

INSPECTION REPORT

Salterforth Primary School
Colne

LEA area: Lancashire

Unique Reference Number: 119267

Headteacher: Mr J Kelly

Reporting inspector: Mr R Fye
T12516

Dates of inspection: 5 - 8 October 1996

Under OFSTED contract number: 702748

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Infant and Junior
Type of control:	County
Age range of pupils:	4 - 11
Gender of pupils:	Mixed
School address:	Cross Lane Salterforth Colne Lancashire BB18 5UD
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Appropriate authority:	Governing body
Name of chair of governors:	Mr P King
Date of previous inspection:	October 1995

INFORMATION ABOUT THE INSPECTION TEAM

Team members	Subject responsibilities	Aspect responsibilities
Mr R Fye, RgI	English	Attainment & progress
	Design & technology	Attitudes, behaviour and personal development
	Information technology	Leadership and management
	History	
	Geography	
	Physical education	
Mrs T Bradley, Lay Inspector	Equal opportunities	Attendance
		Support, guidance and pupils' welfare
		Partnership with parents and the community
		Staffing, accommodation and learning resources
		Efficiency
Mrs J Young	Mathematics	Under-fives
	Science	Teaching
	Art	Curriculum and assessment
	Music	Pupils' spiritual, moral, social and cultural development
	Religious education	
	Special educational needs	

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 The Office for Standards in Education
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REPORT CONTENTS

Paragraph

MAIN FINDINGS

What the school does well
Where the school has weaknesses
How the school has improved since the last inspection
Standards in subjects
Quality of teaching
Other aspects of the school
The parents' views of the school

KEY ISSUES FOR ACTION

INTRODUCTION

Characteristics of the school 1 - 2
Key indicators

PART A: ASPECTS OF THE SCHOOL

Educational standards achieved by pupils at the school

Attainment and progress 3 - 16
Attitudes, behaviour and personal development 17 - 21
Attendance 22

Quality of education provided

Teaching 23 - 32
The curriculum and assessment 33 - 41
Pupils' spiritual, moral, social and cultural development 42 - 46
Support, guidance and pupils' welfare 47 - 48
Partnership with parents and the community 49 - 52

The management and efficiency of the school

Leadership and management 53 - 57
Staffing, accommodation and learning resources 58 - 60
The efficiency of the school 61 - 65

PART B: CURRICULUM AREAS AND SUBJECTS

Areas of learning for children under five 66 - 84

English, mathematics and science 85 - 113

Other subjects or courses 114 - 149

PART C: INSPECTION DATA

Summary of inspection evidence 150

Data and indicators

MAIN FINDINGS

What the school does well

- Relationships between the pupils and with adults are positive.
- The pupils' behaviour is very good.
- The school promotes the pupils' social and moral development well.
- The budget is well planned and expenditure is monitored carefully.

Where the school has weaknesses

- There is no established structure for the systematic assessment of the pupils' progress in learning.
- There are insufficient opportunities for the pupils' to work independently on investigative and experimental activities and the pace of lessons is not always brisk enough.
- The pupils' handwriting is not good enough.
- Creative activities are limited in scope.

The things the school does well outweigh the weaknesses. It should maintain its efforts to raise standards further. The governors' action plan will show how they intend doing this and how the weaknesses identified during the inspection are to be tackled. The plan will be sent to all parents or guardians of pupils at the school.

How the school has improved since the last inspection

The school has overcome most of the weaknesses that were identified during its last inspection in 1995. It still promotes a strong sense of community and has a positive ethos. The school development plan is a useful document, identifying appropriate priorities and providing sufficient detail upon which to move the school forward. Budget planning and the monitoring of expenditure are good. The curriculum is carefully planned and provides a secure basis for teaching and learning. The curriculum co-ordinators have played an important role in this planning and in the preparation of schemes of work for all subjects. Assessment procedures have been trialled and evaluated but, as yet, there is no established structure which provides reliable and regular information upon which to base lesson planning. The quality of teaching is at least satisfactory and often good. Provision for information technology has been significantly improved and religious education is based on the Lancashire Agreed Syllabus. Statutory requirements are met and the health and safety issues identified have been addressed. The school has established realistic targets to improve further and is in a sound position to do so.

Standards in subjects

The table shows the standards achieved by 11 year olds in 1997 based on the National Curriculum tests:

Performance in	Compared with all schools	Compared with similar schools	Key	
			<i>well above average</i>	A
			<i>above average</i>	B
			<i>average</i>	C
			<i>below average</i>	D
			<i>well below average</i>	E
			<i>very low</i>	
English	C	C		
Mathematics	E	E		

Science	E*	E*	
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The information in the table above does not reflect the high proportion of pupils within the small group who had special educational needs. Some pupils were exempted from the tests in English and not included in the total therefore the school's performance is better in that subject. Evidence from the inspection indicates that standards in these three subjects are broadly average. The older pupils were seen to make good progress in mathematics and science in the lessons observed.

The pupils' competence in information technology is about average and their knowledge and understanding in religious education is at the level expected. Most make satisfactory progress in the other subjects taught. There are good links between history and geography. Standards in music are good.

Quality of teaching

Teaching in:	Under 5	5 - 7 years	7 - 11 years
English	Good	Satisfactory	Satisfactory
Mathematics	Good	Satisfactory	Good
Science		Satisfactory	Good
Information technology		Satisfactory	Satisfactory
Religious education		Satisfactory	Satisfactory
Other subjects	Good	Satisfactory	Satisfactory

Teaching is at least satisfactory in all lessons. In nearly a half of the lessons seen the teaching was good or better.

Inspectors make judgements about teaching in the range: excellent; very good; good; satisfactory; unsatisfactory; poor; very poor. 'Satisfactory' means that strengths outweigh any weaknesses.

Other aspects of the school

Aspect	Comment
Behaviour	Very good about the school and consistently good in lessons.
Attendance	Good. Above the national average.
Ethos*	Positive. Purposeful. Very good relationships.
Leadership and management	Good. Clear sense of direction. Active and aware governing body. Headteacher leads well.
Curriculum	Well planned. Clear structure for progression. Broad and balanced and with sufficient emphasis on literacy and numeracy.
Pupils with special educational needs	Well integrated and effectively supported.
Spiritual, moral, social & cultural development	Good overall. Moral and social development very good.
Staffing, resources and accommodation	Satisfactory overall but accommodation limits scope and flexibility in teaching. Facilities are poor in some classes.

Value for money	Satisfactory.
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* *Ethos is the climate for learning: attitudes to work, relationships and the commitment to high standards.*

The parents' views of the school

What most parents like about the school	What some parents are not happy about
<ul style="list-style-type: none"> • The standard of work achieved by the pupils. • The values and positive attitudes that the school promotes. • The high standard of behaviour. • The high level of care and support for the pupils. 	<ul style="list-style-type: none"> • The limited accommodation space.

The inspection team’s judgements support those of parents. The school has the confidence of most parents and is taking positive action to respond to their concerns and wishes.

KEY ISSUES FOR ACTION

In order to continue improving the quality of education provided and raise standards the governing body, headteacher and teaching staff of the school should:

establish systematic procedures to assess the pupils’ progress regularly in all subjects and use the information when planning work.

Paragraphs: 39 - 41, 104.

provide more opportunities for the pupils to undertake investigative and experimental activities which they plan and carry out independently in all subjects. This is particularly important in mathematics, science, art and design and technology.

Paragraphs: 24, 25, 28, 105, 112, 129, 131.

improve the quality of teaching further by:

- injecting more pace into the activities planned in lessons;
- increasing the demands on the pupils to complete more work within given time limits;

- providing more extension activities related to the learning objective for the pupils who complete their work.

Paragraphs: 28, 123, 136, 144.

raise standards in handwriting.

Paragraph: 88.

enlarge the range and scope of activities in art to provide more opportunities for creative expression using different materials and display the pupils’ achievements about the school.

Paragraphs: 15, 24, 25, 80, 84.

In addition to the key issues above, the following important weakness should be considered for inclusion in the action plan.

Extend the limited resources in information technology for monitoring and controlling external events.

(Paragraph 114)

INTRODUCTION

Characteristics of the school

1. The school has a rural location within the village of Salterforth near the small town of Barnoldswick. One hundred and eleven pupils attend the school. Most have experienced pre-school education and start in the reception group at the age of four. Attainment at this stage covers a wide band but is generally appropriate for the age of the children. There were twelve four year olds in school at the time of the inspection. Over half the pupils live in the nearby town of Earby and travel to school by bus. Most of the others live in Salterforth or in neighbouring towns and villages. The pupils come from a wide range of family backgrounds. All are of white ethnic origin and an above average proportion is entitled to free school meals. Many live in local authority housing. The percentage of pupils identified as having special educational needs is above the national average and the percentage with statements of special educational need is twice the national figure. These characteristics have not changed since the time of the previous inspection.

2. The school's aims are set out in the school prospectus and cover a wide range of appropriate academic and personal development objectives. They are summed up in the school's mission statement that seeks to develop in each pupil a sense of care, quality and confidence. The school is generally successful in achieving this. An action plan was produced in response to the previous inspection and this has been monitored and reviewed in the intervening years. The school established targets for improvement and later, in conjunction with the local education authority, specific performance targets. The report by a member of Her Majesty's Inspectorate, following a visit to monitor progress, expressed general satisfaction with the changes that had been brought about. The school has improved further since that time.

Key Indicators

Attainment at Key Stage 1

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

Year	Boys	Girls	Total
1997	10	9	19

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Number of pupils at NC Level 2 or above	Boys	7	7	9
	Girls	7	7	6
	Total	14	14	15
Percentage at NC Level 2 or above	School	74	74	79
	National	80	80	84

Teacher Assessments		English	Mathematics	Science
Number of pupils	Boys	7	9	9

at NC Level 2 or above	Girls	8	7	8
	Total	15	16	17
Percentage at NC Level 2 or above	School	79	84	89
	National	80	84	85

Attainment at Key Stage 2

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

Year	Boys	Girls	Total
1997	9	10	19

National Curriculum Test Results		English	Mathematics	Science
Number of pupils at NC Level 4 or above	Boys	5	2	3
	Girls	6	6	2
	Total	11	8	5
Percentage at NC Level 4 or above	School	58	42	26
	National	63	62	69

Teacher Assessments		English	Mathematics	Science
Number of pupils at NC Level 4 or above	Boys	6	3	5
	Girls	7	4	4
	Total	13	7	9
Percentage at NC Level 4 or above	School	68	37	47
	National	63	64	69

Attendance

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

		%
Authorised Absence	School	4.0
	National comparative data	5.6
Unauthorised Absence	School	0.4
	National comparative data	0.5

Exclusions

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

	Number
Fixed period	0
Permanent	0

Quality of teaching

Percentage of teaching observed which is :

	%
Very good or better	11.1
Satisfactory or better	100
Less than satisfactory	0

PART A: ASPECTS OF THE SCHOOL

EDUCATIONAL STANDARDS ACHIEVED BY PUPILS AT THE SCHOOL

Attainment and progress

3. National figures for the 1998 assessments were not available at the time of the inspection. The results of the 1997 National Curriculum assessments were the most recent with which national comparisons could be made. The data shows that, at the age of 11, the test results of the pupils' at the school were:

- well below the average for most schools nationally;
- well below the average for schools with pupils of a similar background.

