

INSPECTION REPORT

COATES LANE COUNTY PRIMARY SCHOOL

Barnoldswick

LEA area: Lancashire

Unique reference number: 119335

Headteacher: Mrs S Holloway

Reporting inspector: Mr John G F Parsons
22546

Dates of inspection: 7th – 11th February 2000

Inspection number: 196964

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INFORMATION ABOUT THE SCHOOL

| | |
|------------------------------|---|
| Type of school: | Infant and junior |
| School category: | Community |
| Age range of pupils: | 4-11 |
| Gender of pupils: | Mixed |
| School address: | Kirkstall Drive Barnoldswick Lancashire |
| Postcode: | BB18 6EZ |
| Telephone number: | 01282 8122203 |
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| Appropriate authority: | Governing body |
| Name of chair of governors: | Mrs Caroline Oldfield |
| Date of previous inspection: | 5 November 1996 |

INFORMATION ABOUT THE INSPECTION TEAM

| Team members | | Subject responsibilities | Aspect responsibilities |
|------------------|----------------------|--|---|
| John G F Parsons | Registered inspector | Mathematics Art Physical education | What sort of school is it? How high are standards? How well is the school led and managed? |
| Gillian Marsland | Lay inspector | Equal opportunities | How high are standards? (Pupils' attitudes, values and personal development) How well does the school care for its pupils? How well does the school work in partnership with parents? |
| Tess Galvin | Team inspector | Under-fives English as an additional language English Information technology Music | How good are curricular and other opportunities? |
| John J Williams | Team inspector | Special educational needs Science Design and technology Geography History Religious education | How well are pupils and students taught? Pupils' spiritual, moral, social and cultural development |

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

There are 175 boys and girls on roll. The school is smaller than other primary schools. It is larger than it was at the time of the previous inspection, when there were 135 pupils on roll. The attainment of pupils on entry to the school is below average. Most pupils live in the local area, but increasingly parents are choosing to send their children to this school from considerable distances away, such as Earby, Craven and Foulridge. Vandalism is non-existent, and the school is highly respected by the local community. Employment in the area is low. The number of pupils eligible for free school meals is 23 per cent, which is similar to the national average but less than during the previous inspection. The intake has changed and more families from higher socio-economic groups send their children to this school. The number of pupils from ethnic minority groups and of those who speak English as an additional language is low. Pupils on the special educational needs register make up 11 per cent of the school, which is broadly in line with the national average, but there are seven per cent of pupils who have statements of special educational needs. This is higher than the average.

HOW GOOD THE SCHOOL IS

Coates Lane is a very effective school, and has developed significantly since its last inspection in 1996. Pupils make very good progress from a base which is below average on entry to the school, and achieve high standards because of the very good teaching. Teachers consistently challenge pupils to achieve well in their work and are caring and dedicated. They have a very good knowledge of their pupils' capabilities and set them targets which are demanding but achievable. The school is very well led and managed. The headteacher gives excellent inclusive leadership, well supported by the governing body, which ensures consistency in the quality of teaching and high expectations for pupils' learning. The school has a strong caring ethos with a commitment to high standards. It offers very good value for money.

What the school does well

- The standards overall in the school are very good. Pupils make very good progress from a base which is below average and by the time they reach eleven they have achieved high standards in English and mathematics and above-average standards in science and religious education.
- The quality of teaching is very good. Over 85 per cent of lessons seen were good or very good. Teachers consistently challenge pupils to achieve high standards in their work. Teachers are caring and dedicated. They have very good knowledge of their pupils' capabilities and set them targets which are demanding but achievable.
- The school is very well led and managed. The headteacher gives excellent, inclusive leadership, which ensures consistency in the quality of teaching and high expectations of pupils' learning.
- There are a wealth of learning opportunities available to pupils through the curriculum, including a wide range of extra-curricular activities.
- The relationships in the school are very strong between staff and pupils, and between pupils themselves.
- The provision for pupils' spiritual, moral, social and cultural development is strong. Pupils know the difference between right and wrong and act accordingly. The attitudes and behaviour of most pupils are very good and they willingly take responsibility.
- Information gained through formal assessment is used very effectively to change the curriculum so that it meets the needs of different groups of pupils and raises standards.
- The school has very effective links with parents to support pupils' learning.
- Pupils with special educational needs are sensitively and effectively supported.
- The school has a very strong, caring ethos with a commitment to high standards.

What could be improved

- Raise standards in information technology to similarly high level to those in other core subjects by: consistently teaching skills in lessons; ensuring that all pupils have sufficient opportunity to practise these skills; and providing a unified system for recording and assessing pupils' achievement.

The areas for improvement will form the basis of the governors' action plan.

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school was last inspected on 5th November 1996. There has been a significant improvement in standards since then. The results in all subjects in the National Curriculum tests have risen progressively as a result of the improved quality of teaching, especially at Key Stage 1, and the school's effective implementation of the National Literacy and Numeracy Strategies has raised standards in reading and mental arithmetic across the school. Standards in information technology have not significantly improved at either key stage since the last inspection and remain in line with those expected for pupils' age. All the issues arising in the last inspection have been fully addressed and the improvement in the quality of teaching and the overall improvement in pupils' standards at eleven, especially in English, have been very good.

STANDARDS

The table shows the standards achieved by 11-year-olds, based on average point scores in National Curriculum tests.

| Performance in: | compared with | | | |
|-----------------|---------------|------|------|-----------------|
| | all schools | | | Similar schools |
| | 1997 | 1998 | 1999 | 1999 |
| English | A | D | A | A* |
| Mathematics | A | A | A | A |
| Science | A | C | B | A |

Key

well above average A
 above average B
 average C
 below average D
 well below average E

The baseline assessment shows that children enter the school with standards that are below average in language and mathematical skills. In the Key Stage 1 1999 National Curriculum tests pupils achieved very high scores in reading and above average scores in writing and science compared with the national average. Compared with those in similar schools their scores were very high in reading and well above in writing, mathematics and science. All the scores were in the top five per cent of those of similar schools in the country. Scores have improved since the last Inspection, with a significant rise in standards from 1998 to 1999 in reading, writing and mathematics due to the effectiveness of the Literacy and Numeracy Strategies, and pupils have achieved well. In the Key Stage 2 1999 National Curriculum tests, pupils achieved scores which were well above the national average in English and mathematics and above average in science. Compared with those of pupils in similar schools, their scores were very high in English and above average in mathematics and science. Scores in English were in the top five per cent of those in similar schools, and in mathematics and science they were in the top 25 per cent.

PUPILS' ATTITUDES AND VALUES

| Aspect | Comment |
|--|--|
| Attitudes to the school | Pupils have very good attitudes to school; they are motivated and keen to work hard. |
| Behaviour, in and out of classrooms | This is very good in and around the school. Pupils are courteous and polite to adults and each other. |
| Personal development and relationships | Pupils' relationships with one another, with teachers and with other adults are very good. |
| Attendance | This is good. Whilst the rate of attendance is broadly in line with the national average, the rate of unauthorised absence is well below this. |

Pupils have very good attitudes to school. This stems from the high quality teaching. Pupils are well directed and given clear, unambiguous guidance about the behaviour expected from them. Their behaviour is very good, both in the classroom and around the school. Parents are very pleased with pupils' attitudes and standards of behaviour and all have signed the behaviour contract with the school. The pupil council and 'buddy system' make a strong contribution to pupils' personal development. There is a relaxed but purposeful atmosphere in most classes, free from any oppressive or disruptive behaviour. Relationships are very good, teachers in particular have established strong links with pupils and know them well as individuals. Attendance is good, pupils enjoy coming to school and exclusions are limited to pupils with identified behavioural difficulties who were suspended for short periods because of potentially dangerous behaviour.

TEACHING AND LEARNING

| Teaching of pupils: | aged up to 5 years | aged 5-7 years | aged 7-11 years |
|----------------------|--------------------|----------------|-----------------|
| Lessons seen overall | Very good | Very good | Very good |

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

The quality of teaching is very high across the school. In all lessons, teaching is at least satisfactory, and it is good or very good in more than four fifths of lessons. Over two fifths of teaching is very good. The good and very good teaching is reflected in the high quality learning of the pupils in lessons and particularly in English and mathematics. The quality of the teaching of those children who are under five is very good. The grading in more than half of lessons for these children was very good. Children make very good progress in knowledge and understanding of the world, and in physical and creative development. The effective teaching of literacy and numeracy ensures that children have a firm foundation upon which to build their learning and this continues across the school. Almost two thirds of teaching in Key Stage 1 is graded good or better, with more than one third very good. This is a substantial improvement since the last inspection. All teachers have a secure knowledge and understanding of the subjects they teach. The teaching in Key Stage 2 is outstandingly good. More than four fifths of lessons are graded good or better; half of the teaching is very good. This results in high quality learning in these lessons. The teaching of those pupils with special educational needs and those who have English as an additional language is very good and this ensures that they learn very well. Individual education plans are used effectively by the teachers to plan work that is well matched to the pupils' abilities.

OTHER ASPECTS OF THE SCHOOL

| Aspect | Comment |
|---|--|
| The quality and range of the curriculum | Learning opportunities are very good, and are enriched by the addition of a wide range of visits, visitors and extra-curricular activities. |
| Provision for pupils with special educational needs | This is very good. Individual education plans are very effective and the school receives substantial support from the local authority staff. |

| | |
|---|--|
| Provision for pupils with English as an additional language | The school has very few pupils with English as an additional language. They are very well supported both by class teachers and outside agencies |
| Provision for pupils' personal development, including spiritual, moral, social and cultural development | This is very good. A strong emphasis on how pupils should treat each other is given during lessons, assemblies and around the school |
| How well the school cares for its pupils | Effective monitoring and assessment of pupils' performance mean that teachers know their pupils well and the overall level of care is very good. |

The school maintains very good and effective links with parents, who provide very good support and raise significant amounts of money to assist the school. All parents have signed the home/school contracts for pupils' behaviour. These aspects of parental involvement make a very good contribution to the work of the school. The quality and range of learning opportunities are very good and are enhanced by the good use of resources. The literacy and numeracy strategies have been very effectively introduced and have had a significant impact on pupils' learning, raising standards. The school's provision for special educational needs and for those who have English as an additional language is very good, and the high level of support available from the local education authority as well as the care and expertise of the teachers are most effective. The curriculum provides for high achievement, particularly in English, mathematics and science at both key stages, and in personal and social development for the under-fives. The requirements for teaching religious education, according to the locally agreed syllabus, are met at both key stages. Pupils are offered a variety of additional opportunities. The school's procedures for child protection and for ensuring pupils' welfare are very good. The school provides very effective educational and personal support and guidance for the pupils. Parents have confirmed that the staff are hardworking, caring and dedicated and the school develops the personal and social education of pupils as well as the academic. This contributes to the very positive ethos of the school.

