatively in pairs to build houses out of construction kits and enjoyed the challenge of working out how to place the bricks together to make walls which can't easily be knocked down. Activities are well organised and supported by the implementation of effective classroom routines. The class teacher and nursery nurse work very well together and this is having a positive effect on the progress children are making.
- 39 Teachers expectations for standards of achievement are appropriate for most pupils. However, the targets set for higher attainers, particularly the older pupils, are not always sufficiently challenging and sometimes teachers accept presentation of work that is not the pupil's best. Examples of good practice in raising pupils' aspirations and levels of attainment were observed, particularly in physical education, design and technology and music. In Year 1 a very well prepared gymnastics lesson challenged the pupils to plan a series of movements and link them together. The resulting performance was of a high standard. In mathematics, teachers provide opportunities for pupils to apply their knowledge across the curriculum. For example, Year 6 were producing a series of graphs to record changes in air and soil temperature using data collected as they climbed Calver Hill during their residential visit to at Prior House.

- 40 Planning in English, mathematics and science is satisfactory and generally includes National Curriculum targets for the knowledge and understanding pupils are expected to acquire. Planning for the delivery of all other subjects is unsatisfactory overall. However the school is aware of this and has identified planning as an area for development and included it in the school development plan. The school has not yet produced detailed schemes of work. This results in a lack of consistency in the development of subject specific skills; and standards of attainment in art and information technology that are below those found in the majority of schools.
- 41 Teachers have a sound understanding and knowledge of most subjects of the National Curriculum. However some members of staff are less confident in their ability to teach all the programmes of study in art and information technology. The supportive team approach within the school allows teachers to draw on the specialist knowledge of colleagues to develop their confidence in subjects where they have less personal expertise. Different organisational patterns are used very effectively depending on the intended learning objectives of the lesson. Whole-class teaching was observed being used to good effect in both key stages to introduce new ideas or to remind pupils of some relevant information. Questioning was well used to probe pupils' understanding. In one design and technology lesson Year 3 pupils were planning how to make a child's toy which would work off a simple circuit board. At the end of the session individuals were given the opportunity to explain their ideas to the whole class. The questions that were asked enabled pupils to go into greater detail and also to clarify their own thoughts. However, teachers do not always allow pupils to expand on their initial response.
- 42 Overall, teachers make good use of all available resources to stimulate interest and to make the learning more relevant. However the use of information technology equipment is not planned as part of their curriculum provision for the oldest pupils. Visits to places of interest, for example Wigan Pier, are used to good effect to support learning. An artist in residence funded by Education Business Enterprise is having a beneficial effect upon the standards being achieved in this aspect of the subject.
- 43 Well established and consistent routines for classroom management and the very positive atmosphere in classrooms help to create a good climate for learning and make pupils want to do well. Pupils' work is marked conscientiously but most of the comments are restricted to encouragement and do not often indicate to pupils what they should do next to improve their work. Homework is set but some parents are not always sure what to expect beyond the regular reading, spelling and tables practice.

The curriculum and assessment

- 44 The educational programme for under-fives is planned according to the programmes of study of the National Curriculum. Account is taken of the 'Desirable Learning Outcomes' for under-fives and provision covers all six areas of learning effectively. Children experience a well balanced programme of learning which places due emphasis on language and literacy, mathematics and personal and social development. The effectiveness of what has been taught is evaluated regularly and assessments made of what children have been learning.
- 45 The school provides an appropriate curriculum for both key stages which adequately covers all subjects and reflects the aims of its mission statement for personal and social development. Statutory requirements for all subjects of the National Curriculum, and those relating to the locally agreed religious education syllabus, are met. A suitable amount of time is allocated every day for the teaching of numeracy and literacy. The half hour given over every morning to silent reading has a beneficial effect upon pupils' attainment.

- 46 There are curriculum policies which provide a focus for planning, and teachers use a common format for both long and short term planning. However, there are no schemes of work showing how the knowledge, understanding and skills are to be developed in each subject as pupils move through the school. As a result in information technology and art, standards of attainment are below national expectations by the end of both key stages. While work is suitable for the majority of pupils, higher attaining pupils are insufficiently challenged to work towards higher levels of attainment in some lessons. This is particularly so at Key Stage 2.
- 47 A process for curriculum review and action planning is broadly outlined in the school's development plan. Staff meet regularly to discuss developments in each subject and have a shared understanding of some priorities: for example the need to improve information technology. However, the school does not yet have in place an overall plan for the monitoring and evaluation of the curriculum.
- 48 The small size of the school means that there are some mixed age classes. There is a firm policy to keep all pupils of the same age together as far as possible. This policy is being implemented and all pupils are receiving the full curriculum for their age group.
- 49 There is a clear policy for special educational needs and careful attention is given to ensuring the appropriateness of the curriculum for pupils who are identified as needing additional support. One child with special educational needs has a specially devised programme of learning because the National Curriculum would be inappropriate. Objectives for other pupils with special educational needs are carefully planned and monitored. Well planned classroom support and good liaison with support services is enabling pupils to follow the work of the class and providing opportunities for additional practice.
- 50 Teachers and classroom assistants give appropriate support to pupils who are learning English as an additional language. Use is also made of advice on pupils' progress and targets for development from specialist language support teachers who visit school occasionally.
- 51 The governors have agreed a policy for sex education, which includes appropriate reference to health education.
- 52 The curriculum is enriched by a satisfactory range of after-school activities including competitive sports, a chess club, music and a junior readers' club. Visits are made to places of local interest and older pupils spend a week at a residential field study centre in Richmond. These experiences contribute to work in geography, science, physical education and history as well as to pupils' personal and social education.
- 53 Satisfactory arrangements for assessment of pupils' work in English, mathematics and science are in place. Regular assessments are made throughout the school and include both teachers' observations of what pupils are learning, and school tests. The outcomes of these are used to identify and provide for pupils who are not making satisfactory progress. However, assessment arrangements are unsatisfactory in other subjects. For example the broad grades allocated for geography and history are not made according to clear assessment criteria.
- 54 A policy for assessment is not yet in place and there is variation in planning for the development of key skills. The various assessments are recorded but are not being drawn together sufficiently to effectively inform curriculum planning. Procedures for identifying and assessing the progress of children with special educational needs fulfil the requirements of the Code of Practice.
- 55 Annual written reports are provided for parents but these do not consistently detail the progress which pupils make in all subjects.