4. The test data shows that in 1997 the school's overall performance dropped below the level achieved in 1996. The results from the 1998 tests suggest that performance rose again. The evidence from the previous inspection in 1995 and that from the current inspection reflect overall attainment that is broadly in line with the national average and, therefore, at variance with the 1997 test data. This is largely explained by four significant factors:

- the number of pupils in each year group is comparatively small therefore the level of attainment of each pupil is of greater statistical significance than in most schools.
 - the school's Register of Special Educational Needs identifies an above average proportion of pupils within the group of pupils that were assessed;
 - some pupils were exempt from assessment tests in English due to the nature of their learning needs;
 - pupils who are absent from school at the time of the tests reduce the overall attainment level.
- These were all applicable to the group of pupils that was assessed.

5. The 1997 test results show that, at the age of 11, attainment in English was better than in maths and science. The pupils' attainment in English was in line with most schools nationally and with similar schools. The published test results indicate that:

- average attainment levels were maintained;
 - the performance of boys and girls was at a similar level;
- the percentage of pupils attaining at a level higher than that normally expected for their age was in line with the national average.

6. The evidence obtained during the current inspection reflects a similar level of attainment in English to that shown by the national assessments. The pupils' literacy skills are developed sufficiently and used effectively across the curriculum. They make a positive contribution to the standards attained in other subjects. The pupils make satisfactory progress in English throughout the school. This is closely linked to the effective teaching and the pupils' positive attitudes to learning. The gains in their skills and knowledge are evident as they move from year to year.

7. The attainment of the children who are under five is broadly average in language and literacy skills when they start school. Most make satisfactory progress and achieve the expected level in speaking, listening, early reading and writing skills by the time they reach the age of five. National Curriculum assessment results show that when the pupils leave the infants at the age of seven, attainment in reading is well below both the national average and that of similar schools. Attainment in writing is shown as being well below the national average and below the average of similar schools. At the age of seven, the test performance of the girls in English is been better than that of the boys. Inspection evidence indicates that the attainment of the current pupils is average in the skills of reading and writing and that progress is satisfactory. The school has reviewed its provision for the subject recently and introduced new teaching approaches and resources. Along with the consistent whole-school strategy for literacy now in operation, these approaches are making a positive contribution to raising standards.

8. The pupils' attainment in mathematics when they leave the school at the age of 11 is shown by the 1997 National Curriculum assessments to be:

- well below the national average;
- well below the average of schools with pupils of a similar background.

9. The available data shows attainment to have fallen from an average level in 1996. The proportion of pupils

whose attainment was higher than expected is also well below average. The attainment of the girls was in line with the national average but that of the boys was significantly weaker. The scores from the 1998 tests were significantly higher than the previous year.

10. The pupils' attainment observed during the inspection indicates that the proportion who are on target to reach the level expected at the age of 11 is in line with the national average. Numeracy skills are effectively promoted on a regular basis and the pupils make good progress as they build on prior knowledge and consolidate their understanding. Mental arithmetic activities have recently been introduced as a feature of each lesson. Attainment in mathematics is at the level expected nationally by the age of five. The pupils observed during the inspection showed levels of attainment in line with the national average for seven year olds. The pupils' progress is satisfactory during the early years in school. The 1997 assessment tests reflected attainment below the national average but in line with that found in similar schools.

11. By the age of 11, assessment data from 1997 shows the pupils' attainment in science to be:
very low when compared with most schools nationally;
very low in comparison to similar schools.

The preliminary indications from the 1998 tests reflect significantly better performance and attainment that more closely matches that seen during the current inspection. The inspection evidence supports a view that the attainment of the pupils is in line with the national average. They make good progress towards the end of their time in school and develop their scientific knowledge and skills effectively. The children who are under five develop a greater understanding of the world in the reception class and progress is satisfactory throughout Key Stage 1. The pupils benefit from effective teaching, gaining a firm foundation upon which to build their scientific skills and knowledge. Evidence suggests that attainment is improving.

12. The attainment of the pupils in English, mathematics and science has been maintained at a satisfactory level since the previous inspection though variations in test performance reflect differences between groups of pupils when year-on-year comparisons are made. The improvements in planning and a greater consistency in teaching play a positive part in securing standards.

13. When they leave the school, the pupils' level of attainment in information technology is as good as it should be in relation to the requirements of the National Curriculum. They use computers effectively to communicate their ideas in writing and have extended their skills sufficiently to make use of computers for investigations and to support learning in other subjects. This satisfactory level of attainment is also reflected appropriately at the earlier age of seven. The school has made progress in improving standards in information technology since the last inspection when they were identified as being unsatisfactory. The pupils' progress in acquiring basic operational skills is satisfactory in both key stages and provides a secure level of confidence and competence by the end of Key Stage 2. Progress in the pupils' ability to select and use information sources, handle data and explore the use of computers to control situations is promoted within other subjects using what is still a fairly limited range of software.

14. Attainment in religious education is at the level expected for pupils at the age of 11. Their knowledge of Christianity and other faiths is supported by an adequate understanding of appropriate values and ideas that govern the way people live. The progress observed in lessons during the inspection was satisfactory and this relates primarily to the quality of teaching and the pupils' responses to it. The pupils in Key Stage 1 and those who are under 5 know and understand simple bible stories and are developing an awareness of the importance of people's beliefs.

15. The children who are under five make satisfactory progress in the reception class and attain the skills and knowledge expected of them by the time they start work on the National Curriculum. Throughout Key Stage 1, the pupils' make satisfactory progress during lessons, except in art, where the range of experiences with different materials and forms is insufficient to extend the pupils' skills and understanding adequately. For the same reason progress is also unsatisfactory in art in Key Stage 2 and independence is not developed in creative activities. Progress is good in music at both key stages and learning is consolidated through whole-school events such as assemblies, festivals and productions. Most pupils listen thoughtfully to a wide variety of music and recognise instruments and musical elements. Learning is progressing at an effective rate in the other subjects that are taught in the school; design and technology, history, geography and physical education. Skills and knowledge are developed progressively in these subjects and good use is made of the school's schemes of work which have been developed

since the previous inspection. In most lessons, the pupils' prior knowledge is checked and extended. Progress is promoted through effective links between subjects; for example, geography and history. Effective teaching ensures that a satisfactory depth of understanding is acquired in these subjects.

16. The pupils with special educational needs make satisfactory progress throughout the school. The effective support and high level of integration into mainstream classroom activities results in appropriate levels of attainment. The teachers refer to the identified needs and individual targets and classroom assistants make a useful contribution to learning.

Attitudes, behaviour and personal development

17. The school successfully promotes positive attitudes to learning. The youngest children in the reception class quickly settle into the routines of school life and participate readily in the range of activities provided. They are keen to do well and go about their work purposefully, ready to tackle new problems and share their experiences with other children and adults. The large majority of the pupils in the other classes concentrate on what their teachers have to say and are willing to apply themselves to the task in hand. On many occasions there is a clamour to be chosen by the teacher to contribute to class discussions or respond to a question. The pupils ask and answer questions with confidence, learning from their mistakes without any sign of resentment or mockery from others. Most settle quickly to group tasks and persevere when difficulties arise. They seek help from their teachers when necessary and use equipment and materials carefully. In nearly all classes, the pupils talk freely about what they enjoy doing in school and reflect a desire to please their teachers.

18. The school has successfully maintained the high standards of behaviour that were recognised in the report following the previous inspection. The pupils' behaviour is very good and this has a positive impact on the standards achieved and quality of learning throughout the school. Isolated incidents of inappropriate behaviour do not prompt other pupils to respond and there is a high level of awareness and respect for the standards expected by the teachers. In general, the pupils are pleasant and polite. They demonstrate good manners and consideration for others. The teaching and support staff do not have to spend an undue amount of time establishing order. Play and lunchtimes are pleasant occasions. There is free but controlled movement about the school and grounds. There were no exclusions during the previous school year and most parents express a high level of satisfaction with the standard of behaviour in school.

19. The pupils work together well in lessons and support one another during other activities. The older pupils look after and play with those younger than themselves and boys and girls mix readily. There is a high level of respect between the pupils and for the adults in school. The pupils are willing to listen to others during discussions and accept that there are different points of view. Visitors are welcomed and engaged in conversations that show real interest and appreciation. The quality of the relationships throughout the school is very high. The pupils with special educational needs are integrated effectively into their class activities and participate fully in school life. The adults in school set a good example for the pupils and the school's aim to create a committed and caring community is achieved.

20. The pupils take responsibility for a number of routine tasks. These include looking after reading and library books as well as other resources. They ring the school bell at the start and end of sessions, collect class registers, give out milk and operate the CD player during assemblies. There is a general willingness to help in class and the pupils show increasing responsibility as they grow older.

21. The school's success in promoting positive attitudes and high standards of behaviour and personal development remains a strength and makes a positive contribution to the school's ethos and the pupils' attainment.

Attendance

22. The level of attendance in school is above the national average and generally good. Attendance has remained a positive feature since the last inspection and the pupils are punctual in arriving at school and attending lessons. The classroom registers are well maintained and comply with statutory requirements. There are no significant variations in the attendance of the pupils and this has a positive impact on their attainment and progress.

QUALITY OF EDUCATION PROVIDED

Teaching

23. The teachers approach their work with commitment. The relationships between them and the pupils are very good. Overall, the quality of teaching is satisfactory. In just under a half of the lessons observed during the inspection, teaching was judged to be good or better. There were examples of very good teaching in Key Stage 2. No unsatisfactory lessons were observed. The areas for development mentioned in the last inspection report have now been significantly improved. The quality of the teachers' planning of the curriculum in order to meet the differing needs of individual pupils in class is good. The identification and planning for the lower-attaining pupils and those with special educational needs is firmly in place.

24. The standard of teaching for pupils who are under five is good. Their work is closely related to the six areas of learning and prepares them well for the next stage of education. A variety of methods are used to introduce new learning and to consolidate what has already been learned. The class resources support learning and lessons have well-controlled time constraints which encourage the children to work quickly but sensibly. Assessment is linked to planning and individual records of the children's progress are updated regularly. At present, however, there are too few opportunities for the children to explore and experiment in order to develop independence in creative aspects of the curriculum.

25. In Key Stage 1, teaching is satisfactory overall with some examples of good teaching. In Key Stage 2, the teaching is predominantly good, particularly at the end of key stage. Very good teaching was observed in English, mathematics, science and geography. However, although at the time of the inspection teaching in art was satisfactory, evidence from the work scrutiny and discussions with pupils suggest this is not always the case. The pupils are given insufficient opportunities to experiment with different materials in a variety of forms. Because the breadth of experience is too narrow, the pupils have insufficient opportunities to extend their skills and understanding adequately in order to develop independence in creative activities.

