

INSPECTION REPORT

LOMESHAYE JUNIOR SCHOOL

Norfolk Street

Nelson

Lancashire

BB9 7SY

LEA area: Lancashire

Unique Reference Number: 119177

Headteacher: Mr C Robertson

Reporting inspector: Mr I Hocking
T11733

Dates of inspection: 9 - 13 March 1998

Under OFSTED contract number: 511506

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

(to go inside the front cover)

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Basic information about the school

1	Name of school:	Lomeshaye County Junior School
	Address:	Norfolk Street Nelson Lancashire BB9 7SY
	Telephone:	01282 612063
	Head:	Mr C Robertson
	Type of school:	Junior
	Age range:	7 to 11
	Status:	County
	Chair of governors:	S Wicks
	Address:	As above
	Local Authority area:	Lancashire
	DfE LEA/School number:	923 / 2090
	Registered Inspector:	Mr I Hocking
	Dates of inspection:	9 - 13 March 1998

Information about the inspection team

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Mr C Herbert Lay Inspector		Attendance. Support, Guidance & Pupils' Welfare. Partnership with Parents and the Community.
Mr R Coupe Team Inspector	Science Geography Religious Education	Attainment and Progress. Pupils' Spiritual, Moral, Social and Cultural Development.
Mrs M McNeil Team Inspector	English History	Curriculum & Assessment.
Mrs D Williams Team Inspector	Information Technology Art Music	Attitudes, Behaviour and Personal Development. Staffing, Accommodation and Learning Resources.
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Main findings

1 Lomeshaye Junior is a good school where educational standards have risen considerably and are continuing to improve. It is characterised by strong leadership, a hard working staff, good quality teaching and very good relationships.

2 When they begin in this school, most pupils' levels of attainment in English and mathematics are slightly below those expected nationally for pupils of their age.

3 Pupils make consistently satisfactory progress in most subjects. Progress is good in English and physical education, satisfactory in mathematics, history, geography, music, art and religious education. Unsatisfactory progress is made in science, design and technology and information technology. Progress in science is restricted by pupils' limited scientific vocabulary and the fact that the subject has rightly been given less priority than English and mathematics. Pupils' progress in information technology is currently limited by insufficient opportunities to make use of the full range of this technology, although there is satisfactory progress in word-processing.

4 Education standards are satisfactory in most subjects.

5 By the end of Key Stage 2 pupils' attainment in the core subject of English meets the national expectation. Pupils' attainment in mathematics has risen considerably over the last three years and is now only slightly below that expected nationally. In science, design and technology and information technology, pupils' attainment is below national expectation. Pupils attain the expected standard in history, geography, music, physical education, art and religious education. However, it is appropriate to compare the school's standards against those of other schools of a similar nature of which there are less than 5% nationally. When making such a comparison the school's standards are well above the average in English and above average in mathematics.

6 Pupils' reading and writing skills are appropriately developed and most pupils can read with the degrees of fluency and accuracy to be expected of their age. Speaking and listening skills and numeracy skills are average throughout the school.

7 Pupils are happy in the school and take pride in its appearance. They are well cared for by all members of staff. Pupils respond very well in lessons and their attitude towards their work is very good. Good standards of behaviour are evident throughout the school, in classrooms and elsewhere. The school is a happy, orderly and caring community where pupils show respect, courtesy, kindness and consideration to others. The overall quality of pupils' behaviour contributes significantly to their progress.

8 Attendance levels are satisfactory. Pupils involved in extended visits abroad are well supported by the school's extra provision of work. Pupils' punctuality is good.

9 The quality of education is good, overall.

10 In the majority of lessons, teaching is at least good. It is never less than sound in 97% of lessons. Teaching is good in over one-third of lessons, very good in a further one-fifth of lessons and outstanding in two English lessons. Teaching is good in English, mathematics, history, physical education and art. It is satisfactory in all other subjects except in design and technology and information technology where insufficient lessons were seen to make a secure judgement. Except for information technology, music and religious education, teachers are secure in their subject knowledge. They plan very well and are clear about what they expect pupils to learn during lessons. Pupils are given work which is well matched to their ability. Lessons are well structured; teachers give clear explanations and use skilful questioning to develop pupils' thinking. Throughout the school, and in all lessons, teachers justifiably place great emphasis on developing pupils' English language skills. Teachers have good class control based upon the consistent use of a clear set of rules and very good relationships with pupils. Homework provision is well organised, appropriate and contributes to pupils' progress.

11 The curriculum is broad, balanced and relevant to the needs of pupils and meets the statutory requirements. Good quality curriculum evaluation and development is integral to the school's development planning. Curriculum planning is good, providing continuity and progression in pupils' learning. Policies and schemes of work are generally of a good quality and are in place for most subjects. Schemes of work for science and information technology are presently in draft form and an appropriate commercial scheme is being used for music.

12 All pupils, including those who have special educational needs, and those who receive bilingual support, have equality of opportunity and full access to the curriculum. Pupils' learning is enriched through a wide range of visits and visitors to the school. An appropriate range of extra-curricular activities give a significant proportion of pupils enjoyable and worthwhile opportunities for personal development.

13 There is an effective policy for assessment and there are good levels of awareness of assessment procedures amongst the staff. This is evident in practice in which successful links are made between assessment and future planning. Particularly good records are kept of pupils' progress in English and, to a lesser degree, in mathematics

14 The school's provision for pupils' spiritual, moral, social and cultural development is good overall.

15 Provision for the spiritual development of pupils is satisfactory overall. Collective acts of worship fully meet the statutory requirements. Pupils' moral development is good. Moral issues are successfully introduced in religious education and in personal and social education lessons. Pupils are taught the principles which distinguish right from wrong. Provision for pupils' social development is also good, as evidenced by their ability to work and play together in harmony. Pupils' cultural development is good. The school provides a wide range of appropriate visits including theatres and museums, and makes good provision for the development of pupils' awareness of cultures other than their own.

16 There are sound links with parents. The school has an "open door policy" and encourages the full involvement of parents especially through its provision of translated documents. Good links and very good relationships have been established between local industry, commerce and the community in general, all of which contribute to pupils' education.

17 The school's resources are well managed.

18 The school is very successful in fulfilling its aims which emphasise providing a good quality education founded upon the development and use of pupils' skills in English.

19 The headteacher has a very clear educational philosophy and provides strong leadership and guidance. His energy, hard work and high standards provide a good role model for colleagues. He has earned the full confidence and support of staff, governors, parents and pupils.

20 There is an outstanding positive, caring ethos in the school in which all individuals are valued and expectations of them are high. The headteacher has established good professional relationships at all levels and has created a shared sense of purpose and commitment amongst the staff.

21 The governors are committed to supporting the work of the school and carry out their statutory responsibilities effectively.

22 The School Development Plan (SDP) is of a very good quality and provides clear purpose and direction for the management of the school.

23 Leadership roles and responsibilities have been suitably delegated to the staff, all of whom carry out their duties most enthusiastically. This has resulted in improved quality of learning in many subjects, including English, mathematics, art and physical education. The deputy headteacher provides good support to the headteacher by undertaking many of the day-to-day management tasks. The school benefits from a well qualified, experienced and hard working staff. There are very efficient systems for appraisal and professional development of staff which are closely linked to priorities identified in the SDP.

24 Accommodation is spacious with several extra rooms available for specialist use. Very good displays of pupils' work provide a stimulating environment. Attractive outside play areas and the general maintenance of the building have enhanced the environment. High levels of cleanliness are maintained through the diligent work of the site supervisor and cleaning staff. Learning resources are generally satisfactory in quantity and quality and are well organised.

25 The headteacher with the support of the governors provides very good quality financial management for the school. High levels of budget control are in place. Routine administration and all aspects of financial housekeeping are carried out effectively and efficiently by the school administration officer. She presents an efficient and welcoming image of the school.

26 The generally effective contributions made possible by the school's commitment to fund additional teaching and non-teaching staff enable pupils with special educational need to make satisfactory progress. Support to bilingual pupils is well organised and has, in a relatively short period of time, made a very good contribution to the improved levels of pupils' attainment especially in English and mathematics.

27 The school accommodation and learning resources are used efficiently and effectively.

28 When taking into account pupils' levels of attainment on entry to the school, the low unit costs per pupil and the quality of education it provides, the school provides good value for money.

Key issues for action

29 Since his appointment, four years ago, the headteacher has made a substantial impact upon key aspects of the school. In order to fulfil the school's commitment to raising standards throughout the curriculum, the governors, headteacher and staff should:

1. raise standards in mathematics by:
 - a) monitoring the use of the scheme of work;
 - b) reviewing the suitability of the published scheme currently in use;
2. raise standards in science by:
 - a) implementing and monitoring the draft scheme of work;
 - b) systematically developing pupils' scientific vocabulary;
3. raise standards in information technology by:
 - a) implementing the draft scheme of work;
 - b) improving the expertise and confidence of some of the staff;
 - c) providing pupils with greater opportunities to make use of the full range of information technology skills in other subjects of the curriculum.

The school has already identified items 2a, and 3 above, in the School Development Plan for 1998/9.

Introduction

Characteristics of the school

30 Lomeshaye Junior School has been educating the children of the Lomeshaye and Whitefield areas of Nelson for 130 years. In 1975 the school was moved to the present building, which was built in 1905. Extensive work done in 1975 has provided the school with a pleasant, airy building with good facilities.

31 The area from which pupils are drawn consists almost entirely of established terraced housing. There is a high population of families suffering from socio-economic pressure resulting from high unemployment. This is reflected by the number of pupils registered to receive school meals free of charge which, at 50 per cent, is much above the national average.