Pupils' spiritual, moral, social and cultural development

- 56 The school's caring and supportive ethos successfully promotes the pupils' spiritual, moral, social and cultural development. The staff work very effectively to develop the individual's self-esteem and to enable pupils to feel secure. Teachers foster respect and trust, and help pupils to develop responsible attitudes towards themselves, other people and their work.
- 57 The provision for pupils' spiritual development is satisfactory. Assembly time allows them to sit quietly, listen to well chosen music and pray together. Acts of worship uphold Christian values and effectively promote the community spirit within the school. Sometimes opportunities are provided for pupils to reflect on the issues contained in the stories read to them. In an infant assembly the teacher gave pupils time to discuss their thoughts about the story of Joseph and his brothers' feelings of jealousy towards him. This helped to develop their self-knowledge and spiritual awareness.
- 58 Pupils' moral development is very effectively promoted throughout the school. They have a clear sense of right and wrong, and are aware of the clearly defined school rules which provide them with a code of acceptable behaviour both in and out of the classroom. Pupils conduct themselves well around the school and respond in a friendly and courteous manner to visitors.
- 59 The provision for social development is good. Positive relationships between pupils and adults owe much to the high standards of personal example set by the staff; and pupils are encouraged to develop self-respect and responsibility. For example pupils are given opportunities to help in the classrooms and to monitor movement around the school when classes come back into the building after playtime. This is leading to good progress in the growth of social skills and awareness. After-school clubs, the residential visit to Prior House, and the working together to provide entertainment for wider audiences such as parents and the local community, are further occasions when pupils can mix socially.
- 60 Pupils have a sound understanding of their own culture. Their horizons and knowledge are broadened when classes undertake visits to places of interest connected with their topic work and when visitors come into school to talk to pupils. For example, a trip to Wigan Pier during the school's centenary year provided valuable stimuli to their studies about life in Victorian times. Opportunities are available for pupils to learn to play musical instruments and to engage with professional artists. The study of other cultures is less well developed and there are only limited opportunities for pupils to gain an insight into the rich diversity of other cultures and ways of life.

Support, guidance and pupils' welfare

- 61 The school provides a safe place for pupils to work and play. Children enjoy attending the school and feel free to express themselves within it. There is sound monitoring of pupils' progress in English, mathematics and science, supported by significant amounts of data. The information obtained from the parents' meeting and questionnaire returns indicates general satisfaction with the information the school provides. However, the comments made when teachers mark books do not always give enough direction to enable pupils to improve their work. School reports are made available approximately one week before a meeting at which parents are invited to discuss their child's progress. This serves to provide focus for the discussion between parents and their child's teacher.

- 62 The behaviour of pupils is good, with a high level of personal responsibility and respect for others evident throughout the school. Good discipline is promoted by a school reward system, and rules relating to conduct and behaviour, which have been agreed by pupils, are displayed in classrooms. Evidence from parents indicates that they are pleased with the level of discipline which the school provides. They confirm that any incidents of bullying are dealt with quickly and efficiently.
- 63 The very good levels of attendance evident throughout the school are supported by the maintenance of thorough recording of reasons for pupils' absence.
- 64 A high priority is given to pupils who are on the special needs register. Individual education plans are developed for children when appropriate and progress is reviewed twice a term. The progress of statemented pupils is reviewed by the Complex Learning Difficulties Unit. Records in relation to the progress of special educational needs (SEN) pupils are good and kept well up to date.
- 65 Very good systems exist to promote pupils' health and safety. There are good procedures in place for first aid; and safe practices in lessons when handling equipment or working on apparatus are continually emphasised to pupils. Safety rules are contained within the staff handbook. The importance of pupils' safety during visits outside the school is taken very seriously. Procedures for dealing with incidents of possible abuse are good, with provision for the involvement of outside professionals if necessary. The headteacher takes responsibility for child protection.

Partnership with parents and the community

- 66 Parents make a positive contribution to the life of the school. An active Parents, Teachers and Friends Association holds well supported fund-raising and social events and substantial amounts of money are raised to benefit the school. Some parents and grandparents provide additional support within the classroom and this has a very positive effect on pupils' learning. Evidence from parents show that they are encouraged to play a part in the life of the school and that staff are approachable.
- 67 The quality of information for parents is generally satisfactory. Letters sent to parents are of good quality but there are indications from the parents' meeting that information is sometimes provided late, although delivery has recently improved. Parents welcomed the newsletter which the governors have started to send out. Information for new parents is clear and detailed and includes some useful suggestions on how parents might help their children at home. The quality of the annual end of year reports is inconsistent. While some give insights into progress, others emphasise the enjoyment of a subject or the effort made by an individual and do not explain clearly enough the strengths and weaknesses in pupils' attainment and what might be done to improve the quality of work. The prospectus, although well presented, does not include all the required items.
- 68 The help that parents give in relation to their children's progress is satisfactory. Pupils' progress in reading is enhanced by the use of home reading materials and notebooks in which parents make comments upon their child's progress. Parents express satisfaction at the amount of work which pupils are expected to undertake at home but they are not always sure what homework to expect.

- 69 The school is an important focus in the life of the village community and it hosts a number of activities: for example, the “Words on Walls” project. Pupils’ attainment and progress is significantly enhanced by links with a number of outside agencies. These include the Life Education Unit which has been used to assist with teaching of health-related issues; and the School Dental Service, the services of which have promoted curriculum links with science. Pupils are also involved in the designing of a garden within the school grounds to act as a permanent memorial of the school’s centenary which was celebrated last year. The cost of this project is being partially funded from money donated by a large international retail company and Pendle Council. Year 6 pupils benefit from a residential week at the Prior House outdoor recreation centre and the choir visits the Airedale Hospital, where they entertain the patients. Social skills for Key Stage 2 pupils are enhanced by assisting at school coffee mornings and concerts.
- 70 Links with the local high school are good. Pupils have benefited from participation in local sports tournaments and an arts festival. Those transferring to the local high school have the advantage of meeting GCSE-stage pupils, who assist at Kelbrook with physical education and music classes.