26. There are many strengths in the teaching of the children who are under five and at both key stages. Where teaching is good or very good, the teachers have a secure subject knowledge and plan and prepare their lessons in order to capture the interests of the pupils whilst fulfilling the requirements of the National Curriculum and religious education, in a meaningful way. They almost always ensure the groupings chosen are appropriate to the task and learning needs of the pupils. The teachers know the pupils well. They encourage the pupils to think carefully before answering questions or attempting to complete tasks. This was clearly evident during a mathematics lesson as the older pupils identified the most important issues when taking the accurate measurement of a shape. Most of the teachers have a quiet, supportive manner when talking to the pupils. This gives the pupils the confidence to attempt something they are not sure of, knowing that they will be valued for having a go. This is particularly obvious at the end of lessons when they are asked to explain the work they have done and in assembly, when individuals offer an opinion. In both key stages, the pupils are well supported in their new learning and praised for what they achieve. This was observed in Class 2 when the pupils cut the wood to size and constructed a cube and in the Science Club when they made air-powered vehicles.

27. The teachers plan effectively for the use of classroom support assistants. The adult helpers make a significant contribution to the quality of the experiences and instruction which the pupils receive. Instructions are clear, with sufficient explanation for the pupils to understand and make a start. Opportunities are provided for the pupils to practise new skills and good support is offered whilst they are working. This was evident in Class 4's "Literacy Hour" and also in Class 1's mental mathematics lesson when the pupils were finding the relationships between given numbers, decimals and fractions.

28. There are times, however, when the pace of lessons is too slow. This occurs when the pupils are not given a definite time limit for the completion of the task, or reminded sufficiently to work as quickly as they can, as in religious education when the pupils were given a written task following some lively discussion. On occasions, in science and mathematics in both key stages, opportunities are missed to help the pupils to fully extend their knowledge and understanding by setting up their own investigations and experiments to reach their own conclusions by trial and error. The pupils are rarely asked, "What will happen if?".

29. The teachers support the lower-attaining pupils and those with special educational needs well. The planning of work for those on the Register of Special Educational Needs is sufficiently detailed and relevant. It relates to the identified needs of the pupils' individual education plans. The teachers' good knowledge of the pupils promotes an awareness of individual characteristics. The strong relationships that exist between them results in positive responses to instructions and a desire to improve work. Small realistic steps are used to build on tasks and this ensures the pupils gain secure new knowledge, understanding and skills. This enables these pupils to make the progress they are expected to make.

30. The teaching of literacy is good. The National Literacy Strategy has been introduced effectively and the teachers are looking at this as a model for planning in other areas of the curriculum. The pupils are given many opportunities to speak, listen and to answer questions. When teaching reading, a combination of phonic, whole-word and sentence structures is used to develop a range of skills. The pupils' writing skills are reinforced by the variety of choices offered to them on a regular basis.

31. Numeracy skills are successfully taught so that the pupils achieve an understanding in a systematic, structured way. An appropriate emphasis is placed on number work in the mathematics curriculum and sufficient time is devoted to it overall. The school is now preparing for the introduction of the new national strategy next year.

32. The marking of pupils' work is positive and consistent and follows the guidelines of the marking policy. Many teachers keep careful records of the books the pupils read but these do not always indicate the pupils' strengths and weaknesses in reading or clearly identify what is needed to be learnt next. The pupils are encouraged to read and undertake tasks at home. It is not possible to comment on the homework policy because it is not fully implemented.

The curriculum and assessment

33. The curriculum for the children who are under five in the reception class is activity based and provides a good range of learning experiences based on the recommended desirable learning outcomes. The present curriculum plan shows clearly how the skills and concepts which have been identified in the planning documents are to be taught. These are successfully integrated into the curriculum.

34. The pupils in both key stages receive a broad and reasonably well balanced curriculum which successfully promotes their intellectual, physical and personal development. It is relevant to the interests and needs of the pupils throughout the school. There is a strong emphasis on literacy and numeracy which is reflected in the satisfactory progress now being made by the pupils at the end of both key stages. The school has adopted the National Literacy Strategy's framework to support the teaching of literacy. The guidelines established are working well in all classes. The literacy curriculum is good. The pupils are provided with a strong foundation of skill development through the key stages. The positive effect of this teaching strategy is evident by Year 6. The teaching of numeracy is effective. Plans are in place for its further development in line with the proposed national requirements. The pupils are beginning to use their literacy and numeracy skills well in other areas of the curriculum, such as, science, history and geography.

35. The overall quality of curriculum planning is good. Policies and schemes of work are now in place for all subjects. The detailed, medium-term planning is comprehensive and will serve as a basis to update the schemes of work for the subjects identified in the School Development Plan as under review. These plans are further supplemented by sufficiently detailed weekly and daily plans. The teachers work well together and know the pupils well. They are involved in frequent professional dialogue. This has a positive effect on the pupils' standards of attainment and progress and helps the teachers identify the individual learning needs of pupils quickly.

36. The school identifies pupils with special needs at an early stage. The co-ordinator ensures that the full curriculum is available to the pupils concerned. Individual education plans set out clear, achievable learning targets. The pupils' progress is reviewed regularly but some reviews are not undertaken termly as recommended in the national Code of Practice. The school makes good use of the specialist advice it receives from visiting support teachers and the educational psychologist. The pupils are well supported by classroom assistants who make a valuable contribution to their group learning, as well as generally in the classroom. The overall quality of provision

has a positive impact on the standards being achieved by these pupils.

37. The school provides equality of access and opportunity for the pupils within school. Good provision is made for personal and social education including sex education and raising the awareness of drugs misuse. Aspects of health education for the older girls have been successfully addressed.

38. The school provides extra-curricular activities in football, gymnastics, science and calligraphy. These have a positive impact by reinforcing the pupils' skills and knowledge. The clubs are well attended. Approximately half the juniors, as well as a number of infant pupils, are now regularly involved. The science club is particularly popular. The activities are purposeful and provide opportunities for the pupils to carry out investigations and experiments.

39. The quality of assessment has improved significantly since the last inspection but the systems that have been tried have not yet been fully evaluated and regularised. The school meets statutory requirements for testing and assessing the pupils' attainment at the end of both key stages and the results are published appropriately. An initial assessment of attainment takes place at the beginning and end of the pupils' time in the reception class as under-fives. The outcomes of these tests are analysed for use in the early identification of pupils in need of additional support. They also give an accurate picture of attainment when the children enter the school. The results of the national assessment tests are also analysed. However, the school does not use the information gained when planning work nor to identify groups of pupils whom they might target for extra support and additional resources.

40. The teachers identify opportunities for assessing the pupils' attainment in their weekly plans. They record coverage of topics and units of work in all subjects on sheets which are kept in each class. All the teachers have access to a range of diagnostic tests to identify individual learning needs but there is no systematic screening or check on learning for whole-year groups. Each pupil has an individual folder of work samples, which are added to each year, and a curriculum record folder which contains information about the progress made in curriculum area.

41. The majority of assessment procedures are fairly new and generate a large volume of paper. At present, individual class teachers assess pupils in their own way. Sometimes there is a mismatch between the next planned task for a pupil and the actual learning need. The present assessment is not sufficiently sophisticated to produce an accurate diagnosis of the pupil's next step in learning. There is no established systematic procedure to assess pupils' progress at regular intervals throughout school.

Pupils' spiritual, moral, social and cultural development

42. The school makes good overall provision for the pupils' spiritual, moral, social and cultural development. A spiritual dimension is evident in assemblies and during some lessons when the pupils are encouraged to reflect upon their own experiences at school and at home. They join in prayers and share thoughts and feelings. They are encouraged to consider and identify with positive behaviour and understand other points of view. One example was an assembly story based on a statue that was prepared to give away all the external materials which made it look attractive. Occasionally, lessons inspire a sense of awe and mystery, such as a Class 4 lesson where the pupils were observing and describing how beautiful rosehips and elderberries are. The pupils contribute easily and confidently, reflecting on their own feelings and beliefs through the stories they share and when talking about the things which make them happy and sad. These activities promote positive relationships within the school. There is a clear set of values underpinning the daily routines.

43. The school works hard and achieves very high standards in moral development. There is a clear framework which values mutual respect between adults and pupils. This is appreciated by all who are part of the school community. They talk about how best to care and share during special class discussion times. The pupils' self-esteem is consistently upheld and valued by this approach.

44. The social development of the pupils is very good. Personal development is built effectively upon praise and positive action. Co-operation is well developed in curriculum areas, as the pupils are encouraged to work together, purposefully sharing and negotiating responsibilities in order to respond effectively in pairs and small groups. At playtimes the older pupils keep a watchful eye on younger ones who may need help. This provides more sensitive pupils with a support system that positively builds their confidence and increases consideration for others. The

teachers and other adults in school set good examples of respect, courtesy, value for the opinions of others and co-operation. This contributes significantly to the provision of social development.

45. Moral and social provision are an integral part of the ethos of the school. Throughout school, the pupils are taught to distinguish between right and wrong, to respect other people and their property, to care for others and to fulfil a useful role in the community. The pupils are helped to consider the less fortunate in society through fund-raising activities for local and national charities. These opportunities increase the pupils' awareness of the wider world and the contribution each individual can make as a citizen.

46. The provision for cultural development is satisfactory. The pupils are given opportunities to talk, reflect and write about their own experiences; for example, when studying the effects of pollution, drug abuse and healthy eating. Through cross-curricular topics in geography, history and religious education they study their own environment, with particular reference to the history of their own village and parish church. Later, they compare this research with places and customs that are different from their own. The older pupils discuss differences between the customs of Ancient Egyptian and those they are familiar with today. The pupils celebrate major Christian festivals and understand their significance. They compare these with what they have learnt about the other major faiths.

Support, guidance and pupils' welfare

47. The school makes good provision for the support and guidance of its pupils, including those who are under five. This has a positive impact on their attainment and attitudes to school. The pupils with special educational needs are taught appropriately and benefit from the support they receive. The informal relationships between the pupils and the adults are good. The pupils are known individually by their teachers and this knowledge supports the monitoring of academic and personal development throughout the school. The methods for monitoring and promoting discipline, good behaviour and the pupils' attendance are good and effectively administered. A points reward system has been successfully introduced into school and, during discussions with the pupils, it emerged that they were as eager to earn points for their houses as themselves. It is a priority for the school that every child should feel equal and that the school should provide access to learning and fair treatment for all. The responses of parents to the inspection questionnaire support the view that the children like school, are well looked after and that the school enables its pupils to achieve a good standard of work.

48. Arrangements for child protection are satisfactorily in place. The guidelines for staff are appropriate and the head teacher is the designated member of staff with responsibility for this area. The school's procedures are successful in promoting the health, safety and well-being of its pupils. Medical and first-aid procedures are good. Fire drills are practised each term and no serious hazards were observed during the inspection. Since the last inspection report the school has produced an appropriate health and safety policy and successfully addressed the issues that gave cause for concern..