32 Currently, there are 271 pupils aged 7 to 11 on roll. Pupils are organised into 8 classes of similarly aged pupils plus one other mixed-age class of Year 5 and Year 6 pupils. Almost all of the pupils have previously been educated at the adjacent infant school. The school's intake has a broad range of ability though on leaving the infant school, the majority have levels of attainment which are not significantly below the national expectation. The school has identified 112 pupils as having special educational needs, six of whom have a statement. Approximately 85 per cent of pupils come from homes where English is an additional language; the predominant first language being Punjabi/ Urdu.

33 The school has 10 classrooms, library and English resources centre, an art and technology workshop, a hall/gymnasium, two other teaching areas which are also made available for community use and a refurbished kitchen. There are two playgrounds and a small garden area. The playgrounds, school hall and entrances have been recently refurbished.

34 The school's Mission Statement gives a commitment to 'provide the best possible standard of education to the pupils of the school'. The school's stated aims are in keeping with those of junior schools in general but with high emphasis on the good command of English. The school aims to provide 'a secure, happy and caring environment where children are encouraged to develop their knowledge, skills and abilities and to become independent, self-motivated learners.'

Key indicators

Attainment at Key Stage 1¹

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

Year	Boys	Girls	Total

National Curriculum	Test/Task Results	Reading	Writing	Mathematics
Number of pupils at NC Level 2 or above	Boys			
	Girls			
	Total			
Percentage at NC Level 2 or above	School			
	National			

Teacher	Assessments	English	Mathematics	Science
Number of pupils at NC Level 2 or above	Boys			
	Girls			
	Total			
Percentage at NC Level 2 or above	School			
	National			

Attainment at Key Stage 2²

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

Year	Boys	Girls	Total
1997	34	40	74

National Curriculum	Test Results	English	Mathematics	Science
Number of pupils at NC Level 4 or above	Boys	23	19	18
	Girls	26	19	15
	Total	49	38	33
Percentage at NC Level 4 or above	School	66	51	45
	National	63	62	68

Teacher	Assessments	English	Mathematics	Science
Number of pupils at NC Level 4 or	Boys	17	14	17
	Girls	22	16	18

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

above	Total	39	30	35
Percentage at NC	School	53	41	47
Level 4 or above	National	63	64	69

Attainment at Key Stage 3³

Number of registered pupils in final year of Key Stage 3
for the latest reporting year:

Year	Boys	Girls	Total

National Curriculum	Test Results	English	Mathematics	Science
Number of pupils at NC Level 5 or above	Boys			
	Girls			
	Total			
Percentage at NC Level 5 or above	School	-- (--)	-- (--)	-- (--)
	National	-- (--)	-- (--)	-- (--)
Percentage at NC Level 6 or above	School	-- (--)	-- (--)	-- (--)
	National	-- (--)	-- (--)	-- (--)

Teacher	Assessments	English	Mathematics	Science
Number of pupils at NC Level 5 or above	Boys			
	Girls			
	Total			
Percentage at NC Level 5 or above	School	-- (--)	-- (--)	-- (--)
	National	-- (--)	-- (--)	-- (--)
Percentage at NC Level 6 or above	School	-- (--)	-- (--)	-- (--)
	National	-- (--)	-- (--)	-- (--)

³ Percentages in parentheses refer to the year before the latest reporting year

Attainment at Key Stage 4⁴

Number of 15 year olds on roll in January of
the latest reporting year:

Year	Boys	Girls	Total

GCSE Results		5 or more grades A* to C	5 or more grades A* to G	1 or more grades A* to G
Number of pupils achieving the standard specified	Boys			
	Girls			
	Total			
Percentage achieving standard specified	School	-- (--)	-- (--)	-- (--)
	National	-- (--)	-- (--)	-- (--)

Number studying for approved vocational
qualifications or units, and percentage of *such*
pupils who achieved all those they studied:

	Number	% Success Rate
School	-- (--)	-- (--)
National		-- (--)

Attainment in the Sixth Form⁵

Number of students aged 16, 17 and 18 who were entered
for GCE A/AS examinations in the latest reporting year:

Year	M	F	Total

Average A/AS points score per candidate	For candidates entered for 2 or more A-levels or equivalent			For candidates entered for fewer than 2 A-levels or equivalent		
	M	F	All	M	F	All
School	--.- (--.-)	--.- (--.-)	--.- (--.-)	--.- (--.-)	--.- (--.-)	--.- (--.-)
National	--.- (--.-)	--.- (--.-)	--.- (--.-)	--.- (--.-)	--.- (--.-)	--.- (--.-)

Number entered for the International
Baccalaureate Diploma and percentage of

	Number	% Success Rate
School	-- (--)	-- (--)

⁴ Percentages in parentheses refer to the year before the latest reporting year

⁵ Percentages in parentheses refer to the year before the latest reporting year

such students who achieved this qualification:

National		-- (--)
----------	--	---------

Number in the final year of approved vocational
qualifications, and percentage of *such*
students who achieved these qualifications:

	Number	% Success Rate
School	-- (--)	-- (--)
National		-- (--)

Attendance

Percentage of half days (sessions) missed through absence for the latest complete reporting year:			%
	Authorised Absence	School	10.3
		National comparative data	5.6
	Unauthorised absence	School	0.6
National comparative data		0.5	

Exclusions

Number of exclusions of pupils (of statutory school age) during the previous year:			Number
	Fixed period	2	
	Permanent	Nil	

Quality of teaching

Percentage of teaching observed which is:			%
	Very good or better	20.5	
	Satisfactory or better	97.0	
	Less than satisfactory	3.0	

PART A: ASPECTS OF THE SCHOOL

Educational standards achieved by pupils at the school

Attainment and progress

35 In most subjects, pupils' attainment is in line with that expected for their age and the overall progress the pupils make is satisfactory.

36 On entry to Key Stage 2, pupils' attainment is generally in line with national expectations, but in English and mathematics, it is slightly below the national expectation.

37 In the core subjects, progress throughout Key Stage 2 varies from good to unsatisfactory. Good progress is made in English. Satisfactory progress is made in mathematics, but unsatisfactory progress is made in science. Good progress is made when pupils are given a high level of challenge within a structured framework. This ensures a continuity of development as pupils go from class to class. For example, in English, pupils' vocabulary is continuously developed so that by the time they are in Year 6, they are able to appreciate and value the richness and subtle choice of language when reading poetry. Progress is unsatisfactory where subjects have justifiably been given a lower priority in the importance of subject development, and where schemes of work are either non-existent or inappropriate to support teachers in planning for continuity.

38 By the time pupils reach the end of Key Stage 2, their attainment in English has improved and is now at the national average, but in mathematics and science, it remains below the national average. The inspection evidence is different to the information gained from the 1997 Standardised Assessment Tests (SATs) for 11-year-olds where pupils' attainment in science was well below the national average. The SATs indicate that the number of pupils attaining at the expected level in mathematics is in line with the national average but fewer than the national average achieve beyond the expected level.

39 In considering pupils' attainment, it is important to note that almost 85% of the pupils come from homes where English is an additional language.

Consequently, when attainment is compared with the statistics provided for that of other schools with a high percentage of bilingual pupils, for the school year 1996/7 they show that pupils' attainment in English is in the top 25%, in mathematics it is in the top 50%, but in science it is in the lower 25% of similar schools.

40 In other subjects, progress is good in physical education, satisfactory in history, geography, music, art and religious education but it is unsatisfactory in design and technology and information technology. This results in attainment at the end of Key Stage 2 being in line with expectations for pupils of this age in all subjects except design and technology and information technology. In both of these subjects attainment is below expectations because pupils' skills levels are not sufficiently developed in some aspects of the curriculum.

41 Standards in language and literacy are average. Pupils make good progress in reading. They read a wide range of texts, both fiction and non-fiction, and do so with increasing confidence. They develop a range of skills to read unfamiliar words and there are marked improvements to reading aloud with expression. They are able to understand what they read and can discuss books. They can also find information from books, using the contents and index appropriately. Older pupils demonstrate their research skills, such as finding out about events and people relating to their history topic.

42 Standards in writing are average. Pupils make good progress in writing. They can write in a wide range of forms and for a variety of purposes. They can plan, draft, reorganise and edit longer pieces of writing. Standards in handwriting and presentation are generally satisfactory and occasionally good. Spelling standards are at least satisfactory throughout the school.

43 Standards in speaking and listening are average. Pupils make good progress and by the end of the key stage, they communicate confidently. Pupils are keen to contribute to lessons. They listen attentively to teachers and are able to answer questions appropriately. They join in discussions, expressing their ideas clearly.

44 Standards in numeracy are average. Pupils make satisfactory progress in both written and mental arithmetic. They show particular ability in written methods of computation. In mental arithmetic, however, pupils can apply only a limited range of strategies to solve problems. Aspects of numeracy spill over into other areas of the curriculum, enabling pupils to more effectively achieve success. For example, pupils were able to apply their knowledge of co-ordinates in a Year 4 geography lesson; and in a Year 5 class, there were good cultural links with an Ancient Greek topic as pupils studied prime numbers.

45 Attainment for the majority of pupils with special educational needs is below average, and for a minority well below average. In general, the progress made by special educational needs pupils is satisfactory. However, the targets in many Individual Education Plans are too broad and there is insufficient detail regarding the strategies to be employed, to achieve them. Consequently, it is sometimes difficult to assess the targets set, particularly in measuring small steps in progress in English. In some cases, targets move from one Individual Education Plan to the next, with very little change being made. Progress being made in meeting some behavioural targets is unsatisfactory.

46 Overall, attainment and progress for higher attainers is satisfactory. Often teaching and the ensuing written tasks are aimed at the whole class. Sometimes, therefore, higher attaining pupils are expected to complete activities at a moderate level of difficulty before moving on to extension work of a more challenging nature. However, in some lessons, such as in mathematics and religious education in Year 3, pupils' work is matched to their level of attainment from the outset.