The management and efficiency of the school

Leadership and management

- 71 The positive ethos that exists in the school has been established and maintained through the leadership of the headteacher. She has a substantial teaching commitment but despite this has developed an environment in which all members of staff are committed to meeting the needs of the pupils. There is now a need to build on this firm foundation to ensure there is more active involvement of all senior staff in the management of the curriculum. Currently no systems are in place to monitor and evaluate classroom teaching and curriculum provision across the school. Subject co-ordinators are not given the opportunity to monitor planning or to undertake other aspects of their role.
- 72 The governing body has undergone a change of personnel in the last twelve months. It is beginning to take a more strategic role in the life of the school and is well led by a knowledgeable chairperson. An efficient system of committees allows the governors’ responsibilities to be discharged conscientiously. However, some of the requirements regarding the contents of the school prospectus are not met. The reports the school sends out to parents on pupils’ attainment do not consistently include comments on progress in all curriculum subjects. The school’s policy for equal opportunity is successfully put into practice and helps to ensure that all pupils have access to a broad and balanced curriculum. The caring ethos and the fostering of respect for the individual helps to promote this aspect. Special educational needs requirements are met with regard to the Code of Practice. Well considered individual education plans indicate clear targets and programmes of learning.
- 73 Arrangements for the day-to-day management of the school are effective and the headteacher receives good support from the part-time school secretary. The school’s aims are fully met.

Staffing, accommodation and learning resources

- 74 All staff are appropriately qualified and experienced. They work well together as a team and show a high level of commitment to the school and all its pupils. There are two part-time teachers who contribute fully to the work of the school as a whole. The pupil/teacher ratio is above that in most primary schools but the headteacher's sharing of the teaching of one class with a part-time teacher enables class sizes to be kept at a reasonable level.
- 75 Full-time and part-time staff co-ordinate one or more subjects and these responsibilities are well matched to individual curriculum specialisms and interests. However, there is a general lack of subject knowledge in art and information technology.
- 76 Classroom assistants have a positive effect on children's learning. They are deployed well to support both groups and individuals. They clearly enjoy their work and make a significant contribution to the school. One assistant is currently following the Specialist Teacher Assistants course and this is extending her expertise in supporting the teaching of English and mathematics. The school successfully involves itself in the training of nursery nurses.
- 77 There is a comprehensive system of appraisal and this is an integral part of staff development. Staff have attended appropriate courses in recent years and subject co-ordinators attend area meetings run by the Local Authority. There is an appropriate link between staff training and the school's development. This year the information technology co-ordinator has been helping staff with the use of computers and computer programmes.
- 78 The school is accommodated in an attractive Victorian building which has recently been imaginatively extended. Three new classrooms have enhanced the quality of provision. The creation of a library and a resource room enables pupils to gain independence in locating and using information from both books and a computer encyclopedia. This room houses central resource materials and is very well utilised for small group teaching and specialist tuition. The staff room is small and in need of refurbishment. Interesting displays contribute to the quality of the learning environment. The school grounds provide two small playgrounds and a large sloping field which is sufficient for sport and play purposes.
- 79 The premises are very clean and generally well maintained but improvements to the toilet areas for pupils and adults are needed.
- 80 Resources are satisfactory. There is a good stock of information books in the central library with old books having been replaced. Much of the fiction stock is older but includes a suitable range of story and picture books which are supplemented through a loan scheme. The combination of a small central collection and class libraries gives pupils ready access to a satisfactory range of literature. Information technology resources have been built up but some computers need upgrading or repairing. Older pupils do not have classroom access to a computer and this is inhibiting their progress.

The efficiency of the school

- 81 The management and control of the school's finances are good. In the past two years a reduction by the LEA in the standard number of pupils for admission and unexpected additional staffing costs, resulting from staff absence, have resulted in a significant financial deficit. However, the school has taken appropriate action in the current financial year to significantly reduce the planned overspend. The issues raised in the latest auditor's report have been successfully addressed. Next year the school plans to buy in the support of the Local Authority Bursar Service in helping to plan and monitor the budget. The governing body has a finance committee that meets to monitor and review spending patterns.
- 82 The school development plan outlines current priorities, although not all of these are costed. Recent spending to provide more classroom space has had a beneficial effect on the quality of education provided by the school. Also, money has been allocated out of the school's own budget to support special educational needs provision which had a good effect on the progress made by special educational needs pupils. Special funding provided for staff training is used to benefit the needs of the school.
- 83 Efficient use is made of staff time in ensuring where possible that pupils are taught with pupils of their own age. Staff give generously of their time to provide extra activities for the pupils: for example, a chess club and music groups. The accommodation is well used and resources are of a satisfactory quality except for some of the computer hardware.
- 84 Most pupils make satisfactory progress during their time in school and personal development is good. The school provides satisfactory value for money.