Partnership with parents and the community

49. The school's partnership with parents and the community is good and the school responds effectively to parental concerns about their children's educational needs. The governing body has implemented a survey to discover the parents' opinion of possible improvements. Direct outcomes have been the introduction of more parents' evenings to discuss progress and a new homework policy which is being developed. This element in the school's partnership with parents is continuously improving and is already at a high level. The involvement of parents in their children's learning is generally satisfactory. Most parents feel they are well informed and welcome in school.

50. The parental questionnaire confirms that most parents find it easy to approach the school with questions or problems about their children and that the school handles their complaints well. The information sent to parents is satisfactory and the annual written reports on the pupils' progress meet statutory requirements. The school's procedures for involving the parents of pupils with special educational needs in regular reviews are satisfactory.

51. Links with the community are a developing strength of the school. There is a good relationship with a large manufacturing firm from the village which provides generous financial support. The school has regular liaison meetings with the local secondary school to which most of its pupils transfer. The close partnership between the

schools has improved since the last inspection and the information required for the smooth transition of pupils is readily available.

52. Links with the Parents and Teachers Association are good. Large amounts of money have been raised for the school's building fund by the community and members of the association. The school's involvement in the Pendle Schools' Streetwise scheme and the visitors to school, including the police and the fire brigade, make a positive contribution to the pupils' opportunities and experiences of these elements of citizenship. The school provides its pupils with worthy and enjoyable visits to see life outside the school. The school's partnerships within the community play an important role in promoting the pupils' levels of attainment and personal development.

THE MANAGEMENT AND EFFICIENCY OF THE SCHOOL

Leadership and management

53. The governing body and headteacher show a strong commitment to the school. There is a shared vision to bring about improvements while retaining the established strengths. The minutes of the governing body's meetings reflect discussion and consideration of a wide range of appropriate issues that focus on raising standards and improving the quality of education that the school provides. The governing body fulfils its role effectively. It has a committee structure to help it work efficiently and the governors are well informed and purposeful in their actions. The headteacher makes an important contribution to the governing body's work by providing information and professional guidance. He is accountable to its members and retains their confidence and respect.

54. In response to the issues raised in the report of the previous inspection, the headteacher has taken effective measures to clarify the educational direction of the school. After discussions with the governors and teaching staff, the priorities for development have been identified. This has had a positive impact on the quality of the pupils' learning and has established a secure foundation upon which future improvements can be based. The leadership of the school has demonstrated its capacity to respond effectively to identified weaknesses. The headteacher has initiated an analysis of the school's performance as the basis for self-evaluation and the identification of priorities relating to raising standards. The governing body has canvassed the views of parents through questionnaires and informal discussions in order to inform their decisions. The school development plan has been significantly improved. It fits within the framework of a five-year plan but details the targets and action for the current year, providing sufficient detail to make it a useful working document.

55. The headteacher has worked with the local education authority to identify quantifiable targets for improving standards of attainment into the next millennium. His careful analysis of the school's performance in national assessments has led to detailed consideration and action to improve curriculum provision. Discussions with staff during the inspection indicate that they are now working as a more effective team with a clear sense of purpose. A new cycle of staff appraisal is planned as part of a rolling programme. The role of the curriculum co-ordinator is still at an early stage of development but some changes since the last inspection. These include a reassignment of some subjects; the co-ordinators' successful involvement in the production of curriculum documentation; professional in-service development courses; fortnightly co-ordinator planning meetings and some specialist teaching. An arrangement for limited non-teaching time, when, initially, the co-ordinators for English, mathematics and science can visit other classes to monitor work, has been introduced recently. Many staff are apprehensive about this aspect of their work, especially within a small school context, and most have not taken on fully the responsibility for ensuring the highest quality of teaching and learning consistently, within their subject, throughout the school.

56. The headteacher has a teaching commitment for a half of each week. He monitors planning and, because of his movement about the school, the inherent features of the building and small size of the school, is well informed about what happens in other classes. The day-to-day administration of the school is effective and routines are well established. The support staff are encouraged to play a full part in the life of the school. Sufficient consideration is given to ensuring that all the pupils have equal opportunities to make progress. The Code of Practice for pupils with special educational needs is followed in all aspects except that the termly reviews for some pupils are postponed to the beginning of the following term. There is recognition in the school's policies and practices of the value placed

on meeting the needs of pupils with different levels of attainment.

57. The leadership and management of the school have been effective in sustaining the positive ethos that is valued by parents and was commended in the report from the previous inspection. The improvements that have been made in strategic planning, curriculum development and teaching make a positive contribution towards raising standards and put the school on a firm foundation to move forward. The school has taken appropriate action to remedy the omissions identified in the last inspection report and now fulfils statutory requirements.

Staffing, accommodation and learning resources

58. The school has sufficient staff to meet the demands of the curriculum. All are suitably qualified and there is a range of experience. The staff work closely together. The support staff are well briefed by the teachers and make a positive contribution to the pupils' learning. There are two part-time teachers on the staff and the careful organisation of the teaching ensures that the pupils, in both key stages, gain maximum benefit from their expertise. This planning contributes positively to the standards attained by the pupils. The professional development of staff is satisfactorily linked with the school's development priorities as well as the needs of individuals and has improved since the last inspection. Since the last inspection time has been provided for curriculum co-ordinators to work in other classes alongside their colleagues to monitor activities and the quality of provision. The appraisal arrangements and induction procedures for newly qualified staff are effective and supportive. The administrative, welfare and cleaning staff make a positive contribution to the smooth running of the school.

59. The constraints on the school caused by the limited accommodation have not improved since the last inspection. Although the accommodation is just adequate for the effective delivery of the curriculum, it limits some activities. The teaching of art is made difficult by the fact that water is not readily available in some classroom areas. The effectiveness of physical education lessons in the hall is limited by the need to store furniture and equipment there. In order to make use of the hall for lessons another class needs to be disrupted. The playground is well marked for games and the sunflowers grown by the pupils make the playground more attractive for everyone.

60. Resources are generally satisfactory and well used to support the pupils' learning but resources are limited in some areas; for example, practical maths equipment, artefacts from other faiths in religious education, a wide range of art tools and materials and good quality tuned and untuned musical instruments. There is a limited range of software to support learning across the curriculum and of equipment to develop fully the sensing aspect of information technology. The school has a good selection of reference books to support history and aerial photographs and maps are available for the pupils' geographical studies.

The efficiency of the school

61. The school makes efficient use of its available financial resources. Financial planning is of a high standard. The chair of the finance committee has a thorough understanding of procedures and works closely with the headteacher to draft a budget which is then considered by the finance committee and submitted to the full governing body for approval. There is a close link between the budget and school development plan. Any subsequent movement of funds between budget headings is fully justified and accounted for.

62. Expenditure is monitored closely and a monthly summary is produced from the school's computerised records. The finance committee examines this and seeks clarification from the headteacher if any variation occurs. The recommendations arising from the most recent audit of the school's accounts have now been fully complied with. The finance committee has clearly stated terms of reference and the extent of delegated responsibility has been established. The school has carried forward a small amount of money into the current year as a contingency fund for unforeseen expenditure. Full and effective use is made of specific grants for special educational needs and the professional development of teaching staff.

63. The teachers and other adults working in the school have a shared sense of purpose and are deployed effectively to maximise the benefits of their individual strengths and talents. Staff deployment is appropriate and makes a positive contribution to the level of support provided for the pupils and the standards they achieve. Within the limits imposed by the size of the building, the school makes effective use of the space available and is actively pursuing ways to extend or adapt the building to improve the quality of provision and address the concerns of many

parents. The learning resources are carefully managed and used well.

64. The day-to-day administrative systems are satisfactory. The headteacher teaches for a large part of the week but works closely with the school secretary to ensure that the routines and procedures run smoothly. The informal communications between staff work effectively.

65. In relation to its context, income, the standards attained and the quality of education provided the school gives satisfactory value for money. This judgement reiterates that of the previous inspection.

PART B: CURRICULUM AREAS AND SUBJECTS

AREAS OF LEARNING FOR CHILDREN UNDER FIVE

66. The school has a reception class where children under five are educated. Because the autumn term starts in the middle of August, it is possible for a child with a September birthday to start school at the age of three years eleven months. Most children attend either a play-group or private nursery before they transfer to the reception class. At the time of the inspection, there were twelve full-time reception children under five years of age.

67. When the children start in the reception class the school's initial assessment tests show their attainment to be at the level expected for four year olds. By the time they are five, assessments show that the children have made satisfactory progress and most of them have attained the levels recommended nationally as desirable learning outcomes for children aged five. At the time of the inspection no children were on the special educational needs register.

68. The curriculum is activity based and closely linked to the areas of learning recommended nationally. The skills and concepts to be taught are clearly identified in the planning documents. There is written evidence within the planning documents that regular assessments are used in order to plan tasks which build upon the children's experiences and learning.

69. During the inspection, a range of teaching and learning experiences was observed. Sometimes, the activities involved adults interacting with the children as they investigated and experimented during small group tasks. Sometimes, more formal lessons were observed. The teaching was consistently good in either situation. The evidence indicates significant improvements since the last inspection, particularly in relation to the consistently good teaching and the secure planning which is now comprehensive and underpins activities appropriate for the age of the children.

Personal and social development

70. The children's attainment in personal and social development is good. The reception children are happy and secure in their environment. Many have the confidence to try new tasks. When working in a group they show the beginnings of co-operative involvement. The children express their feelings and needs and give reasons for their likes and dislikes. They ask questions, concentrate, persevere and seek help when they need it; for example, when designing a pattern using three-dimensional shapes the children needed advice before continuing to construct the design.

71. The children are very well behaved. They show maturity and independence when working and playing in class. Many children sustain concentration for an extended period. They follow the teacher's instructions quickly and carefully and respond positively both to the other children and the adults in the classroom. They follow the established routine of the class competently and are happy, secure and relaxed. Independence is shown when selecting equipment, in dressing for outside play and personal hygiene. They are developing an understanding of what is right and wrong as they gain experience of school.

72. Progress is good. The children are introduced quickly to school routines such as taking off a coat and sitting on the carpet to listen to the teacher or answer questions. Some very positive personal development was observed as the children line up to go to assembly. They quietly waited near the door, accepting that only one person could be a leader. The tolerance that the children show is impressive.

73. Much of the teaching of personal and social education is incidental: the children learn from the relationships and attitudes of the adults around them. Within this environment, the teaching is good. The support staff play an important part in this through their care and consideration of individuals or groups of children who need help. They show initiative when intervening and interacting during group activities; for example, when helping the children to complete potato prints for the displays in the hall.