47 Overall the school is effective in its attempt to improve and raise standards.

Attitudes, behaviour and personal development

48 Pupils throughout the school display high levels of interest and in some lessons are very enthusiastic. This is demonstrated in lessons as diverse as a tables test and music making. They are highly motivated to produce their best efforts and take pride in their work. They listen very carefully and respond

politely and appropriately. When opportunities allow, they give extended and thoughtful answers. They concentrate well, especially when teaching is stimulating, and there is almost invariably a quiet and industrious atmosphere in the classroom. There are somewhat limited opportunities for pupils to develop independence in their learning but where these opportunities are offered the pupils respond well. For example, Year 6 pupils were able to organise themselves effectively within small groups when collaborating to produce a newspaper item relating to work in English and history, and having to stick to a strict 'deadline' set by the teacher.

49 All relationships within the school are very good. There is mutual respect between pupils and all staff and between pupils themselves. All individuals and their contributions are valued equally. Pupils show quiet but genuine friendliness and concern for the welfare of others. They demonstrate a growing confidence as they progress through the school. On frequent occasions pupils initiated conversations with members of the inspection team, often relating to matters which had interested them during lessons, to offer practical help or sometimes to discuss football! Their attitudes reflect the caring ethos of the whole school and it can be said, with great conviction, that attitudes of pupils throughout the school are very good.

50 There is a discipline policy in place and the four clear and simple school rules are well understood and carefully followed. On the rare occasions when a rule is broken, the school has simple but effective strategies for ensuring that pupils understand exactly what they have done wrong, the associated consequences and the best way to make amends. Behaviour in class is usually good with a productive working atmosphere. Occasional lapses are often attributable to a few pupils with behaviour problems. Most of these pupils try hard and concentrate appropriately, particularly when they have the individual attention of the support staff provided for them. On occasion, however, they have difficulty coping well in class situations. Sometimes the Individual Education Plans for this group of pupils lack precision and insufficient monitoring means that there is no major impact on their unacceptable behaviour. There have been only two incidences of fixed-term exclusion (one pupil, twice) in the school year prior to inspection. Occasionally, when noise levels in class rise to less acceptable levels, it is attributable to less satisfactory class control

but this is extremely rare. Behaviour out of class demonstrates that pupils understand what is expected of them and they move around in an orderly manner and play together harmoniously. There is plenty of space for all so outdoor play is good-natured and friendly. The Friday assembly focuses on rewards for pupils who succeed through good attitudes and behaviour.

51 Some pupils have opportunities to accept a little extra responsibility through helping with small tasks around the school. They respond well and take these very seriously. This is an area that is developing as pupils gain confidence. They learn about other faiths and cultures and their understanding is reinforced by displays around school. They show proper respect for the beliefs of others and understanding of the contributions of others within the local and wider community.

52 The overall impression is of a very welcoming, well ordered and caring community that values all its members equally. There is a sincere commitment to this ethos and it is a real strength of the school

Attendance

53 Attendance levels across the whole school are satisfactory and now in line with national averages. Pupils and parents now have a far greater awareness and understanding of the need for regular attendance. The school has worked hard to improve its attendance record and has made excellent use of the 'Improving Attendance Project' initiative. Not only does the school celebrate good attendance on an individual basis but it encourages class team spirit and makes awards on overall good class attendance.

54 Punctuality to school is generally good and this allows lessons to start on time.

55 Effective use is made of registration periods with such activities as story-telling for the younger pupils or the solving of scientific problems in Year 6. These activities allow pupils to settle easily into school routines. Registers are completed according to guidelines and they comply with statutory requirements.

Quality of education provided

Teaching

56 In the majority of lessons, teaching is at least good. It is never less than sound in 97% of lessons. Teaching is good in over one-third of lessons, very good in a further one-fifth of lessons and outstanding in two English lessons, one in Year 5 and one in Year 6.

57 Teaching is good in English, mathematics, history, physical education and art. It is satisfactory in all other subjects except in design and technology and information technology where insufficient lessons were seen to make a secure judgement. Except for information technology, music and religious education, teachers are secure in their subject knowledge. They plan very well and are clear about what they expect pupils to learn during lessons. Pupils are given work which is well matched to their ability. In some of the best lessons, for example in Year 5 and Year 6, pupils were organised very effectively within groups and were required to work collaboratively. Lessons are well structured; teachers give clear explanations and direct skilful questions at pupils, of all levels of attainment, to develop their thinking. This was especially evident in one of the Year 6 classes. Many lessons are appropriately concluded by the teacher and pupils summarising the main points learned during the lesson. Throughout the school, and in all lessons, teachers and support staff justifiably place great emphasis on developing pupils' language skills.

58 The best teaching occurred in lessons which were characterised by: teachers' good subject knowledge; extremely good use of language in exposition; very skilful interventions and direction.

59 On a few occasions, teachers provide pupils with appropriate opportunity to self-mark aspects of their work, for example following a tables test in a Year 6 lesson. Teachers generally co-ordinate well the work of bilingual and special needs support assistants in order to provide a team work approach which benefits all pupils. On some occasions, the work of special needs support staff is not as effective as it might be, due to a lack of precision in the targets specified within pupils' Individual Education Plans.

60 In almost all lessons teachers have good class control based upon the consistent use of a clear set of rules and very good relationships with pupils. Teachers mark pupils' work accurately and conscientiously and in the best practice provide clear guidance to the pupils as to how they might improve their work. Homework is provided regularly and it is well organised, so that parents and pupils know what to expect. The work set is appropriate and contributes to pupils' progress.

The curriculum and assessment

61 Teachers have put much thought into providing a curriculum that is broad, balanced and relevant to the needs of their pupils. The curriculum meets statutory requirements in all subjects, and also in their arrangements for Health and Sex education. The school makes good provision for pupils with a wide range of educational needs and works hard to ensure that all pupils have equal access to the curriculum.

62 Pupils with special educational needs are involved in all aspects of the curriculum. Provision for these pupils complies with the national Code of Practice. The provision outlined for pupils with statements of special educational needs is being met and annual reviews are carried out appropriately. Guidelines for provision for pupils for whom English is an additional language are thorough and well founded in the needs of bilingual children. Provision for travellers' children is supported by good guidance on the cultural aspects and lifestyle of travellers.

63 Policies and schemes of work are generally of a good quality and are in place for most subjects, except science and information technology, where they are presently in draft form. The school is using an appropriate commercial scheme of work for music. Planning processes are collaborative, effective and well supported by effective curriculum co-ordination for most subjects. There are effective systems for monitoring and evaluating the curriculum.

64 The school offers a variety of activities to enrich and extend pupils' experiences, including whole day experiences such as the Tudor Day to raise awareness of life in Tudor times. They provide an appropriate range of extra-

curricular activities, including football, cricket, athletics, an Islamic club, recorder groups, dramatic activities plus Girl Guides and Brownies. Many take part, with more than one third of pupils involved in some form of extra-curricular activity.

65 All classes are involved in excursions linked to their studies, such as visits to Eureka in Halifax, museums in Preston and Manchester, and to Gawthorpe Hall for pupils studying the Tudors. The school encourages a range of visitors into the school. For example, the children's author Hazel Towson, visited school to talk about her books. This stimulated pupils into producing some good quality writing in response. Visits to the theatre and pantomime are organised each year and these make a positive contribution in extending pupils' cultural experience.

66 Overall, the school has satisfactory arrangements for assessment, which are being reviewed and improved. There is an effective policy. Good levels of awareness of assessment procedures amongst all staff ensure the policy is broadly being implemented. Teachers build assessment into much of their planning and the link between assessment and planning future learning is generally secure. Good records of pupils' progress are kept in English and, to a lesser extent, in mathematics. However, recording of progress in other subjects is under-developed. The school is aware of this and is in the process of considering appropriate recording systems for other subjects. Targets within many of the Individual Education Plans for pupils with special educational needs are not sufficiently precise, making it difficult to monitor pupils' progress towards achieving them.

67 The school carefully analyses assessment data in order to determine appropriate teaching groups and support, as in the setting arrangements for mathematics or the deployment of bilingual or special educational needs support staff. The school has set broad targets for improvement, with positive results on standards of attainment, and is beginning to identify targets for specific groups or individuals. The school promotes a culture of high achievement.

Pupils' spiritual, moral, social and cultural development

68 The overall provision for the pupils' spiritual, social, moral and cultural development is good. The headteacher and staff at the school ensure that the school offers a warm, welcoming and caring environment, in which every pupil feels valued. The strong sense of community and positive ethos are underpinned by the Mission Statement and by the published aims of the school. Parents strongly appreciate and support the values and attitudes promoted by the school.

69 The school meets the statutory requirements for the daily Act of Collective Worship. Regular assemblies are held in the school hall and opportunities for reflection are held in classrooms on other occasions. The school is very aware of the Islamic faith background of the majority of its pupils. It is sensitive to their needs and, in agreement with the Standing Advisory Council for Religious Education, gives them due priority when preparing assemblies or classroom worship. Spiritual awareness is further raised through religious education lessons and in circle time, as part of pupils' personal and social education. Pupils were spiritually uplifted in an outstanding poetry lesson in a Year 6 class. However, the school has not yet considered ways of promoting opportunities in other areas of the curriculum, such as in music and art, to raise pupils' awareness of feelings, emotions and experiences of a spiritual nature.

70 Provision for moral development is good. The school successfully helps pupils to develop a strong sense of right and wrong. Self-discipline is encouraged and pupils are made aware of their actions on others. Moral issues are discussed in assemblies and in circle time. Pupils are taught the importance of values such as keeping promises, and they discuss good qualities found in other people, such as Mother Teresa and Princess Diana. Through its health education programme the school carefully manages sex education in accordance with its school policy and informs pupils of the danger of drugs.