PART B: CURRICULUM AREAS AND SUBJECTS

Areas of learning for children under five

- 85 The spread of attainment of children on entry to school is similar to the national average. Three-quarters of the children enter school having previously attended nurseries. They make sound progress overall in the reception class and almost all children are reaching the national 'Desirable Learning Outcomes', in all areas of learning, by the time they are five. They move smoothly into the first level of the National Curriculum.
- 86 Attainment in language and literacy is in line with national expectations. Children talk about what they are doing and several are confident in raising their own questions. They are gaining awareness through role play of how to adjust speech to different situations and their participation in activities shows that they have listened to adult guidance and instructions. All children have their own reading books and use a class collection of well chosen picture and story books. They read with adults most days and show enjoyment and understanding in their use of books. Several children are reading words accurately in their reading books. All children recognise some letters and are associating them with their sounds. They are learning to write by using their fingers to make correct letter forms in sand as well as on paper. However, their understanding of how print can be used to communicate meaning is developed less fully.
- 87 In mathematics, children are attaining expected levels. All can count to at least 10 and many recognise and can order written numbers from 1 to 10. They are gaining awareness of the meaning of the plus symbol in recording simple addition. Counting is used in play through such activities as setting the table but children are not provided with sufficient opportunities to use addition and subtraction in these practical situations. They recognise simple shapes and are beginning to use appropriate mathematical language to talk about properties such as corners. Their understanding of how to sort things into groups according to their number, shape and size, is developing well through a variety of experiences. These include sorting toys according to whether they are old or new.
- 88 The children's knowledge and understanding of the world is above expected levels. Their close examination of toys shows confident skills in investigation. Many can identify and operate winding, pulling and pushing mechanisms. They can talk about their past and present experiences and observations, and distinguish between old and new toys by identifying such characteristics as cracks and repairs. Children are gaining skills, such as skipping and jumping, to move across a large space and can combine a sequence of three movements. They can throw and catch a ball and are also developing skills in aim and control. However, limited use of large apparatus is affecting progress in skills such as climbing and balancing. Control of finer movements is generally good. Many children can fit small pieces of construction equipment together and most use small tools such as scissors and pencils with reasonable dexterity.
- 89 Children's creative development is in line with national expectations. They listen and respond to music with enthusiasm. Their responses show recognition of fast and slow tempo and they are gaining awareness of long and short sounds. Children enjoy singing together and remember some songs from memory. In creating pictures they are developing skills in representing the detail of what they have observed. Exploration of sound, colour and form is being promoted less fully.

- 90 Teaching of under-fives is good. Clear instructions and explanations ensure that children understand what they are to do and achieve. Activities are well organised and resources are very well chosen and used. Children are presented with challenges which extend their thinking and investigation, such as making a car with wheels that turn. They are guided well in their learning through good staff deployment and effective support from an experienced nursery nurse. Well focused group teaching is combined with support for individuals which encourages them to persevere. Adult intervention in some play activities is insufficient to effectively focus and extend children's learning, but overall, there is an appropriate balance between adult directed activity and children's initiation of their own enquiries.

English, mathematics and science

English

- 91 The school prioritises the teaching of basic skills in spoken language and literacy. By the end of both key stages pupils are meeting national expectations for standards of attainment in English. This finding is consistent with 1997 test results for seven year olds where the percentage of pupils reaching the expected level was not significantly different from the national average. Although 1997 test results showed the percentage of eleven year olds reaching the expected level to be below the national average, their attainment this year is in line with national expectations. One third of pupils in last year's group of just ten had special educational needs. These pupils reached the targets set for them and realised their potential but they did not reach the level expected nationally. This disproportionately influenced the overall statistics in a small year group.
- 92 Effective classroom support is enabling pupils with special educational needs to work successfully towards clear targets identified on their individual educational plans.
- 93 By the age of seven, pupils' speaking and listening skills are in line with national expectations. They contribute to class discussions with confidence and show, by making relevant comments, that they have understood what they have heard.
- 94 By the end of Key Stage 1 attainment in reading is in line with national averages. Pupils read accurately and use their knowledge of letter sounds to tackle new words. Understanding of what has been read is evident in their completion of simple comprehension exercises and in responses to questions.
- 95 Attainment in writing is in line with national expectations. Handwriting is legible and many pupils are joining letters. They use their knowledge of letter sounds and sources of reference such as word lists to spell new words. They are able to develop their ideas in a sequence of sentences and show awareness of how to use full stops and capital letters.
- 96 Progress in Key Stage 1 is satisfactory in all aspects of the subject. In speaking and listening pupils are gaining skills in taking and conveying a message accurately through engaging in role play at an "Emergency Centre". They are developing their ability to attend to what others say by listening to tape recordings and are learning to explain things by drawing upon their own experiences when responding to events in stories. In reading, teachers choose books to read aloud to pupils carefully and are extending pupils' awareness of story events and characterisation appropriately. Systematic reading practice and the involvement of parents in hearing children read at home is promoting sound progress in the development of reading skills. In writing, pupils are developing their ability to form letters clearly and can, through regular practice, construct sentences with correct spellings. They are gaining skills in building sentences and in writing more sustained pieces of work.

- 97 By the time they are eleven, pupils' speaking and listening skills are in line with those found in the majority of schools. They can discuss and explain things and present the main points or events. Pupils speak clearly about their experience of a recent field trip, making appropriate use of technical vocabulary.
- 98 Standards in reading are in line with national expectations. Almost all pupils are reading fluently by the end of Key Stage 2 and show some knowledge of different authors and types of fiction, such as adventure and horror stories. However, the range of some pupils' reading is too narrow for them to be able to evaluate and explain qualities in literature. This is a contributing factor to pupils' failure to reach higher levels of attainment. They know how to use a library catalogue to find books, and can use the contents and index pages of texts to locate precise information.
- 99 Standards of attainment in writing are broadly in line with those expected nationally by age eleven. Pupils are writing independently and are able to organise their ideas in writing, using correct sentence structure. However, their ability to sustain their writing to develop a full account of events or to compose an interesting story is insufficiently well developed.
- 100 Progress in Key Stage 2 is satisfactory overall but is better in reading than in writing. Pupils listen and answer questions clearly but their skills in reasoning and justifying their own opinions are developing less well. In reading, sound progress is being made through daily silent reading and class and group readings which are led by the teacher. Younger juniors were interested and attentive in following and reading "The Ice Palace" together as a class. They were not only developing accuracy and fluency in their reading, they were also gaining appreciation of the use of language to describe a place and a character. However, the range of their writing lacks variety; and their ability to choose interesting words for different purposes and to achieve different effects, is limited. Pupils are sometimes left to write on their own for too long without guidance.
- 101 Teaching is never less than satisfactory throughout the school and there is some good teaching at Key Stage 1. The work set is generally well matched to pupils' prior attainment. During the inspection younger Key Stage 1 pupils were being appropriately supported by writing together in pairs while others were developing their own stories individually. At Key Stage 2 teachers give clear instructions and explain things well. They provide good individual support. However, group teaching of key skills is insufficiently focused and the capabilities of some pupils are not being sufficiently extended. Too little time is spent helping pupils to plan, redraft and improve what they have written. Writing and editing the school magazine is enabling some children to develop these skills but not all children are involved in this. When pupils are writing in other subjects, such as geography and religious education, copying text is inhibiting progress in both composition and the use of grammar, punctuation and spelling.
- 102 Pupils' response in English lessons is good overall, at both key stages. They generally participate well in class discussions. However, at Key Stage 2, not all pupils become fully involved and some are not extending their ability to convey their opinions. Pupils throughout the school show interest in reading, both when reading aloud and when reading silently. Their response to writing is satisfactory but less consistently so at Key Stage 2 where some children are easily distracted and do not always persevere. Throughout the school the quality of work presented varies from good to unsatisfactory.