Language and Literacy

74. The children's attainment is appropriate for their age and they make steady progress in developing skills. The children are given many opportunities to speak and voice opinions. They listen attentively to stories and join in rhymes. Most participate and talk about what they are doing, particularly during group activities where they follow instructions very well. The children share books eagerly, particularly the ones in the carpet bookshelf. They understand that print carries meaning and some are making a good attempt at beginning to read. Mark making is practised not only in the sand but also in a variety of activities, such as tracing and practising letter shapes during 'literacy hour' group activities. Many of the children make a good attempt at holding a pencil correctly and at writing on top of and under words. However, during the inspection, they were given limited opportunities to practise emergent writing with a wide range of writing materials and tools and emergent writing.

75. The teaching is good. The teacher regularly reinforces the necessary techniques in a calm way which instils confidence in the children. Reading strategies are introduced to the children during individual or small group situations. The children open their books and tell the story of the pictures confidently. They predict the likely outcomes of the picture 'story line' and suggest alternative endings, including their particular preference. On one occasion, a group of children explained the story of Kipper and the New Trainers. There is a clear link in the planning between the teaching of pre-reading and writing skills and the continued teaching in Key Stage 1.

Mathematics

76. The development of mathematical learning is satisfactory. It is promoted through practical activities and a commercially produced scheme. The children count, match and tally numbers based on situations from everyday life. Opportunities to recognise numbers arise when playing number games, counting and through action rhymes and songs. The children progress in this area as they recognise numbers up to five and sort objects accordingly. They are then encouraged to record what they see. The children are familiar with larger numbers that they use outside school, as they talk about house numbers or the registrations of cars which appear in their reading and library books. Problem solving and mathematical understanding are further developed by sequencing small apparatus and comparing size, shape and colour, by constructing the train or adventure playground and by making tea in the Home Corner.

77. Progress in mathematical understanding is satisfactory. The children are beginning to recognise and remember the most well-known number rhymes and songs. They can match the toy children to the roundabout and other toys in the playground kit. When counting objects, the children match the correct written numeral.

78. The quality of teaching is consistently good. Number tasks are successfully integrated into activities across the curriculum. Careful planning is backed up by a range of activities that are clearly explained and supported. The curriculum is well planned. Progression in skills development is easily identifiable; for example, when the children sequence events in their lives, such as deciding which item of clothing goes on first when dressing, or working out how many sleeps there are before a special event, such as Harvest assembly.

Knowledge and Understanding of the World

79. The children make steady progress in this area and their attainment is appropriate to their age. To promote the children's knowledge and understanding of the world, several other areas of learning are introduced. To develop scientific understanding the children learn about themselves and how they have changed over time. The children talk about their homes and friends and family members. Most can find their way around school confidently and describe how to get to the playground. Historical and geographical understanding is also promoted through learning experiences based on the children's families, the local environment and their earliest memories. They remember past events at home when looking at photographs and books from the library. They discuss their favourite time of the day and explain how different weather conditions affect them. They talk freely about events important to them, such as a birthday, Christmas or a special holiday. The children show confidence when they choose computer games and complete the activities successfully.

80. The quality of teaching is good. The teacher encourages the children to express what they think and how they feel about things; for example, by describing the beauty of branches covered in berries or by saying what they

like or dislike about autumn leaves. Information technology is developing well. There is less evidence of any attempt to link creative learning with three-dimensional work when, for example, the children have investigated the environment and then paint and made models to show what they have discovered.

Physical Development

81. The children's attainment is good in physical development. They are given a variety of activities that extend their manipulative and physical skills. Cutting, threading, building, painting and writing activities all play a part. These activities are included daily in some form. Most children can make a reasonable effort at threading beads, fixing the large jigsaw into a tray, or cutting out a leaf shape for an art activity.

82. The children enjoy their outside play, making good use of the space provided. They show proficiency when moving at different speeds and have good directional control. They make up rules as they use the painted playground games in a variety of ways. Most children are developing effective control of their bodies. This is extended as the children respond to their teachers' requests and show an understanding of balancing and of fast, slow, high and low movements. In this area of learning the children are making good progress. In their self-help skills, many children can fasten buttons and zips and put their shoes on the correct feet. They are given opportunities to set out and tidy away their own equipment.

83. The teaching is good. The teachers question the children effectively in order to extend their ideas of outside games. Plenty of interaction occurs during playtime. The children receive ample praise and encouragement for their efforts.

Creative Development

84. Overall, attainment and progress in creative development are satisfactory. The teaching in this area is satisfactory. The children sing confidently when in a large or small group. They know a number of traditional songs from memory and sing in time to a fast and slow rhythm. Most name some untuned instruments such as a tambourine or wood block and tap a beat in time to the teacher's instructions. The children are enthusiastic when involved in aspects of sand play and use their imagination to create tracks, sand castles and secret hiding places. Sensitive interventions by the teacher in the role-play area enables the children to develop their ideas in a structured way. They enjoy using paint to print and this is developed further as they begin to experiment successfully with a repeating pattern. However, the classroom displays suggest that the children have limited opportunities to express themselves imaginatively through their art or other creative and three-dimensional work. The range of art materials which are offered in both teacher-led and self supporting classroom tasks is limited. There are few opportunities for the children to participate in spontaneous, imaginative role-play situations.

ENGLISH, MATHEMATICS AND SCIENCE

English

85. The results of National Curriculum tests for eleven-year-olds in 1997 show the performance of the pupils to be:

- in line with the national average of all schools;
 - in line with the average of schools with pupils from similar backgrounds.
- The proportion of pupils reaching the next higher level was:
- average when compared to all schools nationally;
 - above average for similar schools.

86. Compared to the results from 1996 the school's performance had not improved as much as in most schools but was still broadly similar. The preliminary indications from the tests in 1998 reflect lower school scores though national figures were not available for comparison at the time of the inspection. The inspection findings show the attainment of the current pupils to be in line with the national average, with most pupils on target to attain the level expected for their age when they leave school. A significantly smaller percentage of pupils are on target to attain above this standard.

87. By the age of eleven, reading standards for the majority of pupils are in line with national averages. The pupils read accurately and fluently from a range of fiction and non-fiction books. They discuss the plot and characters and know how to access information using a book's index, contents and glossary pages. Most are adept at using these skills in other areas of the curriculum; for example, in geographical or scientific research. Although most pupils read fluently there is not always an expression of interest and enjoyment when talking about books. The pupils understand the significant ideas or themes within the text they are reading but their skills of inference or deduction, to "read between the lines", are not well-developed.

88. Writing standards at the age of eleven are satisfactory. The pupils write confidently and fluently in a variety of forms; for example, imaginative prose, poetry, factual and narrative accounts. These tasks are usually completed to a satisfactory standard. There are, however, insufficient opportunities for extended writing where the pupils can apply their skills within a sustained piece of work. Few of their writing tasks enable them to develop plot and character or structure writing to maintain the reader's interest. Standards in handwriting are generally unsatisfactory. Few pupils use joined writing consistently and most pay insufficient attention to presentation except when producing writing specially for display. The pupils use a range of spelling strategies to help them spell many polysyllabic words accurately. Writing skills are used effectively in other areas of the curriculum; for example, writing up accounts of scientific experiments and about historical events.

89. The pupils' speaking and listening skills, by the age of eleven, are in line with those expected nationally. Although the pupils do not have a particularly strong command of the English language, they answer questions eagerly, discuss ideas in small groups and most recognise the need for altering the style and type of language they use according to the audience. Most use an appropriate subject specific vocabulary in mathematics, science, historical and geography.

90. The results of the National Curriculum reading and writing tests for seven year olds in 1997 show the overall performance of the pupils to be well below the national average. This is because, even though the percentage of pupils reaching the level expected of them (Level 2) was above average in reading and average in writing, the percentage achieving Level 3 was well below the national average for reading and below the national average for writing. Teacher assessments in speaking and listening for seven year olds show the pupils' attainment to be above average in comparison with all other schools.

91. An analysis of results of seven year olds in reading and writing over a two year period shows the school's performance to be improving at a faster rate than that found nationally. The data from the 1997 tests shows the performance of boys to be weaker than that of girls in both aspects of the subject. The scores from the 1998 tests reflect a drop in performance from the previous year and this relates to the natural variations within the small number of pupils who are now in Year 3.

92. Inspection findings show that, as a result of the improved planning structure and good quality teaching that consistently builds on prior attainment, the majority of the current pupils will achieve the expected standards in the subject by the age of seven. They read simple passages accurately with an appropriate level of understanding. When establishing the meaning of unfamiliar words they use phonic skills and context clues appropriately. The higher-attaining pupils express a preference for a particular author but, although most pupils show accuracy when reading, there is again a lack of expression or emphasis on reading being fun. Early writing tasks help the pupils form letters correctly and promote their understanding of writing as a means of communication. They begin to write independently in the lower part of the key stage and, by the end of it, compose stories and factual pieces which show evidence of simple punctuation being used correctly. Handwriting is gaining consistency in size and spacing though it is not joined. Standards of spelling are generally satisfactory as most pupils spell simple monosyllabic words correctly. The teachers throughout the key stage use every opportunity to develop the pupils' speaking and listening skills.

93. The progress made by the pupils is satisfactory in both key stages. Those pupils with special educational needs are effectively supported and make sound progress that usually enables them to meet the targets in their individual education plans. Planning for the subject clearly outlines the key skills in literacy which the pupils need to acquire as they move through school. This enables them to gain appropriate reading and writing skills at a satisfactory pace and most progress steadily from one level to another, first consolidating and then being pushed on.

Progress is at its best in Year 6 because in most lessons the work is challenging and the pace of learning is sustained. A “literacy hour” has been introduced in all classes and, although still at an early stage, is being implemented effectively. The teachers follow the structure recommended nationally and give appropriate emphasis to targeted skills. The plenary session at the end of the period is, however, not always used as an opportunity to review work so as to set targets for further development. The positive attitudes to learning demonstrated by the majority of pupils throughout school make a significant contribution to the quality of learning that takes place. They respond well to their teachers. Most pupils are keen to learn, maintain a good work rate, stay on task and show good levels of concentration. A small number of younger pupils at Key Stage 2 do not always listen attentively, find it difficult to sustain concentration and lack a real sense of motivation.

94. The quality of teaching is generally satisfactory in both key stages. Sometimes higher levels of teaching skill were observed in lesson and these promote more effective learning. On these occasions the pace is brisk, the pupils are challenged by pertinent questions and their responses are valued and developed. A distinctive feature of the good teaching observed is the provision of opportunities for the pupils to undertake independent work. In most lessons the pupils rely too much on the teacher. All the teachers have sufficient knowledge and understanding to teach the requirements of the subject. They are well organised, plan a wide range of activities and include opportunities for discussion and questions. Expectations of how much work the pupils are expected to complete are, however, often insufficiently demanding. Opportunities to reinforce and extend skills first taught in the “literacy hour” are provided in other lessons.