71 The school makes good provision for pupils' social education. Pupils are consistently encouraged to relate positively to each other and success in this area is witnessed in the very good relationships throughout the school. Further encouragement is provided through the good role models provided by all adults, which has gained for them the respect of their pupils. When opportunities arise

for pupils to accept responsibility and take initiative, they respond well. A few pupils help the lunchtime staff and others are involved in routine day-to-day activities in school. However, pupils' independence would benefit by further development in this area. The school provides a number of extra-curricular sporting activities, a few of which are enjoyed with other schools. Other activities include music and production of a termly newspaper. The school is particularly proud of its Guides and Brownies, which are the only Islamic packs in the United Kingdom, outside of London. The school provides support for the wider community by raising funds to support charities such as the National Children's Homes and UNICEF.

72 Provision for pupils' cultural development is also good. The school's religious education scheme provides opportunities for pupils to study the faiths, teachings, traditions and customs of other people. Further opportunities are provided in other areas of the curriculum such as in history and in geography in Year 6, when pupils study the lives of people in Pakistan and India. Pupils' learning in all classes is enhanced by numerous educational visits. They include visits to various museums and historical houses as well as to the theatre and various industrial premises. The many visitors to the school provide additional cultural reinforcement to aspects of pupils' education. They include sculptors, authors, historical workshops and a puppet theatre. Issues such as racism and bigotry are raised and discussed. Overall, the school works hard and is successful in preparing its pupils for life in a multicultural society.

Support, guidance and pupils' welfare

73 The school has good procedures in place for the support, welfare and guidance of its pupils.

74 Teaching and non-teaching staff provide a very friendly, supportive, and caring atmosphere in school and they know the pupils well. This has a very positive impact on pupils' learning. Pupils are able to seek help and advice from the staff, whether it be from a teacher in the classroom, over a work problem, or in the school office about a medical problem.

75 The school makes good provision for all health, safety, and medical matters. Effective procedures are in place for first aid, safety inspections, administration of medicines, and fire evacuation. Accurate and meaningful records are in place.

76 The midday supervisors are well briefed on their role and are able to ensure that there is consistency of approach in the support and guidance that they give to pupils during the time that they are under their supervision, both in the dining hall and in the playground.

77 Effective Child Protection procedures are in place under control of a designated member of staff. They are understood by all members of staff, and where appropriate, there is close liaison with local support agencies.

78 Pupils with special educational needs are effectively supported by the school co-ordinator who liaises with the appropriate outside agencies.

79 Excellent procedures exist for the monitoring and promoting of attendance. The school has benefited from the very effective work carried out under the Improving Attendance Project. Good procedures exist to monitor and promote discipline and behaviour and these are consistently applied by all members of staff. There was no evidence of anti-social behaviour during the inspection.

80 Pupils receive good support and advice prior to their transfer to secondary education and this allows them to settle down well in Year 7.

Partnership with parents and the community

81 The school has a good partnership with its parents and the community.

82 Good procedures are in place to provide parents with information through letters and reports. Parents particularly value the effort that is made to translate documents into their mother tongue. The involvement of parents in

day-to-day classroom assistance is minimal although there is good support in other ways with parents being able to review and assist with work at home.

83 Parents of pupils with special educational needs are involved from an early stage in the review process. The school keeps them well informed of progress and provides a supportive attitude in seeking to work in partnership.

84 The school has developed good links with the local community, which it sees as a learning resource. The school visits a number of places of interest such as Cliffe Castle and the Regimental Museum of The Lancashire Regiment at Preston. These visits are enjoyed by pupils and have a positive effect on learning. Close and beneficial relationships have also been developed with a number of local companies; for example, one of these provided a fork lift truck to move large tree trunks into the playground.

85 A close relationship has been developed with the local infant and secondary schools and these allow pupils to make a smooth transition into the school and into the next phase of their education.

The management and efficiency of the school

Leadership and management

86 The school is very successful in fulfilling its aims which emphasise providing a good quality education founded upon the development and use of pupils' skills in English.

87 The headteacher has a very clear educational philosophy and provides strong, leadership and guidance. His energy, hard work and high standards are evidenced in his teaching commitment which, allied to his dynamic management style, sets a good role model for colleagues. He is well supported by the deputy headteacher, staff and governors.

88 An extremely positive, caring ethos exists in the school in which individuals are valued and equal opportunities are presented to all pupils including those with special educational needs and those for whom English is

an additional language. The headteacher has established good professional relationships at all levels and has created a shared sense of purpose and commitment amongst the staff. He has earned the full confidence of staff, governors, parents and pupils.

89 The governors carry out their statutory responsibilities through appropriate committees and are committed to supporting the work of the school. They welcome the opportunity to work collaboratively with the headteacher and staff, for example, on training days.

90 The School Development Plan (SDP) is of a very good quality and provides clear purpose and direction for the current academic year. All staff were involved in the process of formulating the SDP. The headteacher and senior management team monitor the progress made towards the SDP targets, many of which have already been achieved.

91 Leadership roles and responsibilities have been delegated to the staff, all of whom carry out their duties enthusiastically. The deputy headteacher provides good support to the headteacher by undertaking many of the day-to-day management tasks.

92 Subject co-ordinators audit needs, manage their budgets and prepare action plans which contribute to the SDP. The role exercised by co-ordinators has begun to raise standards in several subjects including English, mathematics, art and physical education. The present co-ordinator for special educational needs has only recently been given this responsibility. Therefore, it is too early for her to have made any significant impact. However, she is enthusiastic and committed to the role. Additional class release time will be required to enable her to assist class teachers in producing more detailed Individual Education Plans.

93 Written documentation, including a very comprehensive and helpful staff handbook, ensures that all staff are well informed. The very good lead provided by the headteacher in ensuring equal opportunities for bilingual pupils is not formally documented in a written policy. Such a document, including guidance

on assessment, classroom practice and monitoring would support the progress of all pupils for whom English is an additional language.

94 Parents appreciate the quality of information they receive and the opportunities provided to them for developing a close working partnership with the school.

95 Since his appointment, four years ago, the headteacher has made a substantial impact upon the school by:

- creating a positive ethos;
- raising standards in English and mathematics;
- providing equal opportunities for all pupils;
- strengthening parental involvement with the school;
- introducing an effective process of development planning.

96 He remains committed to raising standards throughout the curriculum.

Staffing, accommodation and learning resources

97 The school is well staffed by appropriately qualified, experienced and hardworking teachers. They are suitably deployed throughout the school and all have clear responsibilities for curriculum areas and aspects of managing the school. They tackle all roles with professionalism and enthusiasm. There is a named co-ordinator for each National Curriculum subject (with the exception of music) and a special educational needs co-ordinator. There are a number of support staff for pupils with special educational needs and/or English as an additional language. The school improves on this provision by committing itself to making additional provision through the special needs budget for those pupils who also require bilingual support. These school-based assistants do not have sufficiently clearly defined roles, support and guidance to be fully effective in the classroom. The school administrative assistant is highly efficient, helpful and very welcoming. The site supervisor and the cleaning staff do a very efficient job in keeping the premises clean, tidy and safe, to a very high standard, and contribute to a very pleasing environment for the pupils.

98 All staff have clear job descriptions. There are very efficient systems for appraisal and professional development. Both of these are closely linked to priorities identified in the School Development Plan and the needs of both school and individual are considered when training is arranged. These arrangements include all staff, and job descriptions are regularly reviewed in the light of appraisal outcomes and updated targets. Where staff have received appropriate training and have had opportunities to share expertise with colleagues, there has been a very positive effect on teaching and learning. The development of art is a good example of this.

99 The school building has great character and provides spacious accommodation. The school is in the enviable position of having additional rooms which are put to good use for music, special needs, group teaching, art, design and technology and a library as well as providing good storage space and separate physical education changing facilities for boys and girls. The school has good ideas for further development of these additional rooms to enhance delivery of the curriculum but the difficulties with access, to the annexe in particular, are currently frustrating these plans. Security has been a problem in the past but is now largely resolved. The school deserves all credit for its efforts to maintain the character of this interesting building when carrying out maintenance and repairs. The staff work hard to overcome difficulties in teaching art in a classroom where there is no sink and in attempting quiet activities in the hall which is also a main thoroughfare. Toilet provision for pupils, staff, visiting staff and visitors is somewhat inadequate. The environment is enhanced by attractive and stimulating displays some of which are labelled in more than one language. Outside, there is a large, hard-surfaced play area which has been thoughtfully developed with marked games and designated quiet areas and which provides appropriate space for play and some outdoor games. The school does not have a grassed area or a field. Overall, accommodation is good.

100 Resources for learning are at least satisfactory for all subjects except religious education, where they are inadequate. They are good for English, history, geography and art. There is a named co-ordinator who has responsibility for consumable resources and for cataloguing general resources. This works well and effective monitoring ensures that stocks are maintained.

Co-ordinators have responsibility for ordering and storage of resources in their particular subject area and these are generally at least satisfactory in terms of both quality, quantity and match to the needs of pupils. Resources for special needs pupils are at least satisfactory and sometimes good. The resources are used appropriately and treated carefully by pupils. Each classroom has its own range of resources and books that are matched to the ages of the pupils and include some bilingual books. There is a library which is very well organised with distinct areas for reading books, non-fiction, literacy books, reference books, class sets of poetry, stories and plays and a CD-ROM set up for research purposes. It is used regularly and correctly for a range of purposes.

The efficiency of the school

101 The school's resources are well managed. The headteacher with the support of the governors provides good quality financial management for the school.