- 103 A policy is in place for English, and staff are clearly committed to improving standards. However, strategies for raising attainment have yet to be defined. Long term planning is hampered by the absence of a scheme of work which shows how skills are to develop throughout the school. Similarly, while suitable assessment procedures are in place, these are not yet sufficiently integral to the programme to effectively inform planning. The co-ordinator has expertise in the subject and has begun to develop a scheme of work, based on the guidelines of the Local Authority.

Mathematics

- 104 Standards of attainment in mathematics are in line with national expectations at the end of both key stages. Current practice reflects the results of last year's National Curriculum tests where the proportion of pupils attaining the expected levels, at the end of both key stages, was in line with the national averages.
- 105 At the end of Key Stage 1 most pupils can add and subtract numbers to twenty. They have a satisfactory knowledge of two dimensional shapes, including pentagons and hexagons. Pupils are given practical experience of handling money and know how to tell the time. They confidently estimate length and measure using a decimeter stick. At the end of Key Stage 2, pupils can solve complex number problems and most make sound use of their table knowledge. They have a satisfactory understanding of decimals and fractions. Pupils show good data handling skills in producing graphs to show, for example, the frequency of visits made to the school's playground by different birds. Mathematical skills are successfully used in geography based activities linked to a recent residential school visit.
- 106 Progress in the development of mathematical skills is satisfactory throughout both key stages. Younger Key Stage 1 pupils are successfully developing their knowledge of number bonds to ten by applying their knowledge to simple subtraction problems. This work is suitably reinforced by individual pupils' use of a computer number programme. Older pupils soundly develop their mathematical understanding of shape by measuring the diameters and radii of circles.
- 107 Pupils enjoy mathematics. They apply themselves well and, when required to work in groups or pairs, they do so co-operatively. Their positive attitudes contribute to the standard of their work, but sometimes standards of presentation are unsatisfactory.
- 108 The quality of teaching is satisfactory. Teachers are generally confident in their teaching and classroom management is good. In most of the lessons observed, teachers used questioning well to allow pupils to explain how they arrived at answers. Pupils with special educational needs are given appropriate support. All teachers use commercial materials well and planning shows that all programmes of study are addressed. However, learning objectives are not always clearly indicated in planning or assessment opportunities consistently identified. Pupils are tested on a regular basis in addition to the nationally prescribed tests, but the test results are not yet fully analysed to set future targets.
- 109 The school has a policy but no scheme of work for mathematics. Opportunities are not provided for the co-ordinator to monitor and evaluate the subject during lesson time. The co-ordinator is hard working and conscientious and has developed a portfolio of assessed work that clearly exemplifies National Curriculum levels. Resources are adequate for the teaching of the subject and National Curriculum requirements are met.

Science

- 110 The standards of attainment in science at the end of Key Stage 1 are in line with national expectations. These standards are reflected in the 1997 National Curriculum assessments when the percentage of pupils reaching the expected level was not significantly different from that found nationally. Pupils are able to sort a range of different materials into groups according to whether they are smooth, hard, rigid, flexible or sharp. They record their findings using simple illustrations and labels. In Year 2 pupils can describe ways in which butter, jelly, chocolate and cheese are changed through heating. They know that water can be a liquid, a solid or a gas depending on its temperature. Progress is satisfactory. Pupils are developing their investigative skills as they predict what might happen before they try out their ideas.
- 111 The attainment of pupils at the end of Key Stage 2 is also in line with national expectations. They are able to set up circuits and interpret circuit diagrams in a way that shows they have a good understanding of their function. For example, pupils can explain why a bulb fails to light when an electric circuit is broken. They talk confidently about their work, and are prepared to put forward suggestions. Progress is sound overall. Older pupils make progress in identifying and grouping living things and in learning about forces. Progress in the development of skills is less consistent. Year 6 pupils extend their ability to investigate scientific processes when they are challenged to predict, raise questions and record results. However, they are provided with only a few opportunities to organise and control an investigation in a measured way. Progress for pupils with special educational needs is good as a result of effective support. In the 1997 national tests the percentage of pupils achieving the expected level was not significantly different from that found nationally.
- 112 Pupils' attitudes towards their work in science are good. They listen attentively and take part in teacher-led discussion. Pupils engage well in practical activities, sharing resources and supporting each other. Behaviour is good and the atmosphere in classes relaxed. Pupils enjoy the challenge of investigation and the excitement of subsequent discoveries.
- 113 The quality of teaching is satisfactory throughout both key stages. All teachers have a sound understanding of the subject. They deliver clear introductory explanations and engage in discussion with pupils to explore their levels of understanding. Teachers ask relevant questions and carefully explain difficult concepts. For example, Year 3 pupils were encouraged to draw upon their own experiences of the uses of electricity in the real world as a means of reviewing their knowledge and understanding of circuits. Practical activities are well organised and good use is made of all available resources. Teachers move around the groups listening carefully to pupils' explanations and pose probing questions to challenge their thinking.
- 114 There is a policy for science and a curriculum map detailing the topics to be covered over a two year period. However, there is no scheme of work detailing how pupils' knowledge, skills and understanding are to be developed as they move through the school. Procedures for assessing pupils' attainment in science are satisfactory overall but insufficient use is being made of the information to advise curriculum planning. Resources are adequate, well organised and accessible.