95. The teachers’ planning is generally good throughout the school and consistently builds on prior learning and makes reference to work planned to meet the differing levels of attainment of the pupils. Most teachers value the need for repetition and practice and the pupils are actively encouraged to make effective use of dictionaries of varying complexity. Teachers mark work on a regular basis and often their comments state clearly what is needed for pupils to improve their work.

96. The inspection and assessment evidence indicates that the school has sustained the standards of attainment identified in the previous inspection report and made them more consistent and secure throughout the school. It promotes effectively the attainment and progress of the pupils through more consistent teaching and improved planning. The range of teaching strategies has been widened and additional resources have been purchased and introduced into classes as part of the school’s initiative to raise standards in reading. The school is well placed to move forward and raise standards further for all the pupils.

Mathematics

97. When the pupils leave the school at the age of 11 the results of national assessment tests show standards of attainment that are:

- well below the average for all schools nationally;
- well below the average of schools with pupils of a similar background.

98. A low percentage of pupils achieve the level expected for their age. This reflects on a particular year group in 1997, when a significant number of pupils with special educational needs were being tested. The trend that is emerging over time from the national data suggests that standards are improving although there are some variations from year-to-year. The evidence from the inspection supports this opinion. The proportion of the oldest pupils currently in school attaining the level expected for their age is broadly average. Although, at the time of the inspection, the school’s results from the most recent assessments in 1998 could not be compared with national figures, nor with those of similar schools, they are higher than the previous years. Inspection evidence suggests that this was partly a reflection of the natural variations between different groups of pupils. The last inspection identified a weakness in the school’s provision for mental mathematics and too few opportunities for the pupils to develop practical and investigative skills. The school has started to address these issues by restructuring its approach to mathematics in order to be ready to introduce the national strategy next year.

99. The national assessment results for the pupils at the age of seven show levels of attainment that are below the national average. However, the proportion of pupils attaining at the expected level was in line with that found in schools with pupils of a similar background. The work seen during the inspection indicated that the pupils currently in Year 2 are achieving the level expected for their age

100. The oldest pupils are developing an understanding of numerical skills at a good pace. They work with increasing confidence, accuracy and independence. Most are gaining satisfactory computational skills and an understanding of two and three-dimensional shapes, time, fractions, angles, simple algebra and appropriate units of measurement and their relationships. The pupils demonstrate an ability to solve problems and apply their numeracy across the curriculum in a range of contexts and subjects. Evidence was seen in science and geography of work that was successfully based on a sound understanding of measurement, data handling and the use of co-ordinates. Most pupils show a good understanding of how data can be recorded, analysed and presented in appropriate ways. They have a good sense of multiplication and division and understand half and quarter and other common fractions. Many are developing good recall of multiplication tables and are beginning to use this knowledge effectively to make connections between numbers, fractions and decimals when solving problems mentally.

101. By the age of seven, most pupils have a sound grasp of addition and subtraction facts to ten. They are developing an understanding of the value of numbers, order numbers up to 100 and explore sequences. They count on confidently in tens from a given number and understand what they have to do when rounding up to the nearest 10. The pupils know how to collect information and how to display data in the form of block graphs. The higher-attaining pupils are secure with addition involving numbers up to and above 100 when using practical equipment.

102. The school has changed its approach to the teaching of mathematics. Detailed medium-term subject planning and regular mental mathematics sessions are included at the start of lessons and are proving to be beneficial strategies in raising standards, particularly for the older pupils. The pupils with special educational needs and lower-attaining pupils are well supported in their learning. They are fully involved in tasks which are often planned to fit their particular learning needs. They receive close attention and extra adult help in order to consolidate what they have learnt.

103. In Key Stage 1, the pupils receive satisfactory teaching overall and make steady progress. Overall, the pupils show positive attitudes to the subject throughout the school. They build on their mathematical knowledge, understanding and skills effectively and show increased confidence as they get older. Some good teaching occurred when pupils were counting, estimating, recognising and recording numbers. This well-planned, organised and managed session offered a wide range of tasks which catered well for the pupils' learning needs. The enthusiastic pupils were challenged and highly motivated as they solved problems and recorded their findings, practically and in written forms. The pupils respond well to their teachers.

104. During their time in Key Stage 2, the pupils experience good teaching and make good progress, particularly at the end of key stage. Direct teaching establishes what the pupils know within a topic and extends understanding through challenging but appropriate questioning and written exercises. Individual support is effective and expectations are high. In a small number of lessons the teaching of the younger pupils in the key stage is less focused. This causes pupils to lose interest in the task and waste time whilst they are waiting for the teacher's direction. At times this lack of focus can be linked to insufficient assessment of individual pupil's previous achievement of tasks, thus causing a mismatch between the next planned task and the precise learning needs of the pupil. Although lessons are evaluated and a general class assessment takes place, the present assessment process is not sufficiently sophisticated to produce an accurate diagnosis of the individual pupil's next step in learning.

105. There are times when teaching is less successful in both key stages. These occur on occasions when opportunities are missed to enable the pupils to set up their own investigations and experiments and reach their own conclusions by trial and error thus extending their knowledge and understanding to the full. The pupils are rarely asked, "What will happen if?".

106. Since the last inspection, the school has addressed the issue of a narrow mathematics curriculum by conducting an audit of the subject and introducing a programme of blocked topics and continuing work. This enables the pupils to concentrate for a given time on a chosen topic thus improving their understanding whilst showing them how to make connections between the study areas. The older pupils' good progress in lessons during the inspection and the improved attainment of pupils in the national tests this year suggest that these strategies are already showing a measure of success.

Science

107. The results of national tests in 1997 indicate that the pupils' attainment at the age of 11 is: very low when compared with most schools nationally;
very low in comparison to similar schools.

The 1998 national tests indicate significant improvement. This more closely reflects evidence gained from the inspection, where attainment was judged to be comparable with most schools nationally.

108. The 1997 teacher assessments at the end of Key Stage 1 indicate that the proportion of pupils achieving the expected level was above the national average but the proportion achieving the next higher level was below the national average. In relation to similar schools, the proportion of pupils achieving the level expected for their age was above average. The inspection findings indicate that the attainment of the pupils currently in Year 2 is similar to the results and in line with the national average. The improvement in standards at both key stages is explained by the implementation of a scheme of work and a detailed curriculum plan. The standard of teaching has also improved. It is satisfactory overall and sometimes good. The curriculum is topic based and closely linked to the teachers' planning. This has given the pupils more opportunities to experiment and form conclusions. These are all improvements since the last inspection.

109. By the age of eleven, the pupils' scientific knowledge is developing well. Most have a good knowledge of physical and natural science. They understand the principles of an electric circuit and how to incorporate it in a working model, including the differences between a simple and series circuit. Water is investigated and the properties of different materials are tested. The pupils know how to identify reversible and irreversible change. Within health education, drug misuse and the life processes of people and plants are researched.

110. By the age of seven, the pupils understand materials and their properties. They describe the characteristics of different materials and sort them into groups of natural and man-made fibres. The pupils recognise everyday appliances which rely on electricity and know that electricity is dangerous. When studying life processes, they know the characteristics of living things, can name the main parts of a skeleton and suggest the foods which constitute a healthy diet.

111. The pupils' progress is satisfactory at Key Stage 1. They acquire systematically a sound basis of scientific knowledge and methods of enquiry. The youngest pupils express likes and dislikes of things they smell, taste or feel. As the pupils mature and gain more skills and experiences, they begin to offer opinions and preferences. By the end of Key Stage 1, they are confident when making decisions and stick by them; for example, when sorting foods into fats, protein and carbohydrates. They are slowly making connections between the topics they have studied, as shown when they identify water as a food to keep plants healthy. This progressive approach to the development of skills is equally evident in Key Stage 2 and forms a firm foundation on which the pupils successfully reinforce and build knowledge and understanding relating to the planned study topics. They make good progress during the key stage and develop positive attitudes towards the subject. The recording of data in graphic form to identify trends, patterns and draw conclusions is developing particularly well.

112. Careful planning has had a significant effect on the pupils' progress throughout both key stages. The pupils' opportunities to take part in experiments have increased. Their problem solving capabilities and learning potential are improved by choosing the equipment to set up an investigation and trying to predict what might happen. During the inspection, however, this practice was seen more frequently at the science club than in lessons. The recording of experiments and written evidence is good at both key stages. The pupils use accurate diagrams, graphs, written accounts and a range of tables to record and interpret their findings. At both key stages, the lower-attaining pupils and those with special educational needs make satisfactory progress. They are well supported by appropriate tasks and extra adult help. The pupils' interest in learning promotes co-operation and enhances the opportunities they have to make progress.

113. The standard of teaching in Key Stage 1 is satisfactory. In Key Stage 2, it is good overall. Strengths in teaching lie in good subject knowledge and carefully planned lessons with sufficient, relevant visual aids to focus the pupils' thinking and help their understanding. The teachers' knowledge of the pupils enables them to address specific learning needs and pitch tasks to meet them. When this happens, the pupils make good progress. The teachers enjoy positive relationships with their pupils and provide good opportunities to develop positive attitudes. Through investigation and observation, the pupils have opportunities to reflect on the wonders of life; for example,

during the Key Stage 1 healthy eating topic and the investigation of rivers in Key Stage 2. Good classroom management and appropriate attention to health and safety allow the pupils to work together safely. The pupils have a responsible attitude to resources. The marking of the pupils' work is good. It is usually positive and indicates how pupils can improve. The support staff are used well to give individual assistance to those pupils with special educational needs

OTHER SUBJECTS OR COURSES

Information technology

114. Information technology is not timetabled as a separate subject within the school's planning. Evidence upon which to judge the pupils' attainment, as in most schools, is largely based on observations of activities organised within other subjects, the teachers' planning, previous work and discussions with the pupils. The range of evidence indicates that the attainment of the oldest pupils when they leave school is similar to that found in most schools and at the level expected for pupils of their age. The provision for the subject has been significantly improved since the previous inspection. Teaching is now supported by a useful scheme of work. This identifies the skills to be developed and activities experienced in each class. It tracks progression throughout the school and identifies opportunities to link with other subjects. The number of computers is at an adequate level and they are of satisfactory quality. The range of software has been carefully extended and although limited there is sufficient to support effective learning. Attainment in some aspects of the subject is better than in others; for example, most pupils are confident when searching for information and using the computer for word processing but have had only limited experience of entering commands to control actions and monitor events. The pupils use computers effectively to communicate in writing and edit, check and change the appearance of the work. They have an appropriate awareness of the potential of software to handle information, model and investigate relationships and engage in real-world applications such as information retrieval. The pupils load and enter programs, find their way successfully through the options available and print their work.
115. The attainment of the pupils at the age of seven is also in line with national expectations. The pupils engage in sufficient activities on the computer that relate to and reinforce learning in other subjects and develop their skills. They are aware of the potential to communicate ideas and most use the keyboard and mouse confidently. Reading skills are reinforced through programs linked to the pupils' reading books and numeracy is promoted when simple mathematical activities are undertaken.
116. Progress in learning is satisfactory throughout the school. During their time in school the pupils gain a greater understanding of the characteristics of equipment and software and their confidence and independence in using computers is sufficiently developed by the age of 11.
117. The quality of teaching is satisfactory. Sufficient emphasis is given to providing a balanced programme to ensure that all the pupils use computers in a range of applications. General classroom organisation makes use of the opportunities to use computers and there are usually pupils operating in pairs on appropriate tasks. These may not relate directly to the main teaching focus but are maximising the use of computer resources and the time for the pupils to gain "hands-on" experience. The teachers show sufficient confidence and knowledge to develop the pupils' capabilities and readily call upon the subject co-ordinator for assistance and advice if necessary. The pupils respond positively to the subject and are enthusiastic when engaged in computer activities. They show good attitudes to learning. There is a high level of co-operation when they work together and they demonstrate consideration for others as they take turns to input and search for information. The resources are treated with respect and some of the older pupils take responsibility for looking after equipment.
118. There is evidence of a sufficient emphasis having been given to raising standards in the subject and this has had a positive impact. Further developments are planned to increase the breadth of provision as resources permit.