102 The School Development Plan (SDP) identifies management and curriculum priorities for the current school year. Priorities have explicit targets and associated costs. These are regularly monitored by the headteacher and staff, and are evaluated as a basis for determining future targets. Despite the rather ambitious nature of the current SDP, most of the targets for the current year have already been met. The governing body is regularly informed as to the outcomes of the SDP and takes appropriate steps for checking the effectiveness of its spending decisions.

103 Careful spending and savings, made through the headteacher's teaching commitment, has enabled the school to build up a healthy surplus of funds some of which is earmarked for premises-related spending.

104 High levels of budget control are in place, as testified by the very recent audit report. Routine administration and all aspects of financial housekeeping are carried out effectively and efficiently by the school administration officer. She presents an efficient and welcoming image of the school.

105 Resources are deployed effectively throughout the school. Non-contact time, created for curriculum co-ordinators to perform their duties, has had a positive impact on the quality of education provided and is raising standards especially in English and mathematics.

106 The generally effective contributions made possible by the school's commitment to fund additional teaching and non-teaching staff enable most pupils with special educational need, to make satisfactory progress. Some of this support is less effective when it is targeted at pupils whose Individual Education Plans are insufficiently detailed. Support to bilingual pupils is well organised and has, in a relatively short period of time, made a very good contribution to the improved levels of pupils' attainment.

107 Curriculum co-ordinators are responsible for identifying needs and for the spending within their curriculum subject. They have each produced a relevant action plan for their area of responsibility and many of their targets have been achieved already. The school purchases consumable items with due regard to value for money. The school accommodation and learning resources are used efficiently and effectively and are treated carefully by pupils.

108 The school is able to supplement its resources, to an appreciable extent, through additional income generated by the school's strong links with an Institute of Higher Education.

109 When taking into account pupils' levels of attainment on entry to the school, the low unit costs per pupil and the quality of education it provides, the school provides good value for money.

PART B: CURRICULUM AREAS AND SUBJECTS

English, mathematics and science

English

110 Pupils enter school with standards of attainment which are slightly below the national average. They make good progress in English and, by the end of Key Stage 2, attain results which are in line with the national average. This is similar to the results the school achieved in the national tests for 11-year-olds in 1997 when the percentage of pupils attaining the expected level was in line with the national average, though the percentage of pupils attaining higher levels was below the national average. However, when compared to other schools with a similar intake of pupils, the school's results are in the top 25%. The school has made great progress in terms of standards of attainment in English. They have moved from a position in which 14% of pupils attained the expected level in English in the national tests for 11-year-olds in 1995, to one in which 63% of pupils attained the expected level in 1997.

111 Pupils make good progress and standards in reading are average. All pupils enjoy books and this is reflected in the number and quality of the books they read. They read a wide range of texts, both fiction and non-fiction with increasing confidence. They develop a range of skills to read unfamiliar words and there are marked improvements in their ability to read expressively, particularly amongst high attaining pupils. They are able to understand what they read and can discuss texts in some depth, as was demonstrated in a Year 6 pupils' discussion of the poem 'The Highwayman'. They can find information in non-fiction texts, making effective use of both contents and index sections. They can also find relevant information by using information technology. Older pupils demonstrate their research skills in other subjects, such as finding out about events and people related to their history topic.

112 Pupils make good progress in writing and standards are average. Examination of pupils' writing shows clear progression. Pupils write in a wide variety of forms and for a variety of purposes. There is a growing awareness of form and pupils produce effective narrative and non-narrative writing. They

are particularly good at expressing their ideas about books they have read and do so in note form and in longer pieces of writing. This was seen in a wide range of work, including book reviews based on 'Flat Stanley', paragraphs about favourite characters, the re-telling of stories by Hazel Towson and Carrie's diary, based on events in 'Carrie's War'. Pupils are able to plan, draft, re-organise and edit longer pieces of writing. They show a real awareness of language and many choose words carefully and for effect. Spelling standards are at least satisfactory and often good. Most pupils punctuate sentences correctly and many older pupils write in paragraphs. Most can use direct speech to add pace to their stories and punctuate it correctly. Standards of presentation and handwriting are satisfactory overall.

113 Standards in speaking and listening are average. Pupils make good progress and, by the end of the key stage, they communicate confidently in class and group discussions, where they express their ideas clearly. They listen very attentively to teachers and to each other when working collaboratively and demonstrate this in careful answers to questions or thoughtful questions of their own. In general, however, pupils speak quietly and quickly and, consequently, it is not always easy to hear their contributions. This limits their ability to perform effectively in more formal situations.

114 Pupils with special educational needs make satisfactory progress in relation to their prior attainment, though the standards they achieve are below, and sometimes well below, the national average. Pupils for whom English is an additional language make good progress in their acquisition of English.

115 Pupils' response to English is good overall. It is never less than satisfactory, and occasionally very good or outstanding. Most pupils are interested in their work and carry it out with high levels of concentration. They remain on task when working in groups, even when they are not directly supervised. The majority persevere when faced with difficult tasks. A very small number of pupils with special educational needs have emotional and behavioural difficulties and, on occasion, can present management problems for their teacher. In general, these pupils are managed satisfactorily in lessons and cause minimum disruption to the work of others.

116 Teaching is good overall. It is never less than satisfactory, more than a quarter is very good and some is outstanding. There is much good practice and teachers share their enthusiasm for language, providing good role models of readers, writers and communicators. In best practice, they use a wide and effective range of approaches to promote the development of all aspects of reading, writing and oracy. All teachers plan their lessons in detail and most have clear and focused objectives for pupils' learning. Lessons usually contain a good balance of activities that are suitable for the pupils' different levels of prior attainment. Most teachers have high expectations of their pupils and motivate them to achieve their best. Many teachers are skilled in questioning and use their skills to enable pupils to develop their ideas and increase their vocabulary. Good language support is provided to enable all pupils to access the whole curriculum. Arrangements for assessing and recording pupils' progress are good and teachers successfully use assessment information to plan the next steps for their pupils.

117 There is excellent co-ordination of the English curriculum. An effective development programme has raised staff awareness of good practice in teaching English. The well-developed scheme of work provides for continuity and progression of pupils' learning and is a good basis for teachers' planning. There are effective systems for monitoring the English curriculum and standards. However, there is a need for more careful monitoring of provision, particularly in relation to parallel classes in the same year group. The co-ordinator carries out detailed analysis of assessment information, including the results of national tests, and uses this to target improvements.

118 Resources for English are good, particularly the carefully selected collection of high quality reading texts. The school library contains an appropriate selection of texts and pupils have the opportunity to carry out research tasks independently. Information technology is used well, both for interrogating databases for research and word processing to support redrafting and presentation of work. Pupils' work is well displayed. The display of pupils' writing in the hall illustrates effectively the use of information technology in English, as well as the range and quality of much of the work produced.

Mathematics

119 Pupils begin the key stage with levels of attainment which are just below those expected nationally. During their time in Key Stage 2 pupils make satisfactory progress overall. In the early half of the key stage, pupils learn about the process of multiplication and begin to understand that multiplying is an efficient alternative to repeated addition. In Year 4, pupils learn about elementary probability and understand that large samples are more reliable than are small samples. They also learn the skill of rounding numbers up or down, as appropriate, and acquire the knowledge and skills required to plot co-ordinates. Good gains are made in three-dimensional shape work and in performing computations in money.

120 In the later half of the key stage, pupils learn about and apply their knowledge of the symmetry of shape. They develop their computational skills, especially so in written work and mental recall of tables facts, and apply these skills in problem solving involving the four rules of number. Pupils in Year 6 make good gains in their knowledge of prime numbers, factors and multiples. They also make good gains in their knowledge, skills and understanding of data handling.

121 Pupils with special educational needs make satisfactory progress. Those pupils for whom English is an additional language also make satisfactory progress.

122 Throughout the key stage, pupils are developing an increasing mathematical vocabulary.

123 At the end of the key stage, pupils' attainment is slightly below national expectations. This is reflected in the 1997 national tests for 11-year-olds. However, it is important to note the considerable improvement made by the school, over the last four years, in the end of key stage test results. Furthermore, the school's results are above average when comparing the 1997 test results against those gained by schools which are similar in nature in terms of their intake of pupils. By the end of the key stage, most pupils have a secure grasp of the four rules of number, and can apply such knowledge and skills with decimals, percentages and fractions. They know the names of special angles

and understand bearings. Many can calculate the area and perimeter of shapes and the volume of simple solids. High attainers can: manipulate fractions involving mixed numbers; construct probability trees and calculate the circumference of circles. For most pupils, mental recall of number is at an average level, but most pupils have only a limited range of strategies for mental manipulation of numbers.

124 Pupils' response to the subject is very good. They listen well and show high respect for all the adults with whom they work. Pupils are keen to make progress and tackle their work diligently. Mathematics is regarded as an enjoyable subject, as evidenced by the enthusiasm with which pupils respond to questions. Pupils respond with maturity both when asked to self-mark some of their own work, for example in a Year 6 tables test, and when they work productively with others in a Year 4 lesson on probability. Throughout the school, pupils' behaviour is invariably very good and in Year 6 it is exemplary.

125 The quality of teaching is good overall. It is good in more than 50% of lessons, very good in a further 20% of lessons and satisfactory in the remainder. All teachers plan thoroughly and make clear what they intend pupils will know, do and understand in the lesson. They present a positive climate for the learning of mathematics. Teachers have a secure subject knowledge enabling them to give clear explanations and to engage pupils in detailed discussions. Lessons are well prepared with appropriate use being made of resources. Teachers and support staff have very good relationships with pupils which underpins good class control.

126 In those lessons where teaching is very good, for example in a Year 4 class and especially in a Year 6 class, teachers have good subject knowledge, excellent relationships and use probing questions to challenge pupils' thinking. Throughout the school, effective use is made of bilingual and classroom support assistants. Their work is well managed by class teachers and the good quality of team work helps pupils to make satisfactory progress. Pupils' work is marked thoroughly and appropriate homework is set regularly.