HOW WELL THE SCHOOL IS LED AND MANAGED

| Aspect | Comment |
|--|---|
| Leadership and management by the headteacher and other key staff | This is very good overall. The leadership of the headteacher is excellent and has had a significant impact on raising standards. |
| How well the governors fulfil their responsibilities | They are very effective at fulfilling their responsibilities, and all statutory requirements are met. |
| The school's evaluation of its performance | The school closely monitors and evaluates its performance and takes very effective action to raise standards. |
| The strategic use of resources | These are used very well to promote pupils' learning. The careful use of funding and the targeting of resources to promote pupils' learning are particularly effective. |
| Staffing, accommodation and learning resources | Teachers have appropriate qualifications, accommodation is adequate and resources are good overall |

The school is very well led and managed overall, and the quality of leadership of the headteacher is excellent and has had a major impact on raising standards in the school. The school is very well supported by the governing body. There are very good systems in place to monitor and evaluate pupils' performance. Effective self-evaluation takes place through the analysis of both pupils' work and the effectiveness of teaching. The information gained helps the school to raise standards. The school has effective procedures in place for financial management and carefully checks any expenditure to ensure that best value is gained when purchasing goods and services. Teachers have an appropriate range of initial qualifications and have increased their expertise with a focused range of in-service education that is effective. The support staff play an important role in the life of the school. They are well briefed at the beginning of the week, which enables them to make a full contribution to the teaching and the curriculum. The school's accommodation is adequate and it is well resourced overall, although the range of materials available for design technology is limited.

PARENTS’ AND CARERS’ VIEWS OF THE SCHOOL

45 per cent of parents responded to the parents’ questionnaires, and 13 parents attended their meeting

| What pleases parents most | What parents would like to see improved |
|--|---|
| <ul style="list-style-type: none"> • Their children like school. • Their children make good progress at school. • Their children’s behaviour is good. • Their children get roughly the right amount of homework. • Teaching is good. • They are well informed about their children’s progress. • They are comfortable approaching the school with questions or problems. • The school expects a lot of their children. • The school works closely with parents. • The school is well led and managed. • The school helps their children become mature and responsible. • The school offers a wide range of activities outside lessons. | <ul style="list-style-type: none"> • A few parents did not consider that the school provided the right amount of homework. |

The inspection team agrees with parents’ positive view that the school is strong in all the areas identified.



PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. Children enter the school with standards that are slightly below those expected for their age, as identified in the baseline assessment in reading and mathematics. They achieve above national expectations overall by the time they reach the age of five. Most children will achieve above the expected learning outcomes in language, literacy and mathematics, and well above in personal and social development. Their achievements in knowledge and understanding of the world, and creative and physical development are in line with national expectations. This judgement is based on the criteria established by the desirable learning outcomes for this age group.¹
2. By the time they are seven, pupils achieve standards which are well above the national average in reading and above the national average in writing and mathematics in the 1999 National Curriculum tests. Compared to those in similar schools, pupils achieved very high standards in reading and well above average in writing and mathematics. The number of pupils achieving the higher Level 3 in the tests was well above the national average in reading, average in writing, and below average in mathematics. In science pupils achieve very high standards in science according to teacher assessments, and above average in the higher Level 3 results.
3. All the scores in the tests were in the top five per cent of those in similar schools in the country. They have improved progressively since the last inspection, with a significant rise in standards from 1998 to 1999 in reading, writing, mathematics and science due to the concentration in recent years on literacy and numeracy, which has developed basic skills.
4. Very good teaching of technical terms in reading and writing in the literacy hour, such as phonic blends and commas in Year 2, develop pupils' understanding of the structure of language. In a mathematics lesson in Year 1, pupils understand the vocabulary of estimation, and accurately estimate, record and then count a number of different objects in front of them. In a Year 2 lesson pupils add two-digit numbers and put coins in a magnetic purse on the whiteboard, adding their values mentally. In science by the end of Key Stage 1 pupils can make suggestions about how to find things out and can carry out tests, explaining whether they consider them to be fair. They have developed an understanding of basic life processes and use this understanding to differentiate between living and non-living things.
5. The school has targeted writing as an area for development at this key stage, aiming to reach a similar overall standard to that of reading this year. It has identified for improvement pupils who are considered capable of achieving the higher Level 4 in the tests this year.
6. In the Key Stage 2 1999 National Curriculum tests, pupils achieved scores which were well above the national average in English and mathematics, and above average in science. Compared to those of pupils in similar schools their scores were very high in English and above average in mathematics and science. Scores in English were in the top five per cent of those in similar schools, and in mathematics and science they were in the top 25 per cent.
7. Pupils in Year 6 use the continually extending range of new words in their discussions. In their writing they choose words well to express their ideas; for instance, a pupil of average

¹ QCA(Qualifications and Curriculum Authority) has produced a set of 'Desirable Learning Outcomes for Children's Learning on Entering Compulsory Education.' These outcomes are a set of skills, knowledge and understanding that children might be expected to achieve by the age of five in six areas of learning: language and literacy, mathematics, knowledge and understanding of the world, creative development, physical development, and personal and social development

attainment used words such as *scuttling*, *gestured* and *startled* to describe a character. In mathematics in Year 6, pupils use information from the real world, such as holiday brochures, to work out complex combinations of travel and accommodation, and in science they carry out fair tests and base conclusions on a good understanding of scientific processes.

8. The school has identified for improvement all those pupils whom they consider to have the capability to score the higher Level 5 in the tests this year. They hope to have some pupils reaching the very high Level 6 in the near future. Pupils' scores in the National Curriculum tests build on their achievements at Key Stage 1 and follow the national trends of improvement overall in the core subjects. Pupils in the school achieve very well at this key stage.
9. The standards at both Key Stages 1 and 2 are confirmed by the inspection findings. There are few gifted and talented pupils in the school, but the very effective whole-school assessment procedures ensure that they are identified early and that suitable extension work takes place. There are, for example, withdrawal groups in numeracy and literacy for high attainers taken by the headteacher.
10. Pupils who have special educational needs make very good progress in lessons, and are sensitively and effectively supported. Pupils who speak English as an additional language are also well supported and make rapid progress in language development. The few pupils from minority ethnic groups are very well integrated in the school and achieve in line with their peers.
11. Standards in religious education are above those expected for pupils' age, and pupils achieve well. The school follows the local education authority's agreed syllabus. Overall standards in information technology are in line with those expected for pupils' age, but this subject has not been as fully developed as the others in the core curriculum, and the opportunities for pupils to develop their skills across the curriculum are not fully explored.
12. Standards in all other subjects, at both Key Stages 1 and 2, are in line with those expected for pupils' age, except in art, history and geography, where they are above expectations. This is a significant improvement since the last inspection, when standards in all subjects were broadly in line with expected levels for pupils' ages.

Pupils' attitudes, values and personal development

13. The pupils' attitudes to the school are very good, as they were at the time of the previous inspection in 1996. Pupils enjoy coming to school, are eager to become involved in most activities and take pride in their work. This has a positive effect on their attainment and progress.
14. During the inspection, children in the reception class were eager to share their discoveries in a science lesson on textures. Year 1 pupils were enthusiastic and concentrated for long periods of time during a numeracy session on estimating. Pupils throughout the school take a pride in the presentation of their work and this is having a positive impact on the school's aim to improve the standard of handwriting. The pupils tidy away resources at the end of each lesson. Extra-curricular activities make a positive contribution to the pupils' personal development and are well supported by them.
15. Behaviour in and around the school is very good. The pupils conduct themselves well at all times and are respectful and courteous. They provide a warm welcome for visitors. In the dining hall and playground they engage socially with their classmates and play together co-operatively. No challenging or oppressive behaviour was seen during the inspection, which confirms the views of parents. Parents have expressed the view that the pupils are able to recognise and refer incidents of bullying to staff, and the teachers then deal with incidents effectively. Behaviour and anti-bullying policies are in place and the school recently reviewed behaviour management. The

teachers consistently adhere to policy guidelines, and the pupils understand the school rules and respect the impact their actions have on others. There have been eight fixed-term exclusions from the school in the last reporting year, but these involved only two pupils with known behaviour problems.

16. The personal development of the pupils and relationships within the school are very good. Relationships between the pupils and between the pupils and teachers are caring, friendly and productive. The staff are very good role models, and positive relationships have a very good impact on learning. The pupils listen to each other, work well individually and in groups, and support each other's learning. They are sensitive to the feelings, values and beliefs of their classmates. During the inspection pupils in Years 4/5 discussed how behaviour affects the judgements people make about you, and pupils in Year 1 talked about safety outside school. All the pupils spoke openly without fear or embarrassment. The pupils take responsibility as register monitors and assist with tasks around the school. The School Council has members from each year group and they have recently raised £1,000 from a sponsored swim to provide for improvements to the playground. The area has now been refurbished and the pupils were involved in the planning. Pupils in Year 6 take responsibility for assisting with the younger pupils during wet playtimes and are 'buddies' for the new pupils each September. This provides good support for pupils and has a positive impact on their personal development. Parents agree that the School Council and the 'buddies scheme' make an effective contribution to the work of the school
17. Attendance throughout the school is good. For the last reporting year it was in line with the national average, at 95.6 per cent. There were no unauthorised absences. Pupils are punctual for school, and registration is promptly and efficiently undertaken.
18. The school provides very well for the personal development of its pupils. Provision for the spiritual, moral, social and cultural development of the pupils, including those not yet five years old, is very good overall. This broadly matches the findings of the last inspection.
19. Provision for pupils' spiritual development is very good. The school's act of worship meets statutory requirements and makes a very good contribution to pupils' spiritual development. Teachers use assemblies to offer pupils insight into values and beliefs, and periods of reflection. Assemblies are given a real sense of occasion by the symbolic lighting of a candle, an action that is understood and respected by all. During the inspection the theme of assemblies was 'Justice'. In a very effective assembly, pupils acted out the story of Solomon and the baby. The pupils learned effectively about the wisdom required to always act justly and were required to relate what they had learned to their own lives. The religious education curriculum is designed to acquaint pupils with the main characteristics of several faiths. This gives them an insight into the nature of religious belief. Lessons provide pupils with opportunities for spontaneous expressions of awe and delight. This is apparent when the reception class pupils handle teddy bears which are obviously very old or when pupils in class 5 anticipate what clues are hidden beneath the yellow covers in a religious education lesson about famous prophets.
20. Provision for pupils' moral development is very good. The school has developed four simple rules to guide behaviour in class and around the school, which are well understood by all. Pupils are secure in the knowledge of exactly what behaviour is required. Care is regularly taken to emphasise the importance of these rules, and they are shared with parents. In several classes, pupils have devised their own distinct code of conduct. Good behaviour and achievement are encouraged by positive rewards in the form of certificates. Staff provide very positive role models

which give pupils an effective example of good behaviour and an insight into what is right and wrong. Aggressive behaviour is not tolerated and the school deals immediately with any problems of this nature, contacting parents if required. Assembly themes often contain guidance on behaviour and the importance of rules for the common good, and often highlight the fact that some groups of people may be less well off than others, though no less worthy of respect and consideration.