Religious education

119. Based on evidence gathered from the observation of lessons, a scrutiny of the planning for the subject, work displayed about the school and discussions with the pupils about what they know and understand, the attainment of the oldest pupils is judged to be on target to meet the expectations of the Locally Agreed Syllabus for the subject when they leave school.

120. Throughout the school, the pupils make satisfactory progress in their understanding of the important elements of Christianity and other major religions. The attainment of the pupils when they reach the age of seven is also judged to meet the required expectations.

121. The older pupils have a clear understanding of how beliefs affect people's lives. They show an understanding of sacrifice and can link this both to the Old Testament beliefs in a God of wrath and with the New Testament's message of hope in the love of God through Jesus. They explain the different viewpoint of Moses' "eye for an eye", with Jesus' view of "love your neighbour". They appreciate the sacrifice that hostages make, discussing the examples of Terry Waite and John Bunyan. Their maturity of approach takes the discussion further to consider what effect such hostages' experiences have on the future lives of these people. Within their discussions the pupils show a good understanding of chronology and how beliefs and customs have changed. They show an understanding that changes in lifestyles over time can also affect people's opinions and beliefs. For example, 'home comforts' for Terry Waite would not have existed in the time of John Bunyan. Most pupils have a reasonably good knowledge of the life of Jesus and understand the significance of His birth, death and resurrection to Christians. They identify books that are sacred to the different religions; for example, when explaining differences between the Islamic, Sikh and Christian interpretation of sacred books. They understand the connection between Judaism and Christianity with reference to the significance of Easter and the Last Supper. Most understand that many people in the world have beliefs which are different from their own and appreciate similarities and differences between the Christian religion and other world religions. This is further developed as the cultural differences of Islam, Sikhism and Christianity are investigated and explored.

122. The younger pupils at the end of Key Stage 1, describe ways that different people help to take care at home, in school and in the world. They have a clear idea about how to care for God's world and understand the importance of looking after their own environment. When describing their feelings, they know what it is that makes them happy or sad. They understand that emotions influence how they feel at certain times. The pupils know what makes a family member or friend special to them with reference to the life of Jesus and his family. They recount the Christmas story in great detail. When talking about school rules they are gaining a good understanding of the importance of tolerance, sharing and taking turns.

123. There has been much improvement in this subject since the last inspection. The locally Agreed Syllabus is fully implemented. The guidelines within this syllabus, along with the detailed planning undertaken by the teachers, mean that this subject is now secure. Most teachers show a good subject knowledge. The whole-school planning sessions enable them to gain more security with the subject matter to be taught. What is identified for the pupils to learn is matched sufficiently to their age. The topics chosen and the tasks undertaken enable pupils of differing abilities to learn appropriately. Discussions are pitched so that the pupils understand how and what to answer. There is plenty of encouragement given to ensure that the majority of the pupils participate. This means that the pupils are eager to respond with carefully considered answers, resulting in good quality discussion at both key stages. The pupils' attitudes and responses are generally good. However, there are some occasions when the pupils' answers are cut short or they are not given long enough to clarify their thoughts before being given the answer. The balance between discussion and written tasks is good. Observation of lessons showed that the teachers give the pupils ample opportunities to learn background information in a variety of ways before a written, or other group task is set. However, the brisk pace established during the introduction or discussion is not always sustained in the group activity. Sometimes this is because the pupils are not given a time limit for the task. At other times it is because the pupils are not exactly sure of what they have to do. They then waste time until it is their turn for the teacher's attention. Sufficient emphasis has been given to ensuring that the pupils of different age ranges and abilities within the class are catered for. There are occasions when the higher-attaining pupils finish their work relatively quickly and there is lack of evidence of a secure structure of extension tasks linked to the study topics for these pupils.

124. The study topics have been carefully chosen to enable the pupils to gain first hand experience of what they are studying. For example, the pupils in Key Stage 2 visited a Sikh community in Bradford in order to appreciate the

cultural differences and life styles in England and appreciate the similarities and differences in the Sikhs' perception of God. Each year the pupils visit both Ghyll parish church and the Inghamitt church in the village to study the different styles of worship within the Christian religion. To gain an understanding of how customs develop over time, the pupils talk to people who have lived in the village all their life. When studying care in the community, they learn how guide dogs are trained to be a blind person's eyes, by asking relevant questions of a blind visitor. Although the school has sufficient books for the pupils to extend what they learn from these experiences, there are insufficient visual aids, such as artefacts and video tapes to support learning in class.

Art

125. Evidence from lesson observations, a scrutiny of the pupils' work, sketch pads and displays indicate that standards throughout the school are not as good as at the time of the last inspection although a policy document and scheme of work for the subject are now in place. The school has a comprehensive scheme of work. It is well written and easy to understand and follow. There are clear guidelines for the development of skills and concepts. Famous artists have been chosen to illustrate the particular art/design focus and also to raise the pupils' awareness of the diversity of artists' styles and techniques. It is easy to track the progression of skills through the years and a good balance is provided between the different art and design experiences, such as, drawing, painting, pottery, and textiles. Clear cross-curricular links exist between this scheme and other areas of the curriculum. There are, however, few examples of the scheme being followed. In one class the pupils used their sketch books to draw pictures in the style of the Benin culture. The same group of pupils had designed a range of individual clay tiles that were of a satisfactory standard and showed a clear idea of shape and space. The pupils in Year 6 discussed and produced the visual elements of shape, texture and colour. Their attempts at colour mixing and blending, using the adapted style of Degas, were good and their discussion showed some knowledge of different styles and techniques of painting, although their knowledge of other famous artists is limited to Picasso and Hockney.

126. The pupils in Key Stage 1 are also offered a limited range of art experiences, although the work on display in both classes shows good co-ordination skills in line drawing. Both the portraits and line drawings that 'tell a story' show good observational skills over time. There is a little evidence of the pupils working with textiles, apart from a previously designed collage using different materials to depict autumn leaves. The scheme of work identifies some good examples of how textiles can be taught through links with other areas of the curriculum. When questioned, some older pupils described samplers they had seen in church and techniques used to make them. They had a fair knowledge of how some cloth is woven, relating this to their previous participation in paper weaving. The pupils have sketch books but there is little evidence that a wide range of tools and materials are used when the pupils investigate textures and experiment with different colour mixing techniques as a basis for skills development. At both key stages, there is little evidence of pupils' development of skills through three-dimensional work, although a scrutiny of photographs showed younger pupils involved in designing and making houses and vehicles, using different sized boxes..

127. Although the quality of teaching during the inspection was satisfactory, evidence from the work scrutiny and discussion with pupils suggests that teaching is unsatisfactory over time. All aspects of the curriculum are not being covered in sufficient depth in an organised, structured way. This was also evident when talking to pupils about their previous studies. The range of art work displayed in school is extremely restricted, with far too few examples of the pupils' imagination and creativity captured in the range of work they undertake. The pupils display positive attitudes towards the subject when engaged in conversations about their work. They look forward to their activities and talk enthusiastically about objects they have produced and pictures they have drawn. They are proud when their work is displayed in the school and when they are successful in local art competitions entered by the school.

Design and technology

128. A small sample of lessons was observed during the inspection and these demonstrated a range of activities that were linked to the school's planning and displayed the two main components of the subject, designing and making. Learning in both key stages is progressing at a satisfactory pace and the pupils employ their skills effectively in relation to their ages. Standards in the subject have been maintained since the previous inspection and there is now a useful scheme of work to support planning and provide a firm basis for progression in learning throughout the school.

129. In Key Stage 1, the pupils were observed designing a pop-up book. They produced a simple design based on drawings and talked about their intentions. Some were unsure about what the end product would look like. The pupils followed instructions and carefully chose different patterns to fill the space they had. They used scissors accurately to cut their shapes and made satisfactory progress during the lesson. The pupils in all the Key Stage 2 classes were observed for one lesson and each lesson incorporated elements of designing and making. Most pupils understand the purpose of design. They represent their ideas and plans on paper, though these do not always identify the materials to be used. There is usually sufficient emphasis on producing an attractive finish by decoration but the pupils lack confidence when experimenting with different options and radical departures from a conventional approach.
130. There is evidence of progress in the skills of using tools accurately and carefully but techniques are not always fully developed in Key Stage 2 by effective teacher intervention. The co-ordinator is aware of this as well as the need to ensure that the appropriate tools are employed initially; for example, hacksaws are seen as a general sawing tool rather than using tenon and dovetail saws when cutting wood. The pupils in Year 3 were observed measuring and cutting wood to make a frame construction and the angles were not always accurate. On this occasion the pupils were aware that the finished product would be covered with paper and the joints would be hidden.
131. The pupils in Year 5 show an appropriate understanding of the design process and use their knowledge and skills effectively within other subjects. During the inspection they designed and constructed Egyptian artefacts to support their history and geography topics related to that country. The pupils in Year 6 designed and made parachutes which were then tested. Only two of the fourteen pupils involved experimented with the shape of the canopy and this limited response reduced the effectiveness of the lesson. The end products were effective but did not reflect an independence in learning or confidence to try something new in this practical subject.
132. The planning for the subject and discussions with the pupils indicates satisfactory progress throughout the school as the products of the pupils' work develop in range and purpose. They employ an appropriate range of materials and utilise an adequate selection of tools in their tasks. Standards and provision in the subject have improved since the previous inspection report and a greater emphasis has been placed on developing the range of skills and applying them effectively. Activities are purposeful and integrated well into other areas of the curriculum.
133. Discussions with the pupils support observations that the pupils have positive attitudes towards the subject throughout the school. They enjoy the practical element and work with concentration and care. The small amount of teaching seen was satisfactory. The teachers have sufficient knowledge of the subject to link the various elements and apply them to activities which are often related to work in other areas. The pupils are questioned effectively to establish and direct understanding but there is too much prescription of what should be done and when. The pupils have insufficient opportunities to work independently and develop their ideas and clarify misconceptions. The teachers' expectations are satisfactory and show an appreciation of when to introduce new ideas to the pupils to extend their knowledge and skills. The teacher with responsibility for co-ordinating the subject has a good knowledge of the subject. The overall provision for the subject is satisfactory in relation to the time allocation and resources. The tools, construction kits and consumable materials are well managed and of satisfactory quality.