127 The subject meets the statutory requirements of the National Curriculum and equal opportunities are presented to all pupils. A scheme of

work provides a satisfactory basis for planning and ensures continuity of progression. However, its recent introduction, alongside the setting of pupils according to their prior attainment, has not yet had sufficient time to fully impact on standards. The published textbook scheme currently in use is not entirely compatible with the school's current intentions and does not readily provide the necessary range of challenge and experience required, especially for high attainers. Assessment procedures are satisfactory and inform teachers where there is a need to adjust their lesson plans accordingly.

128 Subject leadership is good. The co-ordinator is very experienced, has a good level of expertise and provides colleagues with very useful documents and support. She requires some opportunity to monitor the implementation of the scheme of work and to make a detailed review of the range of available published text book schemes.

129 Resources are satisfactory overall. They are good in quality and are generally adequate in quantity and range.

Science

130 Pupils' overall attainment, as they start their Key Stage 2 education, is in line with national expectations.

131 Generally, progress throughout the school is unsatisfactory. In the main this is because the school has not given sufficiently high priority to the development of science. The subject has been led by seven different co-ordinators over a period of nine years and there has been insufficient guidance and a lack of support for teachers in the absence of effective schemes of work. All of these factors have contributed to the lack of subject continuity and progression from year group to year group. However, the appointment of a committed co-ordinator, a long-term planning overview and a more rigorous approach to the teaching of science is now having a successful impact in raising standards. Consequently, in spite of progress over time remaining unsatisfactory, progress in lessons during the inspection was always satisfactory and sometimes good.

132 In Year 3, pupils' knowledge of the human body is developed as they make a study of teeth and healthy eating. They investigate floating and sinking things and learn about reflection and the colours of the spectrum. In Year 4, they look at changes in temperature, recognise the benefits of insulation and can measure and read temperatures. They learn that body movements are the result of muscles pulling and moving joints and they can carry out experiments to see if there is a connection between leg power and body size and weight. Year 5 pupils investigating static electricity could record their findings graphically.

133 Progress is restricted in other aspects of science, as pupils move from year to year. In electricity, for example, pupils in Year 3 can make a simple circuit. In Year 6, although pupils can now add switches to circuits and are aware of conductors and insulators, they have not had the diversity of experience required to broaden their understanding and opportunity through more detailed experiments. Pupils in Year 6 can test their hypotheses when conducting experiments. Pupils' progress is also restricted because their scientific vocabulary is poor. However, the school has identified this as an area for development.

134 Inspection evidence shows that pupils' overall attainment is below the national average. This is better than the results of the end of key stage tests for 11-year-olds for 1996 and 1997 which show that attainment was well below the national average. Only one or two pupils are attaining at a level beyond that expected for their age.

135 Pupils with special educational needs are appropriately supported in all classrooms and are making satisfactory progress. The quality of support provided by teaching assistants is good. Consequently, in spite of overall progress being unsatisfactory, progress in lessons during the inspection was always satisfactory and sometimes good.

136 Pupils' attitudes to learning are good. They enjoy their lessons and the opportunity to experiment and find out things for themselves. They show enthusiasm and good collaboration. This was seen in a Year 4 class, when pupils helped to measure each other's height and length of leg and again in a

Year 6 class when they were testing solubility. They sustain concentration well and record their findings carefully and accurately. Behaviour is almost always good and pupils consistently show respect to their teachers and to each other.

137 The quality of teaching is satisfactory, although good teaching was seen in a Year 5 class and in a Year 6 Class. The good teaching was the result of good planning and preparation, clear exposition, and open-ended questioning. This was supported by challenging activities in which pupils are expected to create and carry investigations leading to appropriate and meaningful outcomes. Planning is good and enhanced by the collaborative work of teachers within parallel classes.

138 The new co-ordinator has begun exercising her role enthusiastically. Following a curriculum audit, her clear subject development plan, closely tied into the School Development Plan, has now provided science with appropriate focus and increased its status. Her achievements are already contributing to raising standards. A new scheme of work is almost completed and should be in use by September 1998. The school has identified the need to improve assessment strategies and procedures to provide further information about pupils' attainment.

139 Resources are satisfactory. They are well organised, easily accessible and used well by teachers in their classrooms.

Other subjects or courses

First subject / course title

Art

140 Progress overall is satisfactory. A good example of the progress which pupils make is in the use of sketchbooks. Pupils make increasingly sophisticated use of these to record their observations, plan work and experiment with ideas and colours before using the information to produce their finished work. The school is committed to the appreciation of art of many different kinds and from many different cultures and the work on

pattern and colour builds steadily and successfully on the cultural heritage of the pupils. Pupils in all year groups know something of the intentions and techniques of famous artists and can discuss them with some confidence. They can compare styles and refer to the eras that they represent. Pupils in Year 4 could make valid comments about portraits painted by a wide range of artists and use this knowledge in their own work. In some lessons where choices are available pupils are able to use previously learned skills and make very good progress. In a Year 5 class, pupils were able to draw on their knowledge of line, colour and artists' work to develop abstract pictures and 'body sculptures', expressing emotions. Good progress was made in understanding how all the elements of art work may be combined. Progress of pupils with special educational needs shows no significant variation from that of their peers. They are well supported in class and participate fully.

141 Attainment at the end of Key Stage 2 is in line with standards expected nationally. However, in lessons in some classes, attainment exceeds this. Pupils show that they have developed good skills in drawing with pencils and in a variety of other media. They are able to observe carefully and include much detail. Year 6 pupils are able to make skilful sketches of local views in order to produce pictures in the style of L. S. Lowry. Year 6 'pottery' work in the style of Clarice Cliff is another colourful example of achievement in this area of study. There was insufficient evidence that pupils are able to choose appropriately from a range of media or work on much larger or smaller scales. There are not enough opportunities, at present, for older pupils to show that they can develop work over longer periods of time and demonstrate the necessary skills to reflect on and modify their work in order to improve it.

142 Pupils' attitudes to learning throughout the key stage are good. They enjoy art very much and this is evident in the enthusiastic way they start to work and in the way that they happily talk about what they are doing. They are interested and listen well to explanations. They usually understand what is expected of them and are conscientious in their efforts and concentration. They co-operate well with each other but rather too few opportunities were observed for them to work collaboratively something which they do well when the opportunity presents itself. Behaviour was

usually good with only rare instances of pupils attempting to be disruptive. In the vast majority of lessons observed there was a very good working atmosphere.

143 Teaching overall is good. Lessons are well planned and prepared and teachers have good knowledge and understanding of the subject. There are clear explanations and teachers are skilful at engaging the pupils' interest and keeping up a brisk pace to maintain this. Relationships within the class are good, both between pupils and teacher and among the pupils themselves. Pupils behave well and the teacher is able to spend quality time with individuals, offering help and encouragement. Teachers expect high standards from their pupils. They know their pupils very well and appreciate all their efforts. Recent training in the subject has raised teachers' confidence. This is reflected in their teaching and is making a good impact on the standards achieved.

144 There is a knowledgeable and enthusiastic co-ordinator who has written a very useful and informative scheme of work which ensures good coverage of the National Curriculum and which is a valuable working document for teachers. She has undertaken training and has had the opportunity to pass on expertise and offer support to other staff. This has had a very positive effect on raising standards in the subject. This improvement is reflected in the high quality of displays throughout the school. These celebrate the effort and achievement of the pupils and enhance the stimulating environment within the school. Visitors to the school are greeted by Picasso-type pictures, tie-dyed and embroidered bags and beautifully designed Muslim prayer mats. Throughout the school, there are examples of pupils' efforts to demonstrate their knowledge of pattern, design and artistic styles through many different ages and cultures.

145 Resources for learning are good. The school is fortunate to have a very good storage area for art resources and it is a positive treasure trove of well-organised materials. Lack of sinks in some classrooms makes it more difficult for teachers to organise work with more 'messy' media and allow the range necessary for pupils to access and select their own materials. There is a shortage of art books, available to pupils, in the library. A start

has been made in the use of information technology in art, for example, in the to use of 'Paint' or 'Paintbox' programs to produce designs for Eid cards.

Design and technology

146 Pupils experience a good range of first hand experiences; for example from visits and visitors which promote their learning in this subject. However, their progress over the key stage is unsatisfactory due in part to the absence of a scheme of work, which would ensure continuity and progression of teaching, and also to the lack of confidence of some staff in the use of tools. As a result of these factors, pupils' progress is unsatisfactory. Pupils do, however, make satisfactory progress in some aspects of the subject, for example in Year 4 where good links with science are evident in pupils' work involving electrical circuitry within model cat's eyes. There are some very good examples of fabric work by Year 4 pupils who had used good skills of designing, stitching and fastening.

147 In general, pupils' skills are less well developed in terms of their use of wood and in mechanical products. Little evidence was seen of pupils' evaluative skills, especially at the latter half of the key stage.

148 Pupils' attainment is below national expectation. From the scrutiny of work available it is evident that by the end of the key stage the pupils have not gained the requisite design and make skills involving the full range of materials. It is evident in the work available, however, that pupils take great pride in the quality of their finished products.

149 Insufficient lessons were seen for a secure judgement to be made about the quality of teaching or pupils' response to the subject. However, it is apparent that teachers plan well for pupils to experience the subject within meaningful and relevant contexts, such as links with science, history, geography and religious education. Some good examples of such links are evident in pupils' work on Invaders and Settlers; "The Iron Man"; the design and making of prayer mats; kite making; puppetry work and in sandwich

making. It is also evident from pupils' work that the subject makes a good contribution to pupils' spiritual and social development.