21. The provision the school makes for the pupils' social development is also very good. During many lessons pupils are offered the opportunity to work together, sometimes in groups and sometimes in pairs. In a science lesson pupils display high levels of co-operation when involved in a science experiment. In a geography lesson, pupils are observed readily sharing ideas and equipment when offered opportunities to do so. Older pupils form good relationships with younger ones by means of the school's admirable '*buddies scheme*', by visiting them to read them stories, or by helping them to cope with the school's daily routines. Pupils are generally caring and supportive of each other. The pupils with special educational needs are fully involved in the life of the school. The teachers value them and their work and this has a beneficial effect on their self-esteem. Pupils take part in fund-raising events for local and world charities and their participation in team games helps to generate a sense of pride and common purpose. They develop an awareness of their local community through a range of events as well as their studies of local geography and history. For instance, pupils in Year 6 host a Christmas party for local senior citizens. They take the responsibility for organising and preparing the catering and also providing the entertainment. The school also organises visits to shows such as '*Annie*' and '*Boogie Nights*' for pupils and their families as part of their social education.
22. The provision the school makes for its pupils' cultural development is also very good. This represents an improvement since the last inspection. Opportunities for pupils to develop an understanding of western culture via art, music and literature are very good. Pupils study a wide variety of literature during lessons and learn much about their own cultural heritage through lessons in history and on visits to museums, art galleries and other places of interest. For instance, the visit to Townley Hall as part of the study of '*The Victorians*' enabled pupils to role-play a Victorian schoolroom, which greatly enhanced their understanding of life in Victorian times. Pupils co-operate profitably with parents and some local senior citizens to make a tapestry for an exhibition in '*The Dome*'. Teachers organise a very wide range of after-school clubs, such as music, drama and 'care of the environment', that add to pupils' cultural development. For example, the school's production of *A Midsummer Night's Dream* was very beneficial in raising pupils' cultural awareness. The school also offers its pupils opportunities to appreciate the richness and diversity of other cultures through lessons in history, geography and physical education. They study other world religions and visit sites of educational interest in the locality and further afield. Pupils in Year 2 study life on a Scottish island and compare it with life in their own town. Visitors come into school, for instance to show pupils Indian food and share it with them. The school's curriculum also offers its pupils opportunities to study life in an Indian village, to hear music and stories which derive from other cultures and to study life in Ancient Egypt. These activities help to prepare its pupils well for life in a multi-cultural society.

HOW WELL ARE PUPILS TAUGHT?

23. The quality of teaching is very high across the school. In all lessons, teaching is at least satisfactory, and it is good or very good in more than four fifths of lessons. Over two fifths of teaching is very good. The pupils reflect the good and very good teaching in the quality of their learning in lessons. The key skills of reading, writing and number are given an appropriate emphasis through literacy and numeracy activities

and are taught very well.

24. The quality of the teaching of those children who are under five is very good. More than half of lessons seen were very good. Children under five are currently taught in the reception class. The teacher establishes good routines and is sensitive to the social and emotional needs of the children. The staff create a warm and supportive environment in which the children grow in confidence. The effective teaching of literacy and numeracy ensures that children have a firm foundation upon which to build. In a very good lesson the teacher used the shared text very effectively to reinforce the sounds of letters and to extend the children's recognition of rhyming words. Time is used efficiently; the classroom assistant plans the curriculum with the teacher. She is well briefed and deployed. The improvement since the last inspection is very good. Standards in language and literacy, mathematics, personal and social development and teaching are higher and children's progress has improved from satisfactory to very good overall since the last inspection.
25. Almost two thirds of teaching in Key Stage 1 is graded good or better, and more than one third is very good. This is a substantial improvement since the last inspection. The best teaching in Key Stage 1 is seen in mathematics, English, science and music. The teachers have a secure knowledge and understanding of the subjects they are required to teach and this is demonstrated in the range and the quality of the work produced by the pupils. The teachers' planning is thorough and detailed and the pupils are given challenging tasks. This sustains their interest and ensures good quality learning. The teachers organise the pupils in a variety of ways, but most lessons begin with carefully directed whole-class teaching. Small group and individual work follows this. The pupils are required to work at a brisk pace and the teachers make it clear to them what they are going to learn. The teachers use skilful questioning to assess and extend the pupils' understanding. For example, in a science lesson for pupils in Year 2 the teacher had high expectations as they investigated a variety of different forces. In a geography lesson the teacher built very successfully on previous learning in comparing and contrasting two different environments. In music, the teacher carefully explained what the pupils were to learn and there was an appropriate balance between listening and performing. The teachers are clear about what the pupils are to learn and deploy the support staff very effectively to ensure that the pace of learning is brisk and that the pupils acquire new skills.
26. The teaching in Key Stage 2 is outstandingly good. More than four fifths of lessons are graded good or better, and half of the teaching is very good. This results in high quality learning in these lessons. Teachers have very good subject knowledge. They are able to inspire interest in the subject and to provide activities with a high level of challenge. Their skilful use of probing questions tests pupils' understanding and sparks their interest. Teachers plan their work in detail. This is especially noticeable in numeracy and literacy lessons. They also use assessment particularly well to decide what to teach next to different groups of pupils. This enables them to learn at their own level, and builds their self-confidence. For instance, in a literacy lesson five groups of pupils of differing abilities all achieve very well. Teachers have high expectations of their pupils' capabilities and are determined to achieve high standards. In a geography lesson at the end of Key Stage 2, pupils discuss, in very mature fashion, the merits or otherwise of the proposed new by-pass. Teachers manage their pupils very well. They deal particularly well with the small number of pupils who find good behaviour difficult, so as not to disturb the concentration of the majority. All teachers take care to establish a constructive working environment where very good relationships are the norm. This helps to motivate pupils and to inspire them to learn.

27. The teachers have been keen to implement the National Literacy and Numeracy Strategies. They all devote an appropriate amount of time to literacy and numeracy. Monitoring of the teaching of literacy has been particularly effective, and teachers have monitored their own performance by videoing lessons.
28. The teaching of those pupils with special educational needs is very good and ensures that they learn very well. Individual education plans are used effectively by the teachers to plan work that is well matched to the pupils' abilities. Support staff are very well deployed and are clear about what the pupils are to learn. Individual education plans are monitored regularly and appropriate targets are set for each child. The teachers make very good use of the additional resources provided and work closely with the special needs co-ordinator. Similar high quality teaching ensures that the pupils who have English as an additional language learn very well. Pupils from minority ethnic groups are fully integrated with their peers and their learning is equally good. Homework is set regularly by all classes and the majority of parents consider that it is valuable and contributes to children's learning, as well as involving them in their own children's academic development.

HOW GOOD ARE CURRICULAR AND OTHER OPPORTUNITIES OFFERED TO PUPILS?

29. The curriculum interprets statutory requirements at both key stages, and the areas of learning for children under five, in an interesting and structured way. It provides for high achievement at both key stages, particularly in English, mathematics and science, and in personal and social development for the under-fives. The requirements for teaching religious education according to the locally agreed syllabus are met at both key stages. In accordance with national guidance the school has reduced the amount of time for some subjects, such as design and technology, geography and history. Pupils are offered a variety of additional opportunities, such as recorder, wind band, choir, drama and sporting activities, and many pupils take part in them. Resources from within and outside the school are used effectively to enrich the curriculum; for instance, the production of 'A Midsummer Night's Dream' by the drama group and visits into the local and wider community, linked to pupils' work in the classroom, such as to Townley Hall and Eureka. A high priority is given to developing pupils' aptitude in basic skills, for example in punctuation and handwriting, which has a positive effect on pupils' achievements across the curriculum.
30. The requirements of the Code of Practice² for pupils with special educational needs are fully met. Their curriculum is enhanced by well-planned individual and group sessions that focus on improving basic skills in interesting and achievable ways. This approach enables pupils to succeed in their work and gain greater access to the full curriculum. These sessions are based upon clear and regularly updated targets in pupils' individual education plans. Suitable external support from specialists is used to meet the requirements of those pupils with statements of special educational need. The provision for the few pupils who are learning English as an additional language is also effective. They are supported well by class teachers and support assistants and this makes a significant contribution to the very good progress that they make as they move through the school.
31. All aspects of the National Literacy and Numeracy Strategies are implemented successfully and this is having a significant effect on standards. The school piloted the strategies before they were recommended for use by all schools. The strong features in the school's approach are the detailed planning, clear learning objectives which are shared with the pupils, and the good match of the group work to pupils' differing capabilities

² Code of Practice – this gives practical advice to schools and local education authorities about their responsibilities and tasks to ensure that pupils who have special educational needs receive the most appropriate help to further their learning and personal development. This is a statutory duty under the 1993 Education Act.

32. There are good arrangements to ensure equality of access for all pupils. Planning for pupils with special educational needs and for those with English as an additional language ensures that they can take advantage of curriculum opportunities. Boys and girls have equal access to classroom resources. Detailed planning and the good match of work to pupils' capabilities ensure access to the full curriculum for all pupils and enables them to work with sufficient independence.
33. The school provides good arrangements for health education, including sex education for pupils in Year 6. This is mainly undertaken through the science curriculum, and the health visitor contributes to this work. She covers drugs awareness education in her visits to the school, although there is no formal policy for this. Additionally, there is no formal policy for personal and social education, but lessons are provided in most classes. Pupils' good progress demonstrates that staff are consistent in their promotion of the essential skills of this programme, often choosing matters of concern to pupils, for example *Why bullying is wrong*. The individual education plans for pupils with special educational needs and the effective support for these pupils show that there is very good provision to help them to develop social skills.
34. The school is well integrated into the local community and receives sponsorship from local industry and commerce. Members of the local community helped pupils to make a tapestry which is displayed in the Millennium Dome. Good use is made of local facilities to enhance pupils' learning. There are, for example, regular trips to explore the surrounding area, such as visits to a shop, and walks in the area near the school to increase pupils' knowledge of geography. Sporting events encourage links with local schools and there are frequent visitors to the school, including theatre groups. The multi-cultural nature of the school is reflected both by visitors and by the visits made.
35. **There are close links with local nurseries and the high school, and regular meetings within the local 'cluster' of schools. A good range of information is provided when pupils go on to the high school and this helps their smooth transfer into secondary education.**
36. The improvement since the last inspection is very good. The last inspection identified the need for schemes of work and further development of curriculum planning in order to raise standards in reading and writing and these have been achieved successfully. The curriculum was regarded as good for the under-fives and satisfactory at both key stages, and now it is judged to be very good.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

37. The school's procedures for child protection and for ensuring pupils' welfare are very good.
38. The headteacher is the designated person responsible for child protection, and all staff are aware of procedures and attend annual training. The school has a child protection policy and follows local authority guidelines. A health and safety policy is in place and adhered to, and fire precautions, annual electrical checks and a whole-school risk assessment have been carried out. Good records are kept and no risks were identified during the inspection. The pupils are well supervised by staff and ancillary assistants at breaks and lunchtimes. All the teaching staff are qualified first-aiders and arrangements for dealing with accidents and illness are good.
39. The school provides very good educational and personal support and guidance for the pupils. The teachers know their pupils well, have good relationships with them and respond positively to their needs. Parents have confirmed that the staff are hardworking, caring and dedicated and the school develops the personal and social education of pupils as well as the academic side. This contributes to the very positive ethos of the school.
40. Procedures for monitoring and improving attendance are very good. Parents have expressed the view that the pupils are well motivated and enjoy coming to school. This view was confirmed by the inspection. Attendance is monitored daily by class teachers, and the secretary rigorously follows up absences. The educational welfare officer visits the school every two weeks. Since the previous inspection the promotion of good attendance has improved and a certificate is now awarded for 100 per cent attendance.
41. Procedures for monitoring and promoting good behaviour and monitoring and eliminating oppressive behaviour are also very good. Effective behaviour and anti-bullying policies are in place which are consistently implemented by the staff. Praise, badges, certificates and house points are used to promote achievement and good behaviour. A trophy is awarded to the most successful house. The school has a set of four agreed rules and a graduated scheme of sanctions. Each half term there is an Achievement Assembly where certificates are awarded for all achievements, including those gained outside school. During the inspection the weekly Achievers' Assembly was seen, where three pupils are chosen from each year group. Praise and certificates are awarded for effort as well as achievement. The very positive ethos of the school was most evident at this assembly and the caring and united relationships celebrating the achievement of others with the 'well done' song have a very positive impact on the pupils' self-esteem. The headteacher records all incidents of challenging behaviour and bullying if they occur and parental support is sought as necessary. Incidents of challenging behaviour and bullying are rare.
42. Procedures for monitoring and supporting the pupils' personal development are good. The procedures are underpinned by the very good relationship between staff and pupils. Details of the pupils' personal and social development, including achievements outside school, are included on each pupil's file.
43. Personal, social and health education is taught separately within the curriculum and in some timetabled lessons. This includes sex education and personal safety. The school maintains effective links with outside agencies and the local authority which support the academic and personal development of the pupils. A recent improvement at the school is the establishment of a breakfast club to support working parents and provide a productive, safe and secure environment for the pupils before the start of

the school day.