History and geography

134. The school's planning for both subjects is based on the development of skills and understanding through activities that are promoted throughout the year. These include such activities as the use of maps and plans and placing events within a timescale from the past to the present. The pupils' knowledge is developed through a study of specific topics which are scheduled into the class timetables at different times. One lesson in Key Stage 1 which had an historical focus and three lessons were observed in Key Stage 2 which had a geographical focus. Particularly in Key Stage 2, there is a close link between the two subjects as the teachers integrate learning effectively and make both subjects more relevant to the pupils without diluting the integrity of either. This is an effective approach and results in the pupils making satisfactory progress.

135. In Key Stage 1, the pupils examine a range of basic issues; they study the chronology of their own family, drawing simple plans of buildings and locating the counties of the United Kingdom on a map. In Key Stage 2, progress is sustained through activities that are appropriate for the ages of the pupils and that build on their prior knowledge. The lessons observed included the younger pupils investigating living conditions in West Africa and comparing them with their own. The oldest pupils undertook a study of river systems and the associated land forms. A particularly useful practical demonstration of the erosive effects of rainfall promoted understanding and effective learning. Supportive evidence was seen in samples of the pupils' prior work and a display of work by Years 4 and 5. This reflected the close links between the two subjects; for example; the history and geographical features of ancient Egypt, the chronology of successive invasions and settlement in Britain including the origins of different groups. The depth of study indicates that these topics are developed sufficiently to incorporate interesting and informative detail that ensures adequate and effective coverage of the subjects. Skills, such as those relating to historical enquiry and mapping are reinforced with topic work and as discrete activities.
136. The subjects are taught effectively and the pupils respond positively in lessons. At times teaching is of a high standard; for example during the lesson with Year 6 on river systems. While the teachers' planning and secure knowledge are good features, there are often insufficient opportunities for the pupils to follow independent lines of enquiry and research. The older pupils were given scope during their lesson to investigate rivers using the computer and this generated a good level of interest, co-operation and understanding. Indications from other lessons and the pupils' books suggest that the pace of learning is not always brisk enough and the demands on the pupils do not challenge sufficiently the higher-attaining pupils in these subjects. There are adequate opportunities for the pupils to develop their literacy skills as they listen, discuss, read and write about their activities and some of the most effective writing by the older pupils is seen in their topic work. The teachers make effective links with other subjects, especially art and design technology and work in these subjects is more purposeful as a result.
137. The pupils are enthusiastic when talking about their tasks and confidently explain what they are doing and what they know. They enjoy the practical aspects of mapping, drawing, examining pictures, listening to stories and making models. There is a good level of concentration on the task at hand and co-operation during group and paired work. The teachers make effective interventions and relationships are generally positive. The pupils ask and answer questions readily and behave well during lessons.

Music

138. Only a small number of lessons were observed during the inspection. A scrutiny of the teachers' planning, an examination of the pupils' recorded work and discussions with pupils reflect higher standards than are found in most schools. The curriculum makes a positive contribution to the pupils' understanding of their cultural heritage. The school has improved the overall standard in Key Stage 2 since the last inspection.

139. The pupils acquire a good understanding of melody, structure, dynamics and pitch. This is developed by studying a wide range of composers and their music within a historical context. The pupils are developing an increasing awareness of the connections between different composers as well as an understanding of their differing styles; for example, during a study of jazz music, the connections between Jelly Roll Morton, Django Reinhardt and Stephan Grappelli were discussed. Through discussion, the pupils appreciate the impact of this music during World War 2. They compose simple accompaniments to tunes, showing an appreciation of tempo. When listening to music, they appraise what they hear by interpreting the mood in relationship to how it makes them feel. They follow notation whilst playing a simple tune on wind instruments and consider changes in dynamics, tempo and duration.

140. By the age of seven, the pupils recognise and respond correctly to symbols that represent musical instruments. They follow the lead of the conductor reasonably well, starting and stopping their playing as directed. The pupils tap out a simple rhythm correctly, keeping a regular beat throughout. They clap and count the rhythm to different 'harvest' songs. Action songs and rhymes are performed competently by the majority of participants.

141. Throughout the school, the pupils sing well, accompanied or unaccompanied. They know and sing a range of songs and compare music written for different purposes, in different styles. Discussion with pupils indicates that

they sing songs in parts as well as in unison, but evidence suggests that part-singing is linked to preparation for the music festivals rather than part of the every day curriculum.

142. Composing and performing skills are appropriately developed and progress in this area is furthered by the pupils' involvement in school productions and the local music festival. However, there is less evidence of the pupils having opportunities to create regularly and appraise their own imaginative music within the class or a small group situation.

143. The teaching is satisfactory at Key Stage 1 and at its best at the upper end of the school where it is good. In the best lessons, the pupils are made aware of what is expected of them. Before the lesson starts, the teacher explains the rules regarding playing musical instruments in a large group. The pupils understand the significance of what is said. The lesson as a result moves along at a brisk pace, the time is used well and the pupils make good progress in listening, following the conductor's instructions and improving their performance. The best teaching offers sufficient challenge whilst engaging the class in a range of enjoyable tasks. This encourages the pupils to work hard and respond positively by improving the quality of their singing or music making. There is a good level of interest and enthusiasm for the subject. The pupils are keen to take part and concentrate well.

144. A strength of the curriculum is that some members of staff are competent musicians, or have a deep interest in the subject. When they teach, the pupils benefit from their knowledge and expertise. Most lessons are well planned. Those which are planned with less detail tend to lack sufficient pace or challenge and thus cause the pupils to drift away from the set task. The school benefits from specialist music teachers who visit to give private lessons.

Physical education

145. The school provides a broad range of experiences for the pupils and, although not all could be observed during the inspection, those that were demonstrated effective learning and skill development that were appropriate for the ages of the pupils. They make satisfactory progress as they move through the school. Regular involvement in physical activities and effective teaching sustains their rate of progress. The teachers' planning shows that all the various component parts of the subjects are undertaken at different times throughout the year and that skills are regularly practised and developed consistently as the pupils move through the school. The nature of the accommodation creates difficulties when organising indoor activities but the school works well to overcome these. During the week of the inspection the weather permitted outdoor activities and this option was taken up so as to cause least disruption to the class based in the hall.
146. The pupils in Year 1 demonstrate satisfactory understanding of the need for special rules in games and the effects of exercise on their bodies. They use space well, follow the directions of their teacher and show effective control of speed and direction. The older pupils in Key Stage 2 were observed in outdoor physical activities. The performance of the pupils was appropriate for their ages. They show satisfactory skills in ball control. They kick, pass and move confidently with a football, engage in small group exercises and play team games where their skills are deployed in competitive sessions. Ball throwing skills are rehearsed and developed. Ball passing techniques are successfully demonstrated by most pupils and the level of physical activity is high during group work.
147. The overall quality of teaching is good in both key stages. The arrangements for specialist teaching provide greater consistency than was reported in the previous inspection and support the sustained progress made by the pupils in the range of activities. The teachers have a secure knowledge of the subject, organise and manage lessons with confidence, becoming actively involved themselves. Sufficient time is included in lessons for an appropriate emphasis on developing movements and skills which are then consolidated in sequences or games. Appropriate attention is paid to warm-up activities and a variety of strategies are used to sustain the pace of lessons and maintain the pupils' interest and enthusiasm. The pupils are given much positive encouragement during their activities and they respond well.
148. The pupils enjoy their lessons. They are attentive and eager to participate. Most sustain their effort and persevere to achieve the objective established by their teachers. When working in small groups, they behave sensibly and concentrate on performing activities so that others have equal opportunities to become involved.

Nearly all are happy to be chosen by the teacher to demonstrate and display actions. The pupils take care when using the equipment and show a good awareness of the need to work safely.

149. The school's resources are of good quality and include a satisfactory range for indoor and outdoor lessons. In line with the effective lesson organisation and planning, the resources are used and controlled purposefully. Little time is wasted at the start and end of lessons and there is sufficient attention to safety factors. The extra-curricular provision enhances learning in the subject and contributes to the pupils' level and sense of achievement. Gymnastics and football activities were observed during the inspection. These were well organised and included valuable coaching.

PART C: INSPECTION DATA

SUMMARY OF INSPECTION EVIDENCE

150. The inspection of Salterforth Primary School was carried out by a team of three inspectors who, over a four day period, completed a total of 12 inspector days in the school.

During the course of the inspection:-

a meeting was held with staff and governors prior to the inspection;

a total of 46 lesson observations was made over a period of 28 hours and 45 minutes;

–. samples of the pupils' work and records of their progress were examined;

–. the reading of a group of the pupils from each class was heard;

–. registers were scrutinised and information to parents was examined;

discussions were held with all members of staff, representatives of the governing body, pupils and parents;

there were daily meetings between the reporting inspector and the headteacher;

nine parents attended an evening meeting and 24 completed the questionnaire that was sent home;

–. minutes of the governing body's meetings, financial papers, the school's policies and recording documents were examined.

DATA AND INDICATORS

Pupil data

	Number of pupils on roll (full-time equivalent)	Number of pupils with statements of SEN	Number of pupils on school's register of SEN	Number of full-time pupils eligible for free school meals
YR - Y6	111	2	29	18

Teachers and classes

Qualified teachers (YR - Y6)

Total number of qualified teachers (full-time equivalent)

5.4

Number of pupils per qualified teacher

20.56

Education support staff (YR - Y6)

Total number of education support staff

4

Total aggregate hours worked each week

47.0

Average class size:

22.2

Financial data

Financial year:

1997/98

	£
Total Income	196,886
Total Expenditure	194,048
Expenditure per pupil	1,658
Balance brought forward from previous year	4573
Balance carried forward to next year	3152

PARENTAL SURVEY

Number of questionnaires sent out:

80

Number of questionnaires returned:

24

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	33.3	66.7			
I would find it easy to approach the school with questions or problems to do with my child(ren)	33.3	66.7			
The school handles complaints from parents well	26.1	65.2	8.7		
The school gives me a clear understanding of what is taught	12.5	62.5	20.8	4.2	
The school keeps me well informed about my child(ren)'s progress	4.2	75.0	12.5	8.3	
The school enables my child(ren) to achieve a good standard of work	12.5	75.0	12.5		
The school encourages children to get involved in more than just their daily lessons	37.5	62.5			
I am satisfied with the work that my child(ren) is/are expected to do at home	16.7	66.7	12.5	4.2	
The school's values and attitudes have a positive effect on my child(ren)	45.8	45.8	8.3		
The school achieves high standards of good behaviour	45.8	50.0	4.2		
My child(ren) like(s) school	50.0	50.0			