150 It is evident from teachers' plans and pupils' work that equal opportunities are presented to all pupils. The school is aware of the need to develop a scheme of work to ensure the progressive development of skills. Assessment and recording systems do not exist at present but the school intends to develop these following the introduction of a scheme of work.

151 Subject leadership is good. The co-ordinator is very experienced, has expertise and is committed to raising standards. She has had little opportunity, to date, to support and monitor the teaching of the subject across the school.

152 Resources are satisfactory, well managed and used efficiently.

Geography

153 Pupils enter school from Key Stage 1, having made satisfactory progress and with attainment broadly in line with national expectations.

154 Pupils' progress through the school remains satisfactory. Pupils in Year 3 develop simple mapping skills through looking at their local area. Year 4 make plans of their route through the town, mapping the buildings and the shops they see on route. In Year 5 they are using and working with maps of Lancashire, naming the principal towns and rivers and by Year 6 their studies have progressed beyond the British Isles and study maps of Europe. Pupils make a study of rivers. They learn about the features of a river, which enables them to talk about banks, source, estuary and flow. They become aware of how rivers affect land usage and people's lives. These studies are often enhanced by appropriate field trips to Pendle Water and other rivers. In Year 5, river studies extend to the great rivers of the world and pupils become familiar with the flora and fauna of the Brazilian rain forests. Industry is also studied and visits to local places of work such

as Reed Paper Mill, the Burnley Express and Helmshore Mill give pupils first-hand insight into how people work.

155 Although all pupils from Year 4 upwards can use two figure co-ordinates when map reading, none could use four figure references.

156 As a result of the satisfactory progress pupils make throughout the school, pupils' attainment is in line with national expectations by the end of the key stage. Attainment of pupils with special educational needs is below national expectations. However they are appropriately supported and make satisfactory progress.

157 Pupils' attitudes to learning are good. They listen well to their teachers and answer questions enthusiastically. Pupils' attitudes to work are good. They try hard to please and collaborate well when working in groups. They show good concentration and remain on task.

158 Teaching is satisfactory. There is good collaborative, medium-term planning, and individual lesson planning is also good, promoting teaching which is lively and informative. Teachers have clear introductions, use appropriate geographical language and their varied teaching methods generally lead to interesting lessons. Sometimes, the worksheets are not sufficiently challenging to the higher attainers, although pupils studying Stanton-in-Peak found some of their information sheets were a little too difficult.

159 The co-ordinator provides effective leadership and has produced a good quality scheme of work, which is most helpful to staff in matching the National Curriculum attainment targets to well-defined topics. It gives clear direction and ensures continuity of study from year-to-year.

160 Resources are good, well stored and are readily accessible to the teachers. They offer good support to teachers in their delivery of the curriculum.

History

161 Pupils enter school with standards of attainment in history which are in line with national expectations. Pupils make satisfactory progress and, by the end of Key Stage 2, attain the nationally expected standard. They develop a growing knowledge and understanding of past societies and key people and events. They are able to describe characteristics of past societies, as Year 4 pupils demonstrated when they discussed conditions on board ship during Sir Francis Drake's voyages. Good progress is made in the development of historical enquiry skills, from Year 3 pupils examining reproductions of Saxon clothing and weapons and speculating about their use, to Year 6 using a variety of resources, including information technology, to research aspects of life in Britain since the 1930s. Year 6 pupils are able to ask and answer appropriate questions and formulate conclusions about people and events in this period. They are able to discuss their ideas and justify their points of view. They also produce some good quality writing in history, in a range of forms, such as newspaper reports of events, a letter to a relative describing conditions during the war and factual accounts and explanations of historical events.

162 Although their levels of attainment are below national expectations, pupils with special educational needs make satisfactory progress, both in their knowledge and understanding of the past and in their ability to express that understanding in appropriate ways. Pupils for whom English is an additional language also make satisfactory progress.

163 Pupils' response in lessons is good. The majority are interested in the past. This is particularly evident when they are working collaboratively in carrying out research or discussing artifacts. They make sensible suggestions and listen carefully to each other's ideas. In class discussion, they are usually keen to contribute and answer questions. Most apply themselves well to tasks given and work with concentration.

164 Overall the teaching of history is good. It is never less than satisfactory and occasionally it is very good. Teachers' subject knowledge is good and they are confident in dealing with all aspects of history,

including historical enquiry. This is evident in the way they support pupils in drawing up questions for their own research. Lessons are well planned and teachers' introductions are clear. Good questioning extends and clarifies pupils' understanding. Teachers use artifacts and materials well in developing pupils' knowledge and understanding of the past. Lessons are generally well matched to pupils' prior attainment and most teachers provide appropriately for the needs of all pupils. Teachers often produce their own materials and these are usually of a high standard.

165 Co-ordination of the subject is effective and ensures continuity and progression of learning throughout the school. There is a good scheme of work, which provides a secure basis for teachers' planning. Arrangements for assessing pupils' progress are linked to National Curriculum criteria and on-going assessment of pupils' progress enables teachers to plan effectively for their pupils. However, at present, there is not an agreed system for recording pupils' progress in history.

166 The school has a range of good resources, many produced by teachers. The number and range of artifacts is satisfactory and provision in this area is improving. Effective use is made of information technology in researching the past. There are sufficient resources to support pupils carrying out independent research. The school makes good use of visits and visitors to stimulate pupils' interest in the past. For example, there are visits to Manchester and Preston Museums to support their study of history topics, and an outing to Gawthorpe Hall when pupils in Year 4 study the Tudors. The school also organises theme days, such as their Tudor Day, to support the curriculum.

Information technology

167 Progress in Key Stage 2 is unsatisfactory. Pupils do not have regular, planned access to the computers with skills taught in a structured way. Progress is very uneven from class to class and where use of the computer is included in planning it consists of a relatively narrow range of

skills. Often computers in classrooms are turned off or they are switched on but remain untouched. This is not true of all classrooms and in some cases they are used constructively and pupils make some progress. The youngest pupils are able to enter and manipulate text, change size and font, edit their mistakes, load, save and print their work. Pupils in a Year 5 class can use a CD-ROM to find examples of abstract art and are sufficiently confident to explain what they are doing and how. However, they are not offered sufficient instruction or experience using a wide range of programs and applications, particularly the controlling and modelling aspects or databases to enter, manipulate and retrieve information in a range of other subjects.

168 By the end of Key Stage 2, attainment is below levels expected nationally. There is little evidence that Year 6 pupils can successfully manipulate and interrogate information in a database or make use of information technology to monitor or control events. However, pupils throughout the key stage are able to use word-processing packages effectively. Year 6 pupils have satisfactory and in some cases good skills in word-processing. They can locate information using CD-ROM and have experience of using palmtop machines. They have little knowledge of other applications of computers.

169 During the inspection no direct teaching of information technology was observed and so it is not possible to secure a firm judgement on standards of teaching. However, it was clear from displayed work and the competence of some pupils using computers, that there is sound teaching of some aspects of the subject and a few examples of good practice, particularly in Years 4 and 6. The school is aware of the need to improve the expertise and confidence of many of the staff and plans are already prepared to effect this. Where staff are more confident, practice is better and progress and levels of attainment are higher. However, the range of skills needs to be broader and all staff need to be included in training.

170 Pupils' attitudes to learning throughout the key stage are good. They enjoy using the computers and do so with confidence, applying what knowledge they have with skill. Only a small proportion of pupils has access to computers out of school and so their time spent with them in

school is crucial. Pupils use palmtop computers confidently to word-process their work in English and geography.

171 There is a very enthusiastic co-ordinator who has good subject knowledge, many ideas for developing the subject and who has written a clear draft policy and scheme of work. There has been a little information technology training and more is planned.

172 Resources for learning are generally sound. There is a variety of computers available but software lacks sufficient variety and range. There is a need to get the floor turtle operational but the palmtops and laptops are used effectively. A few programmes are available for other subjects such as Paint/Paintbox programs for art and a mapmaking program for geography. However, there was no evidence of the use of investigative programs for history and mathematics, a control interface to enhance science and design and technology, or a concept keyboard to assist special needs pupils.

173 The school is well aware of the shortcomings of this subject and there are already plans to improve the situation.

Music

174 Progress overall is satisfactory. Many of these pupils have difficulty in singing in tune and the best progress is made where there are small steps in learning, good reinforcement and where simple melodies and strong rhythms dominate the music. Sometimes, when more difficult concepts are being taught and pupils have insufficient opportunity to practise, progress is slower. Over the key stage pupils make good progress in evaluating their own and others' music. Year 3 pupils composing sounds to depict different types of weather were able to work individually and in groups, sensibly evaluating each others' contributions before joining together to produce a class 'musical storm' of sounds. Year 4 pupils were able to sing and correctly clap rhythms in songs that required them to recognise symbols for a crotchet and a crotchet rest.

175 Progress of pupils with special educational needs shows no significant variation and they are usually well supported by classroom assistants.

176 The expectations of the National Curriculum do not always accord with the musical roots of the vast majority of these pupils and it is not an easy task for either pupils or teachers to facilitate the merging of Eastern and Western cultures to meet the requirements, particularly in singing. However, by the end of Key Stage 2, attainment is just in line with standards expected nationally. Pupils understand the way in which musical instruments produce sounds and can effectively play a range of percussion instruments and recognise a wider range of instrumental sounds in recorded music. In discussions with Year 6 pupils, it was clear that they have some skills in appreciating and evaluating music connected with their history topic. In studying the music of recent decades, they were able to clearly state their preference for the music of the 70s!

177 Pupils' attitudes to learning are satisfactory. Pupils are very enthusiastic in music lessons and very much enjoy aspects of music making. They usually listen and behave well but, at times, they get over-excited and allow enthusiasm to rather overwhelm skills. They respond best when listening to music, and when making music that has actions or activities that help them to fix melodies and rhythms firmly in their minds.