44. The school has good procedures for monitoring and supporting pupils' academic progress. The annual progress reports are issued in the summer term. They provide parents with information about their children's attainment and progress in all subjects and indicate areas for improvement. The school hosts parents' consultation evenings in the spring and autumn terms, and parents can consult teachers after the issue of progress reports if they so wish. The school uses a number of effective systems to monitor and support pupils' progress and personal development. A strong feature is the use teachers make of probing questions in lessons to test pupils' understanding of what they are learning and modify the lesson accordingly. In addition teachers sample pupils' work over their time in the school so that they have a good knowledge of their progress. The assessment and evaluation are well co-ordinated, and the headteacher and her deputy regularly monitor teaching and learning so that appropriate targets can be set for development.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

45. The parents' view of the school is that it is very good.
46. Parents have expressed the view at the parents' meeting that they are impressed with the openness of the school. They feel comfortable approaching the school with any problems, and issues are dealt with swiftly. This view was confirmed by the inspection.
47. The school maintains very good and effective links with parents, who provide very good support and raise significant amounts of money to assist the school. In the last academic year £3,000 was raised by the friends of Coates Lane School, which assisted with the purchase of computer equipment. Previously the association has purchased a television and literacy resources, and subsidised educational visits. Parents are invited to achievement assemblies and they have all signed the home/school contracts. These aspects of parental involvement make a very good contribution to the work of the school.
48. The quality of information for parents is very good and has improved since the previous inspection. Parents have confirmed that the quality of the information they receive is very high. A weekly bulletin is sent home to parents informing them of forthcoming events, and the school issues an informative prospectus and governors' annual report. Curriculum information is sent to parents, and the school has held workshops covering information technology, literacy and numeracy. Pupil progress reports are effective and are issued to parents in the summer term. The attainment and achievement of the pupils in all subjects are reported. Targets for improvement are set for most pupils and all results of national tests are included. Parents' consultation evenings are held in the spring and autumn terms, and parents can consult teachers after the issue of progress reports if they wish
49. Parents make a very good contribution to their children's learning at school and at home. Parent helpers support teaching and learning in the classrooms and assist with reading, baking, painting and swimming. Recently they have supported the pupils in the making of a tapestry for display in the Millennium Dome. Since the previous inspection the school now sets the pupils homework and has established the use of homework books. This is an improvement and inspectors confirmed that the homework books for Years 4/5/6 and the reading record books are effectively used by most parents and provide a good way of sharing information

HOW WELL IS THE SCHOOL LED AND MANAGED?

50. The headteacher continues to: *'provide strong and effective leadership and clear sense of purpose, which engender a sense of community among staff, pupils and parents'*. She has developed her role significantly since the last inspection and offers excellent leadership and management now. She has a very strong commitment to high achievement and has developed a number of systems and initiatives to drive up standards.
51. All subjects have policies and schemes of work which give the curriculum breadth and balance, ensuring that learning opportunities are appropriate for all pupils. All subjects are monitored by a rigorous and effective monitoring programme. The headteacher and deputy monitor teaching and learning, and the curriculum co-ordinators monitor and evaluate subjects through the teachers' planning and pupils' work. This high level of monitoring and effective evaluation means that the headteacher and staff know pupils very well and in the light of this knowledge set school and individual targets which are both challenging yet realistic. The school tracks pupils' achievement by keeping a record of their work suitably annotated. The headteacher takes great pride in the school and this inspires both staff and pupils.
52. The successful gaining of a *'Charter Mark'* award recently for service to the community and the school's move to gain the *'Investors in People'* award, another public service award, bear witness to this. The school has attempted to analyse what makes good teaching, involving parents and pupils. The information gained from this analysis was used to modify teachers' approach where appropriate. This consultation with parents is a feature of the strong management of the school. The management of the school realises that it is not enough to be good. It should also 'be seen to be good'. The school has effective induction procedures for new staff, who are appropriately mentored during their first months in the school. This ensures that they settle in quickly and become effective members of staff. The headteacher appraises and develops all staff most effectively and ensures that a range of training opportunities are available to improve their skills. This well developed approach makes the school ideal to be a provider of initial teacher training.
53. The governing body is a strong supporter of the school and acts as a critical friend, setting targets for both the school and the staff to improve their performance. For example, both the headteacher and her deputy make presentations to the whole governing body on how well they have achieved against their targets. The governing body takes a keen interest in the school and carefully monitors standards of teaching and learning, and the curriculum. The school has explicit aims and values. It has a mission statement which is: *'to provide a quality education, encouraging all pupils to develop their full potential in a caring, friendly and secure environment'* and *'to promote a genuine partnership amongst children, staff, parents, governors and the community, to the benefit of all'*. The school is achieving these aims. A particularly good feature is the very close relationship the school has with parents. The level of communication is very high and parents say that all staff in the school are very approachable.
54. The school carefully budgets expenditure. The office is fully computerised and linked electronically to the local education authority finance office so that expenditure can be carefully monitored. The school has an effective school development plan, which is costed and forms part of a school improvement plan in which the school takes a strategic view of expenditure. This effectively focuses the school's expenditure to ensure that any new initiative is fully resourced. For example, a current target is to drive up the standards of writing across the school to match the high standards of reading. At all times careful husbandry of financial resources means that best value is obtained on goods and services using both the expertise available from the local education authority and the business acumen of some members of the governing body. In addition the school consults with other local schools in its cluster group on costs.
55. Staff have an appropriate range of initial qualifications for a primary school, and many are very experienced. The school invests in a wide range of focused in-service education to develop teachers' skills in order to ensure the high quality of teaching and good subject knowledge. For example, in recent months all staff have been involved in effective literacy and numeracy

training, and teachers' subject knowledge is strong in these areas. Whilst teachers have satisfactory skills in information technology, their willingness to use computers in lessons varies across the school, and on occasions computers are not switched on and available for pupils to develop their skills. The school's accommodation is adequate, although some classrooms are small for the large junior classes, and the hall is only just large enough for the oldest pupils in physical education. The number of toilets available for pupils is low, especially since the school has grown in numbers. Resources in the school are generally good, although those for design technology are adequate. Targeted expenditure on literacy and numeracy is evident and physical education is well supported by equipment from the 'Top Sports' scheme.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

56. The school should raise standards in information and communication technology to match the high levels achieved by pupils in other core subjects by:
- providing pupils with greater access to computers during lessons;
 - consistently teaching the skills necessary for pupils to perform a variety of functions in a diversity of contexts, including controlling, monitoring and modelling;
 - developing pupils' understanding of retrieved and processed information;
 - providing opportunities for pupils to examine and discuss information technology beyond their own environment;
 - establishing a unified system for recording and assessing pupils' achievement. (paragraphs: 11, 63, 75, 76, 81, 95, 100, 104, 106, 110, 115 and 117)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

| | |
|--|----|
| Number of lessons observed | 39 |
| Number of discussions with staff, governors, other adults and pupils | 69 |

Summary of teaching observed during the inspection

| Excellent | Very good | Good | Satisfactory | Unsatisfactory | Poor | Very poor |
|-----------|-----------|------|--------------|----------------|------|-----------|
| 0 | 44 | 41 | 15 | 0 | 0 | 0 |

The table gives the percentage of teaching observed in each of the seven categories used to make judgements about lessons.

Information about the school's pupils

| Pupils on the school's roll | Nursery | YR – Y6 |
|--|---------|---------|
| Number of pupils on the school's roll (FTE for part-time pupils) | 0 | 176 |
| Number of full-time pupils eligible for free school meals | 0 | 27 |

FTE means full-time equivalent.

| Special educational needs | Nursery | YR – Y6 |
|---|---------|---------|
| Number of pupils with statements of special educational needs | 0 | 4 |
| Number of pupils on the school's special educational needs register | 0 | 19 |

| English as an additional language | No of pupils |
|---|--------------|
| Number of pupils with English as an additional language | 3 |

| Pupil mobility in the last school year | No of pupils |
|--|--------------|
| Pupils who joined the school other than at the usual time of first admission | 13 |
| Pupils who left the school other than at the usual time of leaving | 6 |

Attendance

Authorised absence

| | % |
|---------------------------|-----|
| School data | 5.5 |
| National comparative data | 5.4 |

Unauthorised absence

| | % |
|---------------------------|-----|
| School data | 0 |
| National comparative data | 0.5 |

Both tables give the percentage of half days (sessions) missed through absence for the latest complete reporting year.

Attainment at the end of Key Stage 1

| Number of registered pupils in final year of Key Stage 1 for the latest reporting year | Year | Boys | Girls | Total |
|--|------|------|-------|-------|
| | 1999 | 11 | 12 | 23 |

| National Curriculum Test/Task Results | | Reading | Writing | Mathematics |
|---|----------|----------|----------|-------------|
| Numbers of pupils at NC level 2 and above | Boys | 11 | 11 | 11 |
| | Girls | 12 | 12 | 12 |
| | Total | 23 | 23 | 23 |
| Percentage of pupils at NC level 2 or above | School | 100 (72) | 100 (64) | 100 (94) |
| | National | 82 (77) | 83 (81) | 87 (84) |

| Teachers' Assessments | | English | Mathematics | Science |
|---|----------|----------|-------------|----------|
| Numbers of pupils at NC level 2 and above | Boys | 11 | 11 | 11 |
| | Girls | 12 | 12 | 12 |
| | Total | 23 | 23 | 23 |
| Percentage of pupils at NC level 2 or above | School | 100 (68) | 100 (92) | 100 (92) |
| | National | 82 (81) | 86 (85) | 87 (86) |

Percentages in brackets refer to the year before the latest reporting year.

Attainment at the end of Key Stage 2

| Number of registered pupils in final year of Key Stage 2 for the latest reporting year | Year | Boys | Girls | Total |
|--|------|------|-------|-------|
| | 1999 | 13 | 15 | 28 |

| National Curriculum Test/Task Results | | English | Mathematics | Science |
|---|----------|---------|-------------|---------|
| Numbers of pupils at NC level 4 and above | Boys | 11 | 11 | 12 |
| | Girls | 13 | 15 | 15 |
| | Total | 24 | 26 | 27 |
| Percentage of pupils at NC level 4 or above | School | 86 (69) | 93 (94) | 96 (75) |
| | National | 70 (65) | 69 (59) | 78 (69) |

| Teachers' Assessments | | English | Mathematics | Science |
|---|----------|---------|-------------|----------|
| Numbers of pupils at NC level 4 and above | Boys | 9 | 10 | 9 |
| | Girls | 11 | 13 | 13 |
| | Total | 20 | 23 | 22 |
| Percentage of pupils at NC level 4 or above | School | 71 (81) | 82 (100) | 79 (100) |
| | National | 68 (65) | 69 (65) | 75 (73) |

Percentages in brackets refer to the year before the latest reporting year.