Other subjects or courses

Design and technology

- 115 Pupils enter Key Stage 1 well prepared for National Curriculum and by the age of seven standards of attainment in design and technology are in line with national expectations. Overall they make sound progress although some higher attainers could be challenged further. In Year 1 pupils drew on their own experience to design and illustrate a fire engine or a police car. They have learned to handle simple tools and cut and glue with confidence. After joining boxes and other materials together to represent their drawing they applied a coat of red paint to give their model an authentic appearance. They used construction kits effectively to follow a design when making models such as cars or helicopters.
- 116 Good progress is made in Key Stage 2 as pupils' designs become more sophisticated and by the age of eleven standards of attainment are above national expectations. Year 3 pupils showed a good awareness of design requirements as they produced plans for an electronic board game. Their plans were very effectively evaluated by the whole class. Older pupils used construction kits to explore the function of gears. They were able to explain to the rest of the class how their models worked and how energy was transferred. Technology is used to support learning in other subjects, such as science; and pupils have designed and made their own musical instruments to show how different sounds can be produced. They have also been involved in the designing of the school's Centenary Garden. This is giving them valuable experience of working on a much larger scale project.
- 117 Pupils' attitudes and responses to design and technology are good. They concentrate well and work with enthusiasm and a great deal of interest. They generally take a pride in the finished quality of their work and handle tools and equipment with care. When they are involved in group tasks, they co-operate well and work sensibly together.
- 118 The quality of teaching is good overall and sometimes very good. Teachers have a good appreciation of the relationship between the designing and making elements within the subject. They plan carefully to develop pupils' confidence in moving from the design to the constructing. A good range of activities are provided using a wide range of materials including fabrics, food and construction kits. Work is constantly monitored and well supported by the teachers who provide good feedback to the pupils. They do not interfere in the making process but allow pupils to try out their own ideas to find solutions to problems. Opportunities are sometimes missed to develop skills in other areas of the curriculum. For example, older pupils were asked to copy from a worksheet how they made pizza instead of being allowed to write up their own notes from memory.
- 119 There is a clear policy which outlines aims, and the subject meets the requirements of the National Curriculum. However, though there is a curriculum map, there is no scheme of work to provide guidance for less confident teachers and to improve the assessment of work. Resources are good.

Information technology

- 120 Pupils' attainment in information technology is below national expectations at the end of both key stages. Although they use information technology to make progress in other areas of the curriculum, especially younger Key Stage 1 pupils, most make insufficient progress in developing information technology capability.

- 121 At the end of Key Stage 1 pupils are able to enter short pieces of text but only a few are able to amend it without help. They produce satisfactory work related to topics studied in religious education and science. A lack of familiarity shown by a significant minority of pupils with the computer keyboard results in letter recognition being weak and this restricts progress. At the end of Key Stage 2, a small minority of pupils can use graphics programmes to create pictures and can load, save and retrieve. However, the operational skills of most pupils are under-developed. For example, some pupils do not know how to delete words and replace texts efficiently. Some pupils are confident at accessing and using information technology programmes and have produced a school magazine of very good quality. However, for most pupils, the skills in all of the strands identified in the National Curriculum information technology programme of study are underdeveloped.
- 122 Pupils' response to the use of information technology is good in both key stages. Pupils of all ages enjoy using computers when given opportunities to do so, especially the CD ROM. During the week of the inspection younger Key Stage 1 pupils were given good opportunities to consolidate their number skills by using a mathematics computer programme, working on their own with minimal supervision.
- 123 No direct teaching was seen during the inspection. Curriculum planning in most classes includes reference to information technology. However, in one class no reference is made to the subject being a part of the taught curriculum. The lack of planned opportunities for pupils in this class to develop and use their information technology skills has an adverse effect on the standards attained. Discussion with some members of staff indicated a lack of expertise and confidence in the teaching of this subject.
- 124 The co-ordinator has worked hard to develop the subject and is very aware of the need to improve standards. She has conducted a useful audit to identify areas for development and produced some curriculum guidance materials. No opportunities are currently provided for her to monitor and evaluate classroom practice or curriculum plans. There is no detailed scheme of work for information technology that indicates the skills to be taught and identifies assessment opportunities.
- 125 The school has purchased some new equipment but some older machines need to be replaced. During the week of the inspection, Key Stage 2 pupils in the upstairs rooms did not have classroom access to a working computer. The school has targeted information technology for improvement in its development plan.

History

- 126 History did not feature in the teaching programme for any class, other than the reception class, during the inspection and there was little recent work available for scrutiny. This made it impossible to make a judgement on standards of attainment and teaching. However, there is evidence that history appears appropriately as a part of the school's curriculum. For example, a trip to Wigan Pier during the school's Centenary Year provided a valuable stimulus for pupils learning about Victorians. Although there is no scheme of work, it features in teachers' planning of project work. There is a good collection of resources. These are well organised within topic boxes which relate to the elements of the National Curriculum. There is also a good set of information books in the school library.