178 The majority of teachers in the school are not music specialists. There is currently no co-ordinator for the subject, no up-to-date school scheme of work and there has been little recent training. However, teaching overall is satisfactory. Teachers work hard to plan and organise lessons. They are patient and persevere to teach more difficult concepts. Relationships are good so class control is never a problem. Sometimes, the songs attempted are rather ambitious and there is an insufficient range of strategies employed to teach them, particularly songs with more complex melody or rhythm patterns. Where practice is best, teachers use a wide range of short activities that match pupils' abilities and provide opportunities for practising skills thoroughly and increasing musical vocabulary. Good use is made of the commercial scheme and teachers link

musical activities effectively to other curriculum areas. There is much use made of good humour and pupils learn greatly from seeing staff join in. In a Year 4 class, pupils watched intently and made much progress as their teacher participated as fully as they did with ball bouncing and clapping activities which taught understanding of rhythm, beat and rests. Peripatetic instrumental tuition (recorders and clarinet) makes a positive contribution to music in the school and those pupils observed participating in this took great pride in their skills and performance.

179 Resources for learning are adequate. The school uses one of the rooms in the separate unit as a music room and all resources are available here. There is a selection of unpitched percussion instruments that are regularly used and a few electronic keyboards which were not seen in use at the time of the inspection. Information technology was not used in music making.

180 The school has clear plans for the development of this subject and options are being considered which will provide more musical expertise.

Physical education

181 At the beginning of the key stage, pupils' attainment is below national expectation; for example, Year 3 pupils show below average skills in catching and striking a ball. As a result of good teaching, pupils make good progress overall in Key Stage 2. Pupils make good progress in their movement skills (for example, in a Year 6 lesson in gymnastics, where they made good gains in their skills of balancing), and in improving the aesthetic qualities of their performance. Similarly, pupils make good gains in their knowledge and understanding of the elements of orienteering. Unsatisfactory progress was made in one lesson where some pupils' inappropriate behaviour inhibited learning.

182 At the end of Key Stage 2, pupils' attainment is in line with the national expectation. By the end of Year 6, the majority of pupils can swim to the National Curriculum standard. Most pupils are able to demonstrate average skills in balancing on the floor and on apparatus. They show a good

awareness of the aesthetic aspects of their work; for example, in extending feet and arms when performing inverted balances. Pupils are also conscious of, and show safe use of, space and equipment.

183 Pupils' response to the subject is generally good. They are keen participants and, in most lessons behave well, co-operating fully with the teacher and each other.

184 Teaching is good overall, but varies from very good in two lessons to unsatisfactory in one lesson. All teachers plan thoroughly and most set good role models by dressing appropriately for the subject. Lessons are well structured and good use is made of resources. Where teaching is very good, the lessons are characterised by: high levels of subject expertise, enabling relevant teaching points to be given; excellent class control and relationships; and tasks are set which challenge pupils intellectually and physically. On the one occasion where teaching was unsatisfactory, class control was not managed sufficiently tightly and some inappropriate behaviour was tolerated.

185 Good quality curriculum documentation ensures the continuity and progression of the subject and record keeping systems are being developed.

186 Equal opportunities are presented for boys and girls, though it is mainly boys who take up the opportunities provided for extra-curricular activities. The school is represented enthusiastically by boys who compete successfully in cricket matches against other schools.

187 Subject leadership is good. The co-ordinator is highly experienced, has good expertise and provides very good educational direction for the subject. His expertise could be used to advantage in working with other colleagues once the subject becomes a priority in the School Development Plan.

188 Resources are satisfactory, well organised, and used efficiently. The good condition both of the school hall and playground provides good accommodation for the subject. Teachers work hard and imaginatively to compensate for the lack of school fields.

Religious education

189 Lomeshaye School has an exceptionally high intake of bilingual pupils, of whom about 85 percent come from homes in which the Islamic Faith is of great importance. In view of this, the school respects the faith background of pupils' parents and gives high priority to the teaching of Islam.

190 The school is meeting the standards required in accordance with the arrangements outlined within the Local Education Authority's Agreed Syllabus.

191 Pupils' progress is satisfactory. They have an extensive knowledge of the teaching and traditions of the Islamic Faith and a sound knowledge and understanding of many Christian beliefs, practices and principles. There is little evidence that pupils have studied other world faiths during the current year. However, arrangements for their inclusion have been identified in curriculum planning for the summer term.

192 Pupils learn about places of worship through the study of the Mosque and churches. They learn about holy books including the Qur'an and the Bible and learn and compare similarities and differences between the faiths such as Ramadan, Lent, prophets, worship and Eucharist. Pupils also learn about important celebrations and events in their lives; for example, birth, marriage, death and Rajj. In the lessons seen during the inspection, pupils studied only Islam and Christianity.

193 As a result of making satisfactory progress, pupils' attainment at the end of the key stage is in line with expectations for pupils of similar age. Pupils draw on the knowledge gained in their religious lessons, and have extended and developed their views and opinions in their personal and social education. Subsequently, in discussion, they make considered contributions to important issues such as world poverty and racism and they are aware of the need for tolerance, especially to those whose views may be different to their own. Evidence of their learning is displayed in the very good personal

relationships shown outside the classroom. They generously support charities and act reverently when given opportunities for prayer and reflection.

194 Pupils' attitudes to learning are generally good. They are good listeners and are eager to answer the teacher's questions. They show interest in the work they are given and settle quickly to their tasks, such as in Year 6 when pupils were studying the meaning of Eucharist and in Year 5 when they were learning how Easter symbolises new life.

195 Teaching is satisfactory. Planning for lessons is sound and teachers adopt a variety of strategies in their lessons. In Year 3, good use of drama was made to reinforce pupils' learning of the parable of The Good Samaritan. In Year 5, pupils learned about Easter and its association with new life, through an interesting egg painting lesson. There is evidence, however, that in some instances teachers' confidence, expertise and subject knowledge is limited.

196 Religious education has, so far, figured low on the list of priorities for development. However, there is now an identified co-ordinator, who, within a subject development plan, has identified the need to raise the status and importance of religious education within the school curriculum. She has produced a draft policy, but is aware of the further need to produce a scheme of work, closely linked to the Agreed Syllabus, in order to provide continuity, improve progress and raise standards. She is seeking opportunities for appropriate in-service training, to share with colleagues and provide her, and them, with added expertise and subject knowledge .

197 Resources for religious education are unsatisfactory. Many of the books used by pupils are inappropriately matched to their different ages. There is a shortage of religious artifacts, although at present, the school has established a convenient source for borrowing them.

PART C: INSPECTION DATA

Summary of inspection evidence

198 The inspection was carried out by a team of inspectors. During the inspection all, or part, of 70 lessons were inspected and a total of over 69 hours was spent in lessons. A range of assemblies, registration sessions and extra-curricular activities were also inspected.

199 Inspectors looked at the work of many pupils. The recent work of a representative sample of 3 pupils, from each year, in each class, was examined and discussed with teachers. These pupils were heard to read and inspectors recorded their skills, the strategies they used and their understanding. Pupils' ability to use reference books was also examined. The reading of many other pupils was observed during lessons. A wide range of displays and some photographs of pupils' work were scrutinised.

200 Informal discussions were held with many pupils in class, during lunchtimes and at break times. The work in some specific subject areas was discussed with small groups of pupils.

201 Planned discussions were held with the headteacher, deputy headteacher, members of staff with whole-school responsibilities including teachers responsible for co-ordinating the school's provision in each subject area and with key members of the non-teaching staff, including the school administration officer.

202 A large amount of documentation provided by the school, including policy statements, schemes of work, long and short-term curriculum plans and records, pupils' records and reports, the School Development Plan, budget information and minutes of meetings, was analysed before and during the inspection.

203 Before the inspection a meeting took place between the Registered Inspector and the Chair of Governors and some other governors. A formal

meeting took place during the inspection between the Registered Inspector, and the Chair of Governors and other governors.

204 13 parents attended a meeting with the Registered Inspector to give their views on the school and the team considered 90 responses to a questionnaire for parents about the school, with some parents providing additional written comments.

205 The school's accommodation, resources and storage were also inspected.

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 - Y13	271	15	112	132

TEACHERS AND CLASSES

Qualified teachers (YR - Y13)

Total number of qualified teachers (full-time equivalent)	10
Number of pupils per qualified teacher	23.9

Education support staff (YR - Y13)

Total number of education support staff	12
Total aggregate hours worked each week	178

FINANCIAL DATA

Financial year:	1997
	£
Total income	370120.00
Total expenditure	381053.00
Expenditure per pupils	1351.00
Balance brought forward from previous year	60505.00
Balance carried forward to next year	49573.00

PARENTAL SURVEY

Number of questionnaires sent out:

207

Number of questionnaires returned:

90

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	24.4	64.4	6.7	4.4	
I would find it easy to approach the school with questions or problems to do with my child(ren)	35.6	51.1	6.7	3.3	3.3
The school handles complaints from parents well	23.6	50.6	18.0	5.6	2.2
The school gives me a clear understanding of what is taught	29.5	47.7	9.1	10.2	3.4
The school keeps me well informed about my child(ren)'s progress	33.3	46.7	10.0	7.8	2.2
The school enables my child(ren) to achieve a good standard of work	33.7	47.2	12.4	4.5	2.2
The school encourages children to get involved in more than just their daily lessons	26.7	52.2	10.0	10.0	1.1
I am satisfied with the work that my child(ren) is/are expected to do at home	25.6	54.4	6.7	8.9	4.4
The school's values and attitudes have a positive effect on my child(ren)	25.8	57.3	5.6	6.7	4.5
The school achieves high standards of good behaviour	31.1	46.7	10.0	7.8	4.4
My child(ren) like(s) school	46.7	40.0	4.4	4.4	4.4