Ethnic background of pupils

| | No of pupils |
|---------------------------------|--------------|
| Black – Caribbean heritage | 1 |
| Black – African heritage | 0 |
| Black – other | 0 |
| Indian | 0 |
| Pakistani | 2 |
| Bangladeshi | 0 |
| Chinese | 0 |
| White | 151 |
| Any other minority ethnic group | 0 |

This table refers to pupils of compulsory school age only.

Exclusions in the last school year

| | Fixed period | Permanent |
|------------------------------|--------------|-----------|
| Black – Caribbean heritage | 0 | 0 |
| Black – African heritage | 0 | 0 |
| Black – other | 0 | 0 |
| Indian | 0 | 0 |
| Pakistani | 0 | 0 |
| Bangladeshi | 0 | 0 |
| Chinese | 0 | 0 |
| White | 8 | 0 |
| Other minority ethnic groups | 0 | 0 |

This table gives the number of exclusions of pupils of compulsory school age, which may be different from the number of pupils excluded.

Teachers and classes

Qualified teachers and classes: YR – Y6

| | |
|--|--------|
| Total number of qualified teachers (FTE) | 6.3 |
| Number of pupils per qualified teacher | 27.9:1 |
| Average class size | 25.7 |

Education support staff: YR – Y6

| | |
|---|----|
| Total number of education support staff | 10 |
| Total aggregate hours worked per week | 45 |

Qualified teachers and support staff: nursery

| | |
|--|---|
| Total number of qualified teachers (FTE) | 0 |
| Number of pupils per qualified teacher | 0 |

| | |
|---|---|
| Total number of education support staff | 0 |
| Total aggregate hours worked per week | 0 |

| | |
|--------------------------------|---|
| Number of pupils per FTE adult | 0 |
|--------------------------------|---|

FTE means full-time equivalent.

Financial information

| | |
|--|---------|
| Financial year | 1999 |
| | £ |
| Total income | 307,519 |
| Total expenditure | 307,351 |
| Expenditure per pupil | 1,605 |
| Balance brought forward from previous year | 5,270 |
| Balance carried forward to next year | 5,438 |

Results of the survey of parents and carers

Questionnaire return rate 44.3%

| | |
|-----------------------------------|-----|
| Number of questionnaires sent out | 176 |
| Number of questionnaires returned | 78 |

Percentage of responses in each category

| | Strongly agree | Tend to agree | Tend to disagree | Strongly disagree | Don't know |
|--|----------------|---------------|------------------|-------------------|------------|
| My child likes school. | 67 | 32 | 0 | 1 | 0 |
| My child is making good progress in school. | 60 | 36 | 3 | 0 | 1 |
| Behaviour in the school is good. | 52 | 40 | 0 | 0 | 8 |
| My child gets the right amount of work to do at home. | 43 | 47 | 9 | 0 | 1 |
| The teaching is good. | 73 | 26 | 0 | 0 | 1 |
| I am kept well informed about how my child is getting on. | 48 | 45 | 6 | 0 | 1 |
| I would feel comfortable about approaching the school with questions or a problem. | 73 | 23 | 3 | 1 | 0 |
| The school expects my child to work hard and achieve his or her best. | 78 | 22 | 0 | 0 | 0 |
| The school works closely with parents. | 58 | 35 | 3 | 3 | 1 |
| The school is well led and managed. | 74 | 26 | 0 | 0 | 0 |
| The school is helping my child become mature and responsible. | 59 | 38 | 0 | 0 | 3 |
| The school provides an interesting range of activities outside lessons. | 67 | 29 | 0 | 0 | 4 |

Other issues raised by parents

- one parent felt that the school had acted quickly and effectively in a bullying incident

PART D: THE STANDARDS AND QUALITY OF TEACHING IN AREAS OF THE CURRICULUM, SUBJECTS AND COURSES

AREAS OF LEARNING FOR CHILDREN IN THE FOUNDATION STAGE

57. The provision for the under-fives is very good and has a significant and positive effect on children's learning and progress. Children enter the reception class with a range of social and early learning skills which are below what are expected for children of their age in literacy and mathematics. This is confirmed by an initial assessment of children's achievements approved by the local education authority. At the time of the inspection thirteen of the children were under the age of five, and there were no gifted and talented children. Children make very good progress in language and literacy, mathematics, personal and social development, and in knowledge and understanding, and good progress in physical and creative development. Children with special educational needs make very good progress in relation to their previous learning through the provision of carefully planned work and effective, sensitive support from the teacher and support staff. Children achieve above national expectations overall by the time they reach the age of five. Most children will achieve above the expected learning outcomes in language, literacy and mathematics, and well above in personal and social development. Their achievements in knowledge and understanding of the world, and creative and physical development are in line with national expectations. This judgement is based on the criteria established by the desirable learning outcomes for this age group.³
58. The improvement since the last inspection is very good. Standards in language and literacy, mathematics, personal and social development and teaching are higher and children's progress has improved from satisfactory to very good overall.
59. Most children make very good progress in personal and social development as a result of the very good provision in this area of learning. Adults work successfully together as a team and are very caring, supportive and encouraging, for instance in praising children's achievements. They are very good role models, listening with genuine interest to what children have to say and speaking with courtesy and consideration. This promotes children's self-esteem and confidence, fosters the development of very good relationships between them and adults, and with each other, and promotes children's very good behaviour. Children co-operate very well with each other in pairs and groups, and take care of and share equipment with one another. They work quietly and persevere with their work, and levels of concentration are high.
60. Children settle quickly and happily into daily routines, such as registration and attending assemblies. They are developing a good awareness that some actions are right and some are wrong, and are learning about the different cultures in the world around them. This is promoted very well through lessons in religious education. For instance, in one lesson children's understanding of the similarities and differences between Hindu and English cultures was developed well through the teacher's effective questioning and use of pictures of a Hindu and an English wedding.
61. Through very good teaching in language and literacy, children make very good progress in their learning. The initial assessment of children's achievements, and day-to-day assessments, are used well to group children and match the work to their different capabilities. Through conversations and questioning with the children, adults develop children's understanding and extend their vocabulary effectively, for instance when children are encouraged to talk about the textures of different materials, using a more

³ QCA(Qualifications and Curriculum Authority) has produced a set of 'Desirable Learning Outcomes for Children's Learning on Entering Compulsory Education.' These outcomes are a set of skills, knowledge and understanding that children might be expected to achieve by the age of five in six areas of learning: language and literacy, mathematics, knowledge and understanding of the world, creative development, physical development, and personal and social development.

precise vocabulary, such as 'rough' and 'smooth'. Children listen with increasing care and attention to adults and join in readily in discussions and in reading familiar stories or rhymes, for instance in shared reading time. Most children are beginning to speak in phrases and sentences. and their vocabulary is increasing. Children with special educational needs have a narrower vocabulary for expressing their experiences.

62. Children's reading skills are extended effectively through structured teaching of the early stages of reading and through interesting literacy lessons. For instance, in one lesson a word bingo game motivated children to learn the new key words. They played the game enthusiastically and levels of concentration were high. Most children have a good vocabulary of key words and read with good understanding and expression. They use a range of strategies, such as the sounds of letters and pictures, to read unfamiliar words. Lower attaining children have a developing vocabulary of key words and know that words and pictures carry meaning.
63. Very good opportunities are provided for developing both the formal skills of letter formation, such as handwriting practice, copying over and under printed script, and independent writing. Staff have high expectations that children will write independently, and provide many opportunities for them to do so. This has a beneficial effect on children's learning. For instance, children are encouraged to write invitations for a toys' party in the writing corner. Children write their own name independently, and by the beginning of the spring term the more able and average children copy recognisable words and phrases and are beginning to write some simple words independently. Less able children copy letters with developing control. High expectations of handwriting lead to very good progress. Most children's handwriting is neat and letters are correctly formed. The work for children with special educational needs is carefully planned to meet their needs and they receive effective support. For instance, the nursery nurse helped them to make a name sign for their bedroom and they showed their work to the class towards the end of the lesson. This successfully promoted their self-esteem and learning.
64. Very good provision in mathematics enables children to make very good progress in their learning. Staff provide interesting activities which are matched well to children's needs because of the staff's good understanding of how young children learn. For instance, a glove puppet, *Freddie Frog*, is used to gain children's interest and motivate them to learn. Most children write numbers to ten and count reliably up to twelve and beyond. They add and take away from ten, using objects to help them. They recognise three-dimensional shapes, such as spheres and cuboids, and are beginning to use the correct terms confidently, such as *more than* and *less than*.
65. Through very good provision in developing knowledge and understanding of the world, children are helped to make good progress in their learning. They talk about past and present times and show a good understanding of the terms *old* and *older* when they arrange teddy bears according to age. They choose and cut materials to the correct size when making a bed for a teddy bear. Occasionally, in lessons where there are several groups, children's learning could be improved by planning which identifies more precisely what they are to achieve when they are working in a group which is not the main focus for adult support. Well planned opportunities in information technology help children become familiar with the computer keyboard and use the mouse with developing control to work the program menu, for instance when using a drawing program to produce wavy, thick and thin lines. Children's learning is enhanced by visits linked to the work in the classroom, such as to the local shop or to a farm or zoo.
66. Through good provision in creative development children make good progress in their learning. They use a variety of resources and materials, such as paint in their work on patterns and in their pictures of cats' faces. They take part confidently in imaginative play, such as in the play area that is organised as a *toy shop* this term. In music, children's understanding of rhythm is promoted well by encouraging them to experiment with percussion instruments and perform their work for others.

Children learn the words of familiar songs and sing them tunefully, for instance *clap your hands and wriggle your fingers*, and play a steady beat with increasing skill.

67. Through good provision children make good progress in their physical development. They show increasing control and co-ordination when using a range of tools in their work, such as scissors and pencils. They handle construction apparatus competently. In a physical education lesson children showed good spatial awareness, co-ordination and control in their movements, for instance when throwing and catching. This was promoted well through the clear teaching of the learning targets, demonstrations, praise and encouragement.