Geography

- 126 Standards of attainment in geography are in line with national expectations at the end of both key stages.
- 127 By the age of seven, pupils are able to identify and talk about significant buildings and locations in Kelbrook and can represent these on simple pictorial maps which show relationships between different landmarks. They make use of aerial photographs and their own observations to ask and respond to questions about the village. Their ability to compare and contrast features of different localities is less well developed.
- 128 By the time they are eleven, pupils can identify important physical and human features of places and can use their knowledge of these features to make comparisons between their own locality and other places such as Richmond. They are using appropriate technical vocabulary and have acquired skills such as the use of a compass in orienteering. Pupils understand the basic features of maps and can make appropriate reference to large wall maps. However, they are not making full use of maps, photographs and books to follow their own enquiries.
- 129 Progress is satisfactory overall but there is some inconsistency owing to the lack of a scheme of work to guide teachers. At Key Stage 1, pupils are learning about the human features of the locality of the school through such topics as "People Who Help Us". In Key Stage 2, a valuable residential field work experience promotes good progress in identifying land features. Over-reliance on copying and completion of worksheet exercises is limiting the development of skills of geographical enquiry and research into different places and ways of life.
- 130 Teaching is satisfactory at both key stages. Clear introductory discussions draw well upon pupils' knowledge and experience of places and journeys. Tasks are explained clearly but are not always well matched to pupils' different levels of attainment. Some pupils are insufficiently challenged to use and extend what they know by comparing features of different places and countries. At Key Stage 1, those who live in Kelbrook were encouraged to share their knowledge and respond to questions. Good use was also being made of photographs to stimulate enquiry and discussion about the immediate locality.
- 131 The response of pupils in geography lessons is satisfactory at both key stages. Pupils have a positive attitude towards the subject and generally apply themselves well. Their attention and interest wavers when tasks are too easy and do not require more than the identification of landmarks on maps. When they are challenged to make use of and investigate information they concentrate well.
- 132 A scheme of work is in the process of being drawn up and this needs to be fully developed and implemented in order to ensure that there is progression in learning from one class to the next. There are currently no overall procedures in place for the assessment of geography in order to inform future developments.

Art

- 133 Progress throughout the school is not consistent between classes and is unsatisfactory overall. This leads to standards of attainment in art by age seven and eleven which are below those expected nationally. There are however examples of good work to be found in both key stages. A suitable range of media and materials is provided for pupils. They are able to use a variety of techniques including painting, stitchcraft, collage work and observational drawing at which they become increasingly competent.

- 134 In Key Stage 1 the pencil sketches by Year 2 of Kelbrook Church, the village shop and the school show a good eye for detail. In Key Stage 2 very good work has been produced by some Year 6 pupils working alongside a visiting artist. They were asked to observe the works of a range of artists, for example Paul Klee, and make their own interpretations using torn tissue paper, acetate sheets, poster pens and pastels. The finished products have been made into greetings cards and are on sale in the school.
- 135 The school is currently involved in a community arts project entitled “ Words on Walls”. The object of the exercise is to train volunteer adults through workshops, enabling them to cut words into the stone of the school building and playground wall. The words are to be chosen by the pupils and will describe elements of the surrounding countryside and objects familiar to them. It is envisaged that the pupils will take rubbings of the words and use these as the basis for sentences and poems on the countryside and other themes. This activity is helping to extend pupils' understanding and knowledge about craftsmen.
- 136 No judgement can be made about the overall quality of teaching as only one art lesson was seen during the inspection. This was taken by the co-ordinator and was good. The pupils worked with enjoyment and commitment, taking a pride in what they were doing. They were able to work collaboratively in their groups to produce a collage of “Helpers,” in this case a policeman and a lollipop lady. Discussions held with staff showed there to be some lack of confidence in delivering all aspects of the subject.
- 137 There is a policy for art but no scheme of work. The co-ordinator recognises the need for more guidelines to be produced detailing how pupils’ knowledge, skills and understanding are to be developed as they progress through the school.

Music

- 138 Pupils' standards of attainment in music at seven and eleven are as expected for their age. At the end of Key Stage 1 pupils know a range of songs and sing tunefully to the accompanying piano and tapes. They appropriately choose instruments and show a developing awareness of tempo and rhythm, for example, when playing accompaniments to songs from 'Dumble the Dinosaur'. At the end of Key Stage 2 pupils sing well and are able to articulate their words clearly. They confidently perform their environmental songs, linked to a residential visit, and some pupils successfully explore and select sounds to express their ideas. During the week of the inspection pupils developed their listening skills in assemblies, by listening to recorded music composed by Beethoven.
- 139 All pupils are able to take part in school musical productions at different times of the year. Their collective efforts are much appreciated by parents and the standard of performance is high. Progress in the development of musical skills is variable throughout the school but satisfactory overall. Pupils who are members of the school choir and those learning to play the recorder or violin make good progress.
- 140 Pupils enjoy music lessons and talk with great enthusiasm about their involvement in school productions. They co-operate well together and behaviour is good. Whilst all pupils with special educational needs take a full part in lessons, one pupil in particular, with a physical disability, benefits greatly from her involvement in the school choir.

- 141 During the week of the inspection most of the teaching seen was that provided by a music specialist who works in the school on one morning every week. It was of a good standard. Despite the very limited time available, she managed to successfully incorporate most aspects of the programmes of study into her lessons. In the one class lesson seen, teaching was satisfactory, with commercial materials very successfully used. For example, pupils gained much enjoyment from listening to a recording of "The Flight of the Bumble Bee". The peripatetic violin teacher provides teaching of good quality.
- 142 Statutory requirements are met over the year but some programmes of study are less well covered than others. In one class there was little evidence that musical ideas introduced by the music specialist are adequately developed by the class teacher. The recent introduction of a commercial scheme is proving to be beneficial in Key Stage 1 but as yet has not been extended to Key Stage 2. The continuous assessment and recording of pupils' musical skills is unsatisfactory.
- 143 The co-ordinator is aware of the need to provide a more balanced programme but does not have an adequate amount of time to develop the subject further, although she is very conscientious and gives up a large amount of her own time in supporting the subject's development. Resources are adequate and accessible. The school choir takes part in out-of-school events including the Pendle Schools' Music Festival.