ENGLISH

68. In Year 6 inspection findings show that pupils are achieving well above national expectations and this reflects the 1999 national test results, where almost all pupils reached the expected standard and over a third of pupils achieved the higher Level 5. This is an improvement since the last inspection, when pupils were achieving in line with national expectations. The very good teaching, the increasing impact of the National Literacy Strategy, and booster classes prior to the tests, are having a beneficial effect on pupils' performance in the tests. When compared with that of pupils in similar schools, performance in the 1999 tests was high. There is no difference in the achievement of girls and boys in these tests; this is unlike the national picture, where girls do better than boys. This indicates that the school's procedures for monitoring the performance of girls and boys, and the English curriculum, are effective in ensuring equality of access to the curriculum for all pupils. Since the last inspection pupils' performance in national tests has varied but has been above average overall. The number of pupils taking the tests fluctuates from year to year and this affects the reliability of the statistics.
69. In Year 2, inspection findings show that pupils achieve well above national expectations in reading and above national expectations in writing. These judgements reflect the school's 1999 national test results. This is an improvement since the last inspection, when pupils were achieving in line with national expectations. When compared to that of pupils in similar schools, performance in the 1999 tests is high in reading and well above average in writing.
70. At the end of both key stages pupils achieve above national expectations in speaking and listening. This is an improvement since the last inspection, when speaking and listening were judged to be in line with national expectations. This is because of the very good teaching of the correct technical terms in reading and writing in the literacy hour, such as 'phonic blends' and 'commas' in Year 2. Additionally teachers place great emphasis on pupils using a precise vocabulary when they describe their ideas and experiences. The school also provides opportunities for role play and drama which enhance pupils' learning, for example in assemblies and school productions such as *A Midsummer Night's Dream*. In all subjects, pupils listen intently to teacher explanations and instructions and to the views of others, as they do in the whole-class sessions of the literacy hour. Their responses show that they have listened carefully; for instance, after the teacher has explained the learning targets and work for each group clearly, they begin this work promptly without having to ask her to repeat the instructions. Most pupils in Year 2 have a good vocabulary and express themselves clearly in conversations and discussions. Pupils in Year 6 use the continually extending range of new words they learn, for instance, to answer teachers' questions in detail and express their ideas well.
71. At the end of both key stages pupils achieve well above national expectations in reading. The school piloted the literacy hour for a year before it was recommended for use in most schools, and all aspects of the hour are planned and taught effectively across the school. A particular strength of the teaching is the sharing of learning targets with the pupils for each section of the literacy hour so that they are clear about what they are to achieve in their work. Additionally, in the group time there is a very good match of work to pupils' capabilities. During this time pupils of all ages work with considerable independence or are supported effectively by support staff so that teachers have uninterrupted time to work with a group.

72. Most pupils in Year 2 read aloud confidently, accurately, fluently and with expression. They read from a variety of books and texts and use their reading skills to help them to learn in other subjects. They benefit from the use of good quality resources, such as big books, in the literacy hour. Pupils have a good subject vocabulary. For instance, pupils in Year 6 use *glossary*, *characters* and *setting*, and pupils in Year 2 use the terms *contents* and *index* correctly when talking about their work. Pupils in Year 6 discuss what they read, showing that they understand it well. In Year 2, pupils of all abilities have a good knowledge of letter sounds and use this knowledge and a range of other strategies, such as picture cues, to read new words they encounter.
73. Lower attaining pupils in Years 2 and 6 do not use the strategy of reading for meaning as well as other pupils. These pupils and those with special educational needs require and receive more help with their reading at both key stages. Although lower attaining pupils in Year 6 sometimes struggle to read more complex words, they have mastered the basic skills of reading, and use these in many ways in their work in English and other subjects. In Year 2 almost all of these pupils achieve the expected standard. The more able and average pupils in Year 2 and pupils of all attainment in Year 6 use the contents and index competently to find information from books. Pupils in Year 6 are familiar with the colour-coded system in the library, but not with its numbering system that is based on the system used in public libraries. At this key stage pupils' learning would benefit from improvements to the library book stock and in the display of books.
74. At both key stages the very good teaching of writing skills in the literacy hour has a positive effect on pupils' learning. Teachers place a strong emphasis on punctuation and handwriting, and pupils reach a good standard in these areas; for instance, from Year 2 onwards pupils' writing is joined and fluent. Pupils in Year 2 use commas and question marks competently, and pupils in Year 6 use paragraphs, apostrophes and speech marks correctly. Handwriting is promoted successfully through the weekly achievement assembly in which one pupil from each class receives a sticker for achievement in handwriting. The standard of presentation in handwriting books and in work on display around the school is good. This standard could be achieved for all written work through teachers placing a greater emphasis on presentation across the range of pupils' work, such as the consistent use of rulers to underline titles or rule off a piece of work.
75. Most pupils in Year 6 choose words well to express their ideas and make their writing more interesting; for instance, a pupil of average ability used words such as *scuttling*, *gestured* and *startled* to describe a character. Pupils write in a good variety of styles in English, for instance poems, stories, accounts and argument, and in most subjects. The curriculum for pupils in Year 2 could be improved by providing more opportunities for them to write poetry or imaginative stories. Lower attaining pupils need and receive more help and most reach the required standard and do well at the end of both key stages. The standard of spelling is satisfactory at Key Stage 1 and good at Key Stage 2, where the systematic teaching of spelling and regular spelling tests are having a positive effect on pupils' learning.
76. The very good learning in most lessons is a direct result of the very good teaching and curriculum. Teachers manage their pupils very well, and there is a very positive climate for learning and high achievement. Learning time is used effectively, and teachers take good advantage of opportunities to use interesting texts to motivate their pupils to do well. Pupils' learning benefits from the consistently good marking by teachers which points out ways in which they can improve their work. Girls and boys, including pupils who are learning English as an additional language, and gifted and talented pupils, make very good progress in their learning in speaking, listening, reading and writing in both key stages. This is seen in the very good rate of their learning in most lessons, in the work they complete over a longer period of time and in the records that teachers keep of their achievements. In all the lessons seen pupils' attitudes are very good and this is the result of the high expectations that teachers have of their pupils to do as well as they possibly can. Pupils are attentive and keen to learn, and apply their learning in many other subjects. They get on very well together when working in pairs or groups, and enjoy friendly but very respectful relationships with their teachers. Pupils with special educational needs have equally very good attitudes and try their best.
77. Pupils with special educational needs make very good progress towards the targets in their individual education plans. This is because they benefit from their own programmes of work and

the additional support they receive from teachers and special support assistants. Additionally, staff make good use of information technology to support the learning of these pupils, such as spelling, reading and word-processing programs. For instance, a Year 6 pupil was helped to succeed in writing a story through using the word processor and spell checker. Teachers have high expectations that pupils can be successful and sensitively help them to take part in lessons as fully as possible. For instance, in a very good lesson in Class 3, pupils with special educational needs felt comfortable contributing to the discussion about the change in Dave's character in the story about *Dogger*, due to effective and sensitive support. They were given work matched to their needs in the group time and were supported effectively by the special support assistants so that they concentrated well and worked at a good pace. Their handwriting was neat and letters were correctly formed.

78. The quality of teaching is very good overall. Only two lessons were below this standard; one was good and the other satisfactory. This is an improvement since the last inspection, when in Key Stage 1 teaching was mainly satisfactory and some unsatisfactory teaching was seen, and in Key Stage 2 teaching was satisfactory and good in equal proportions. Since that time, however, teachers have worked hard to put the National Literacy Strategy into place. All have at least a good level of expertise and the effect on pupils' learning in all aspects of English is very good. Literacy skills are promoted well through other subjects, such as written accounts in history and science. Across both key stages information and communication technology is used well to support pupils' learning in reading, for instance through finding information from CD-ROMs. This could be improved by providing regular opportunities for all pupils to word process their work. Teachers have used a video camera to record their literacy lessons and use the information to develop their skills.
79. There are very good procedures for assessing pupils' achievements and these are implemented consistently by all teachers. This information is used effectively to plan the next step in pupils' learning, for instance through providing work which is matched well to pupils' capabilities. The very good leadership and management, setting and implementing targets for improving standards, and school development planning for the subject, have had a very positive effect on teaching and pupils' achievements. There has been considerable improvement since the last inspection. There have also been significant improvements in teaching, standards and the curriculum.

MATHEMATICS

80. Overall standards of attainment are well above the national average at both Key Stage 1 and Key Stage 2. In the 1999 National Curriculum tests all pupils achieved the required standard (Level 2) or above. This was very high compared with the national average. Achievement at the higher Level 3 was broadly in line with the national average. At Key Stage 2, pupils' achievement in the National Curriculum tests of 1999 was well above the national average, and 96 per cent of them achieved Level 4 or above. Results at the high Level 5 were above the national average. Pupils with special educational needs are well supported and make very good progress. Their individual education plans are specific and ensure that targets set are demanding but achievable.
81. Standards have improved significantly since the last inspection, when they were broadly in line with the national average. These high standards were confirmed in lessons. The school uses the highly structured National Numeracy Strategy, which ensures that all pupils effectively develop their basic skills in number work. Year 1 pupils understand the vocabulary of estimation. They accurately estimate, record and then count a number of different objects in front of them. In a Year 2 class pupils add two-digit numbers which are displayed in paper balloons on the white board, and learn various ways to count these number. They extend this process to the addition of coins on a magnetic purse displayed. Most pupils know there are a '100 pence in a pound' and higher attainers write money using the decimal point.
82. Pupils in an early Key Stage 2 Year 3 class understand that mass and size do not always equate. They compare the weights of various packages, read the weights on them and accurately put them in order. By Year 6, pupils dealt with real-life problems after a mental warm-up session to 'get their minds in gear', by working orally on an addition trail and choosing numbers on a grid to arrive at a final figure. This was regarded as great fun. Using holiday brochures pupils work out the cheapest way for a family to travel on holiday. This frequently involves multiple calculations, taking into

account discounts for children, the number of days and the means of transport. These were meaningful real-life exercises.

83. Literacy skills are used particularly well in oral numeracy lessons, for example in discussion of the criteria for selecting a holiday by cost. All pupils have opportunities to extend and develop their vocabulary and expression during question and answer sessions in the Numeracy Hour. This was particularly effective in one Year 6 lesson in which pupils considered the concepts of *balance*, *withdrawal*, *deposit*, *tax* and *interest*, when talking about money. Pupils have good research skills and can use CD-ROM, but information technology is not sufficiently used as a tool in mathematics. Frequently computers are not turned on and opportunities to reinforce class work on the computer are not taken. Pupils with special educational needs and those few pupils who have English as an additional language are fully integrated in mathematics lessons and participate confidently in the oral session in numeracy. They are well supported and make very good progress.
84. The quality of teaching in nearly two thirds of lessons was very good. In the remainder it was good, and it was never less than satisfactory. Teachers have good subject knowledge and most have benefited from the numeracy training available in recent months. The strong structure of the numeracy lesson, with its introduction, reinforcement work and plenary session, is most effective. Teachers use questions well to develop pupils' understanding, and a good range of stimuli to keep the lesson interesting. In one Year 1 class, for example, the teacher had a teddy bear suspended from a string which could be swung. He used this to encourage the pace of pupils counting in tens to 100. He asked them what would happen if the string was shortened and most knew that it '*will swing quicker*'.
85. In another Year 2 lesson the teacher displays addition sums on pictures of balloons, and used a giant magnetic purse in which pupils put representations of coins and calculated the total. The pace in this lesson was very brisk and the teacher was inspirational, keeping pupils interested and enthusiastic at all times. The positive reinforcement of the good behaviour of a low attainer who had answered particularly well was most effective. Strong pupil management ensured that all pupils knew the teachers' expectations.
86. Teachers constantly probe pupils' understanding through open-ended questions and develop their learning. In a Year 4 lesson the teacher checks pupils' understanding of the application of various forms of recording - bar charts, bar line charts and pie charts - and carefully and effectively elicited from pupils how they might be used. Teachers' planning is most effective and, combined with effective assessment of pupils' achievement, means that they know their pupils well. There are few gifted or talented pupils, but the headteacher has a booster class, which is used to extend the learning of high attaining pupils in numeracy.
87. The whole-school approach to target setting is particularly effective and ensures that pupils are always appropriately and effectively challenged, which raises standards. The school has set challenging overall targets for achievement and is working towards most pupils achieving the higher Level 4 at Key Stage 1 in the national tests and some pupils reaching the very high Level 6 at Key Stage 2. Given the high level of expectation and commitment amongst staff and pupils, these goals are achievable.
88. Teachers' assistants are well briefed and make an important contribution to pupils' learning, frequently working with a particular group or intervening in group work to ensure pupils' understanding. The monitoring of the teaching of numeracy has been particularly effective and a video camera has been used so that teachers can monitor and criticise their own performance.
89. Pupils are very well behaved in most lessons. They are keen to learn and enthusiastic, especially when taking part in discussions or oral mental calculations. This contributes to

their high standards.

SCIENCE

90. Standards of attainment are above average at the end of both key stages.
91. In the 1999 teacher assessments at the end of Key Stage 1, all pupils attained or exceeded the required standard (Level 2). These levels were very high in comparison with the national average. Twenty-two per cent of these pupils also reached the higher Level 3, which is broadly in line with the national average.
92. Pupils in Key Stage 2 also achieved very high standards in the 1999 National Curriculum tests. Ninety-six per cent reached or exceeded the national standard (Level 4). This was well above the national average. Thirty-two per cent achieved the higher Level 5, which was above average nationally, and well above the average for similar schools.
93. Inspection findings confirm these high standards. The school has recently taken action to target specific groups of pupils to bring about further improvement. This is proving successful. Standards in experimental science in Key Stage 1 show signs of improvement. A large number of pupils at the end of Key Stage 2 attain at levels well above the national average. However, the large number of pupils with special educational needs in this class means that attainment overall remains above the national average. These levels confirm a considerable improvement since the last inspection.
94. By the end of Key Stage 1 pupils can make suggestions about how to find things out and can carry out tests, explaining whether they consider them to be fair. They have developed an understanding of basic life processes and use this understanding to differentiate between living and non-living things. They are able to devise different ways of sorting materials according to their main properties. Pupils in Year 1, for instance, learn that different materials are chosen for specific purposes on the basis of their properties; warm clothes for a cold day, for example. They also develop their understanding of forces. Pupils in Year 2 use a variety of equipment such as cars, ramps and buckets of sand to develop the idea that a force can make a moving object stop.
95. By the end of Key Stage 2, pupils have a good grasp of scientific vocabulary and a broad and secure base of knowledge. They develop an informed approach to investigations. They make well informed predictions when testing materials that conduct electricity, carry out fair tests and base conclusions on a good understanding of scientific processes. Higher attaining pupils are given opportunities to plan their own investigations, to select resources and to evaluate the validity of their conclusions. They investigate whether certain substances are soluble or not and devise experiments to discover which changes in state are irreversible. They test which habitats woodlice favour and learn about how animals adapt to climatic conditions. They learn about the practical difficulties of storing water and of the harmful effects of pollution.
96. Their knowledge of forces is very good. Higher attaining pupils know that by changing the voltage of an electric motor the speed at which loads can be lifted will be affected. Lower attainers understand what forces are acting on different objects when rolling balls down a ramp. Pupils know many facts about the human body, a healthy lifestyle and the need for a skeleton to support the body joints. They have a very good understanding of the conditions that can affect plant growth and the relationships between plants and animals. Most can explain the effects caused by the movement of the earth and how a solar eclipse occurs. The majority of pupils can construct a basic circuit correctly to light a series of bulbs.
97. Literacy and numeracy skills are used well to discuss, record and measure scientific findings in experiments and observations. Listening and speaking skills are good in all lessons and pupils measure with increasing accuracy. The use of information technology skills for research is good. However, pupils do not use information technology sufficiently for collecting, recording and displaying information.
98. The quality of teaching is good in two thirds and very good in one third of the small sample of lessons seen. A close scrutiny of pupils' completed work and discussions with pupils confirm that

they make very good progress overall. Teachers have a secure and confident subject knowledge, which they use effectively to extend pupils' thinking. They do this particularly well with well posed questions during investigations. There is a very good focus on developing appropriate vocabulary. Pupils in Year 6 memorise "Mrs Nerg", a mnemonic for remembering seven essential life processes. In the most successful lessons planning focuses on practising and improving key skills that are matched correctly to the stages of pupils' learning. Teachers have high but realistic expectations of what pupils can do, and challenge them well through very good levels of questions and discussion. A good example of this was seen in a Year 5 lesson. Pupils were asked to run across the playground, first with an umbrella closed and then with it open. The discussion which followed really tested their thinking about air and gases and was led by very skilful questions. The best lessons contain examples of teachers regularly gathering pupils together to clarify points and also extension work to stretch the higher attainers. The best lessons are conducted at a good pace to prevent pupils from losing interest, and good quality assessments inform teachers about what to teach next to ensure maximum progress. Marking effectively guides pupils on how to improve their work. Pupils with special educational needs and those who speak English as an additional language are fully integrated in science lessons and participate well, especially orally. They make very good progress and are sensitively and effectively supported.

99. In several lessons teachers make very good use of well briefed support assistants. They know exactly how best to help with small group activities and make a very good contribution to pupils' progress. In all lessons teachers manage time and deploy resources particularly well. This high level of organisation ensures that pupils are kept appropriately busy and this has a beneficial impact on their learning.
100. The school makes particularly good use of the information it gains from regular assessments. Results are analysed very carefully and trends are identified. For instance, a relative weakness in investigative science was identified from the results of the 1999 assessments. The co-ordinator has taken swift action to modify the teaching emphasis to remedy this. Teachers' planning is monitored regularly to ensure consistency of provision.

ART

101. Standards are above those expected for pupils' age at both key stages and have improved since the last inspection, where they were in line with expectations. In Year 1 pupils show good skills, hold their brush correctly when painting and paint bands of colour accurately, grading the colour of a sunset by mixing red and yellow. Pupils know that mixing the two colours makes orange and that by varying the amounts of each colour they can vary the shade of orange. They cut out shapes from black paper to make the outline of buildings and understand the meaning of 'silhouette'.
102. In Year 2, pupils paint in the style of Vincent Van Gogh. They observe closely and understand that the combination of different colour brushmarks can give the overall impression of another colour from a distance. They effectively make a background using this technique with oil pastels on which they glue pictures of themselves. Other examples of work on display, which are to a very high standard, include versions in the style of Vincent Van Gogh of 'Seascape' and 'Starry Night', and drawings in the style of L S Lowry, for example 'The House on the Moor'. These pictures show pupils using oil pastels with precision and a good sense of perspective. Information technology is underused as an artistic tool. There are a few examples of pupils using a line drawing program in the reception class, but there are too few opportunities for them to develop artistic skills through this medium.
103. Pupils in Year 6 have drawn the Millennium Dome to illustrate poems. The drawings are well observed and show a good sense of line and proportion. In a Year 6 lesson, supported by a visiting local artist, pupils work in the style of L S Lowry, using their pencils well, and the overall standard of drawing is good. The teacher develops pupils' literacy skills as well as their observational skills by the use of probing questions, making pupils think closely about what they are doing and sharpening up their observation skills.

In one Year 6 lesson pupils consider the demeanour of the stick-like figures in Lowry's painting to determine that they are *'battling against the wind'*.

104. The quality of teaching is good in two thirds of lessons seen and never less than satisfactory. Teachers use a commercial scheme to enable them to plan their lessons carefully. They ensure that skills such as holding a pencil and brush correctly are taught early and that a good understanding of colour mixing occurs. Pupils experience a variety of media including paint, pencil drawing and oil pastels. The concentration by teachers on developing basic skills enables pupils to eventually express themselves well artistically, and the probing questioning and effective discussion develop pupils' understanding and appreciation of artwork. Teachers' assistants are well used and briefed and the use of a local professional artist to support older pupils is particularly valuable, giving them an insight into the techniques used.
105. The subject is well managed and the co-ordinator monitors standards through planning and displays of pupils' work. There is currently an initiative to ensure that all pupils' work is well displayed. The school uses a commercial scheme, which is effective and concentrates on the progression in basic skills in art.

DESIGN AND TECHNOLOGY

106. Due to the operation of the school's timetable no lessons were observed during the week of the inspection. However, a review of pupils' completed work and teachers' planning, and discussions with both teachers and pupils, indicate that standards are in line with national expectations. Pupils make satisfactory progress in developing the essential skills of designing and making as they progress through the school. The standards noted in the last inspection have therefore been maintained.
107. Pupils in early Key Stage 1 are in the early stages of building a model house. They look at a variety of houses and are encouraged to observe very closely. They begin to generate a design, select materials and make an opening door. Pupils in Year 3 design a sandwich and a pizza, paying close attention to the principles of healthy eating. In Year 4, pupils design and make a book that they will eventually read to Class 2. They pay great attention to design and layout, and during discussion generate a wealth of good ideas. Pupils in Year 6 have made slippers. They have investigated a wide variety of designs and materials, and sampled a range of different methods of manufacture. They produce their own designs and develop their cutting and joining skills in manufacturing several prototypes. These they evaluate, and decide how they could be improved.
108. In planning its programme of practical tasks the school has paid close attention to recent recommendations from the Qualifications and Curriculum Authority. When fully implemented this will provide the pupils with a series of activities designed to develop progressively their skills in designing and manufacturing. The co-ordinator, who is new, has strong ideas about developing standards in this subject, but is somewhat hampered by a lack of suitable tools and equipment.

HISTORY AND GEOGRAPHY

109. Standards in history and geography have improved since the last inspection. Pupils now attain levels above those expected nationally. They make good progress throughout both key stages.
110. Early in Key Stage 1 pupils learn to sort objects chronologically. They learn criteria for "old" and "new" and are able to make effective comparisons between old and new artefacts. They consider the environment of the school and debate what could make the area outside the school safer. They learn effectively to ask geographical questions such as "What makes the road busy or quiet?" Pupils in Year 2 study life on a Scottish island. They learn, by means of a well chosen story, how people live on the remote island. In a lively discussion they decide on similarities and differences between life in Barnoldswick and life on the island. They decide which would they prefer, and give reasons for their decisions.

111. Pupils in Year 4 study the origins of Barnoldswick. They learn effectively about the reasons for the settlement and discover the reasons why the Anglo-Saxons invaded Britain. Pupils in Year 5 learn effectively about life in Ancient Greece. They study several different accounts of the Battle of Marathon and learn that historical information can be gained from a variety of different sources. They also study life in a village in India. They can locate India on a world map, know that climates vary and have a good understanding of the different seasons, including the monsoon in India. Pupils in Year 6 consider the recent proposals for a new by-pass. They use maps and other documents as sources of information and come to very firm conclusions about the need for and disadvantages of such a development. The same children develop their research skills during their study of life in Ancient Egypt. They learn to take notes using a variety of different sources and then use these effectively to record their findings.
112. The quality of teaching in history and geography lessons is never less than satisfactory and is good overall in both key stages. Teachers have good subject knowledge and they use it to plan interesting tasks for their pupils. They pose challenging questions to make pupils think. Pupils in Year 6 are challenged to consider not only their own attitudes to the new by-pass, but also the opinions of the local farmer, the chip shop owner and the commuter. This approach generates much profitable discussion, which teachers generally manage very well. They have very high expectations of their pupils. They demand concentrated effort and high quality work. They are skilled in deploying a wide variety of resources to best effect, for example sources of evidence such as photographic slides, stories, maps, videos, books and CD ROMs. These stimulate the pupils' interest and aid their learning. In the best lessons these sources are chosen very carefully to match the ability levels of each group of pupils, which ensures that effective learning takes place.
113. The quality of learning is enhanced by several well chosen visits. As part of their study of Victorian life, for instance, pupils in Year 5 visit Townley Hall and sit like Victorian children in a Victorian schoolroom. The school acknowledges, however, that at present they spend too little time on geographical studies. It plans to rectify this with a programme of fieldwork in the local area.
114. The school has schemes of work to guide the development of skills effectively in both subjects. Consideration is being given to the possibility of teaching these subjects in more concentrated "blocks" of time to facilitate study in greater depth.