Physical education

- 144 Pupils make good progress overall in physical education and, by the ages of seven and eleven, their levels of attainment are above national expectations especially in dance and gymnastics. A key element in the good progress made in Key Stage 1 is the attention given to controlling movement and body shapes, so that sequences can be built up in gymnastics. These skills are transferred to pupils' work in dance and used to enhance their ability to develop a response to the music controlling speed, shape and direction. As a result, by the end of the key stage, pupils are able to interpret and explore ideas as they react with feeling and understanding to different rhythms and moods. In gymnastics they practise hard to improve the range and quality of their performance.
- 145 Good progress is made during Key Stage 2 as pupils widen their range of experience. They have developed good gymnastic skills which they can utilise safely in more complicated sequences of movements. Pupils have a good sense of balance and their agility and co-ordination allow them to work on the floor or on apparatus with confidence. A good standard is being achieved in dance, and older pupils are able to bring grace and expression to their movements in response to pieces of music. During lessons most of the evaluation is carried out by the teacher. Pupils are not developing the insights or vocabulary to be able to comment constructively on the strengths of a performance and to suggest what improvements might be made. Standards of attainment in swimming are in line with national expectations.
- 146 Pupils' attitudes and responses to their learning are good throughout the school. They participate with enthusiasm in physical education lessons and respond well to the challenges presented to them by their teachers. They listen carefully to instructions and behave sensibly when moving and working on gymnastic apparatus. All pupils take a pride in their performance, and standards of dress are high.

- 147 The teaching of physical education is good overall and sometimes very good especially within Key Stage 1. All the lessons seen were well planned and moved very smoothly from one activity to another without much interruption to the flow. Teachers constantly assessed individual performance and on occasions demonstrated correct techniques to the class. In one dance lesson, a child with physical disability was very well supported by a non-teaching assistant, enabling her to play a full part in the lesson which she did with obvious enjoyment and commitment.
- 148 National Curriculum requirements are met. The school offers a broad and appropriate range of physical education activities which include gymnastics, dance and games throughout both key stages. Athletics and swimming are taught in Key Stage 2. A period of residential experience which includes outdoor and adventurous pursuits is an annual event for older pupils which enhances their skills and improves their confidence. There are good opportunities for extra-curricular sport; and team games in particular, contribute much to the development of pupils' skills and understanding. Resources are adequate though the hall used for dance and gymnastics is small and used also to store chairs and book cases. This sometimes limits the range of pupils' responses.

Religious Education

- 149 During the week of the inspection only one lesson was seen. However, evidence from discussions held with pupils and staff along with an examination of teachers' planning and pupils' work provides enough evidence for judgements to be made.
- 150 Standards of attainment at the end of both key stages are in line with those found in most schools. Pupils at the end of Key Stage 1 are able to explain their understanding of religion, and religious ideas. For example, they are able to give their own interpretation of the New Testament story Jesus told about the wise man and the foolish man. They write their own explanations that clearly express their ideas about the reasons for not being greedy. At the end of Key Stage 2, most pupils show a sound understanding of Christianity, but their knowledge of other world religions is less secure. On occasions pupils are expected to copy text rather than generate and write their own thoughts.
- 151 Overall progress in religious education is satisfactory across both key stages. Pupils have gained some knowledge of world religions by visiting a cultural exhibition and a local mosque. In the one lesson seen, pupils responded well but were not given opportunities to discuss their own ideas in groups. Pupils develop a good understanding about the need to help under-privileged groups through, for example, their active involvement in 'Operation Christmas Child'. Pupils respond well to the subject and are very willing to talk about the work they have done.
- 152 It is not possible to make an overall judgement about the quality of teaching. In the one lesson observed the teacher had good subject knowledge and the lesson had a clear focus. However, not enough time was provided for pupils to reflect on their own experiences. Teachers' planning shows that the requirements of the LEA Agreed Syllabus are being met.
- 153 The school has a written policy but insufficient written guidance is given to ensure continuity and progression in the development of pupils' understanding of the subject, especially in mixed age group classes. Resources to support the religious education curriculum have been improved but there is a shortage of religious artefacts to support the teaching of the subject.

PART C: INSPECTION DATA

Summary of inspection evidence

154 The inspection was carried out by a team of four inspectors who were in school for a total of 10 inspector days.

155 During the inspection week:

- * 45 lessons or parts of lessons, representing 23 hours 30 minutes, were observed;
- * all the work from a significant sample of pupils was monitored;
- * the inspectors heard a cross-section of pupils read and held discussions with pupils about their work;
- * teachers' planning files and records, attendance registers and pupil records were examined;
- * discussions were held with teaching, non-teaching and visiting staff.

156 Prior to the inspection week:

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

Data and indicators

PUPIL DATA

	Number of pupils on roll (full-time equivalent)	Number of pupils with statements of SEN	Number of pupils on school's register of SEN	Number of full-time pupils eligible for free school meals
YR- Y6	139	3	24	6

TEACHERS AND CLASSES

Qualified teachers (YR - Y6)

Total number of qualified teachers (full-time equivalent)

5.5

Number of pupils per qualified teacher

25.1

Education support staff (YR - Y6)

Total number of education support staff

4

Total aggregate hours worked each week

108.25

[Primary and nursery schools]

Average class size:

28

FINANCIAL DATA

Financial year:

1996/97

£

Total Income

206,031

Total Expenditure

204,638

Expenditure per pupil

1,562

Balance brought forward from previous year

-14,183

Balance carried forward to next year

-12,790

PARENTAL SURVEY

Number of questionnaires sent out:

100

Number of questionnaires returned:

70

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	40	51	4	4	0
I would find it easy to approach the school with questions or problems to do with my child(ren)	40	49	6	4	1
The school handles complaints from parents well	13	47	17	7	3
The school gives me a clear understanding of what is taught	17	54	17	9	1
The school keeps me well informed about my child(ren)'s progress	27	47	19	1	4
The school enables my child(ren) to achieve a good standard of work	33	49	10	6	1
The school encourages children to get involved in more than just their daily lessons	40	49	7	4	0
I am satisfied with the work that my child(ren) is/are expected to do at home	17	57	14	11	0
The school's values and attitudes have a positive effect on my child(ren)	41	51	4	1	1
The school achieves high standards of good behaviour	36	54	6	3	0
My child(ren) like(s) school	57	34	6	3	0

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