INFORMATION TECHNOLOGY

115. Pupils in Years 2 and 6 achieve in line with national expectations. Their learning in lessons and in work over a longer period of time is satisfactory overall. This includes the work of pupils who are learning English as an additional language. Good use is made of information technology to assist pupils with special educational needs in their work in other subjects, such as in English. They show high levels of concentration and motivation and make very good progress in relation to their previous learning. This was evident when a Year 6 pupil checked spellings carefully when word processing a story.
116. During the inspection only one lesson was seen in Year 1 because the other lessons were taught on the Monday morning before the start of the inspection, and in class 3 information technology is not taught through whole-class lessons. Further evidence was gained by inspectors taking groups of pupils in Years 2 and 6 onto the computer to find out about their level of knowledge, understanding and skill. Additionally, pupils' work on display and in books was analysed and discussions were undertaken with pupils and teachers.
117. In both key stages pupils use the mouse well to work on programs, such as a drawing program. They find information from CD-ROMs to help them with their work in other subjects, such as geography and history, and to support their work in reading in English. Pupils in Year 2 use the mouse confidently to work screen menus and commands, for instance 'print' and 'save' options. Discussions with teachers and pupils show that Key Stage 1 pupils use programmable toys. Year 1 pupils collect data and use it to produce a graph. Pupils in Year 6 use the mouse accurately when using CD-ROMs.

118. At Key Stage 1 word processing skills are less well developed than other skills. Pupils type simple sentences slowly and a significant minority of pupils in Year 2 are not familiar with the alphabet keys or the correct names of the function keys on the key board, such as 'shift' and 'space bar'. Pupils in Year 6 have competent word processing skills, such as dragging, cutting and pasting text when editing their work. They retrieve, save and print their work. Many pupils in Year 6 are familiar with the correct technical terms for the keyboard function keys, but they have slow typing skills; for instance, they use one finger on one hand to type. Discussions with pupils in Years 2 and 6 show that they are eager to show their skills and are enthusiastic about their work. They take turns patiently when sharing the equipment and treat it carefully. Many have computers at home and have learned some of the skills there. Pupils in Year 6 have not yet covered some aspects of controlling and modelling, for example using information technology systems to sense physical data such as temperature. There are lost opportunities in this key stage to extend pupils' learning; for example, their work on newspaper reports in English was handwritten. One third of pupils in Year 6 have undertaken data handling and graph work this year, although this was covered in the previous class.
119. The co-ordinator is absent because of illness and the subject is being managed temporarily by two staff. The school has recently adopted the scheme of work from the Qualifications and Curriculum Authority and has plans to compile a moderated portfolio of pupils' work by 2002. This will help teachers to ensure that their assessments are consistent with the appropriate National Curriculum levels. Since September most classes have been taught information technology skills through a short whole-class lesson, and skills have been practised by groups or individuals during the week. In Key Stage 2 the computer is linked to a television screen to enable the class to view the demonstration more easily. The lessons are beginning to have a positive effect on pupils' learning. Standards could be improved by implementing this practice consistently across the school. Additionally, a unified system for recording the work covered by all pupils and regular assessments of achievement across all aspects of the information technology curriculum would help to raise standards. The subject could be developed further by being used in a variety of ways within other subjects, for instance to support pupils' learning more frequently through data handling and graph work in mathematics and science, and through word processing in English.
120. Improvement since the last inspection is satisfactory overall. The school now has a policy and scheme of work and has improved the resources considerably by using a national grant and funds from the parents' association to provide up-to-date computers in all classrooms and increasing the amount of software programs. There are plans to provide more software resources to support pupils' learning in mathematics. Resources are now satisfactory overall and standards have remained the same since the last inspection.

MUSIC

121. Pupils achieve in line with expectations for their age at both key stages. Across the school the standard of singing in lessons and assemblies is good; pupils sing with enjoyment, good expression and diction. Extra-curricular activities with recorders, choir and the wind band enhance the learning of those pupils who take part and the school community. For instance, during the inspection the performance of the wind band contributed significantly to the whole-school achievement assembly. The social development of the many pupils who take part in the music clubs is enriched through the performances they give in the school and local community, such as the choir singing for the elderly in a residential home. During the inspection it was possible to observe only a few lessons. Further evidence was gained from discussion with the co-ordinator and observations of assemblies and hymn practice.
122. Key Stage 1 pupils develop a sound understanding of rhythm and pulse. Pupils in Year 2 tap a steady beat and show a developing awareness of tempo and rhythm. They identify some percussion instruments, such as maracas and tambourines. Pupils continue to extend their skills soundly in Key Stage 2. They sing with enjoyment and a good sense of rhythm and pitch. In a Year 6 lesson the teacher's good example in singing and clear focus on pitch and diction promoted pupils' good standards of singing. They followed a score and sang rounds effectively, such as '*Turn again, Whittington*'. At this key stage achievement in instrumental work could be improved by allowing the pupils greater choice and responsibility when playing instruments and through a greater focus on teaching the technical vocabulary.

123. In the few lessons seen, teaching was good in two lessons and very good in one lesson. A feature of all the lessons is the very good management of pupils' behaviour. This is achieved through the good use of praise, the very good relationships which exist between pupils and teachers, and securely established routines, such as playing the instrument at the appropriate time. In the very good lesson the teacher had high expectations of performance from pupils of all abilities. The lesson was taught in an interesting and enjoyable way; for instance, the learning was reinforced by a lively dance with actions. This motivated pupils to learn and promoted high levels of concentration and enthusiasm for the work. The very good pace of the lesson was maintained through the mixture of whole-class and group work. These factors led to pupils making good progress in listening to the performance of others, playing a steady beat, and contributing to a group performance.
124. Pupils with special educational needs and those who are learning English as an additional language are supported effectively by teachers and support staff, and this enables them to make very good progress in relation to their previous learning. For instance, in the Year 2 lesson the group work was carefully matched to pupils' abilities; less able pupils and those with special educational needs were given simpler rhythms and instruments to play and were sensitively and successfully supported by the staff. This enabled pupils of all abilities to succeed in their work.
125. Literacy and numeracy are promoted soundly, for instance through following simple scores in lessons and the words on the overhead projector in hymn practice, and through work on rhythm and beat. Information technology is not used sufficiently to support pupils' learning.
126. Overall, teaching and learning are supported effectively by the co-ordinator, who provides good knowledge and ideas for other teachers. She knows how the subject is being taught and has a clear view of future improvements to support learning, for instance in the scheme of work. The subject makes a very good contribution to pupils' spiritual, moral, social and cultural development, for instance through the range of music used in lessons and assemblies, and the opportunities for pupils to work together in group work. The last report identified the need for an audit of resources and a scheme of work and these have been effectively implemented.

PHYSICAL EDUCATION

127. Standards in physical education are in line with those expected for pupils' age, and similar to those identified at the time of the last inspection. In the reception class pupils have good spatial awareness. They move into an area without touching anyone, they are well co-ordinated and most can jump, skip and hop, performing these simple skills safely and with control. They can link one action with another; for example, they can skip and still be spatially aware. Older pupils in Year 1 warm up at the beginning and cool down at the end of the lesson. They transfer their weight from one part of the body to another without losing their balance, and travel using four parts of the body, developing their body awareness and co-ordination. In Year 6, pupils in a lesson of music and movement express moods and feelings by the way they walk. They mime going to a football match with all the attendant activities, first in their own time and then in time to music, and they reflect the mood of the music in their actions, being bustling and upbeat to the theme for *'Match of the Day'*.
128. The quality of teaching was good in half the lessons seen and satisfactory in the remainder. In the good lessons teachers kept pupils active and ensured that they were properly warmed up before the activity. They used demonstration well to exemplify good movement and developed pupils' literacy skills through good question and answer routines during the lesson. Pupil management is invariably good and pupils listen and respond very well. In parts of lessons which were less effective the pace is too slow and pupils are not kept sufficiently active. Planning is effective and teachers use a commercial scheme to ensure that pupils have a full range of experiences. All pupils learn to swim, as the school considers this vital because it and many houses are near a canal. The wide range of extra-curricular sporting activities available to pupils are also a valuable addition to their physical education experiences.

129. The subject is well managed and co-ordinated, and the range of activities in lessons is monitored through teachers' planning and informal discussion.

RELIGIOUS EDUCATION

130. Due to the operation of the school timetable during the inspection week, it was only possible to observe a few lessons in this subject. However, information gained from those observations together with a close scrutiny of pupils' completed work and teachers' planning confirms that pupils' attainment in religious education is in line to exceed the expectations of the locally agreed syllabus at the end of both key stages.
131. Throughout the school, pupils show a good understanding of Bible stories and many display a developing ability to take important points relevant to their own lives from these texts. A class studies the story of "The Good Samaritan" and the pupils are able to discuss the principles of what they would do if someone were hurt or upset. Older pupils show good understanding of important concepts such as fairness and an appreciation of each other's feelings. Pupils also learn very effectively about other religions of the world. They learn about how other people practise their religious beliefs and of the similarities and differences between various religions. In a very good lesson, pupils in Year 5 learn effectively about the lives of the prophets associated with several religions and also about their sacred books. Pupils in Year 2 make a Buddhist altar, learning effectively about the symbolic meaning of the items displayed, and pupils in Year 6 compare and contrast Christian, Jewish and Moslem wedding ceremonies. They discover many similarities and differences, deepening their understanding.
132. Pupils develop a good understanding of religious concepts by studying a series of well planned themes as they progress through the school. By the time they reach Year 6 they are able to speak with a good knowledge of the major features of a variety of world faiths. Besides studying Christianity they learn effectively about Hinduism, Islam, Sikhism and Judaism. They have learned to respect other people's views and values and this makes a major contribution to their spiritual development.
133. Teaching overall is very good in the lessons seen. Teachers have good knowledge of the subject. For instance, one teacher has spent time at a Buddhist centre; this enables her to answer questions confidently. Teachers have high expectations of their pupils. They conduct lively discussions at a very mature level and the pupils respond appropriately, making significant gains in knowledge. In the best lessons teachers ask probing questions, testing pupils' understanding and challenging them to think. Very good use is also made of resources to spark interest and to provide illustrations. A wide variety of artefacts and sacred books are gathered together to illustrate similarities between religions. Good slides are shown to illustrate the main features of a Jewish wedding. These increase pupils' understanding and aid their learning. Teachers provide the pupils with a good range of well thought out tasks. These demand that pupils concentrate for lengthy periods of time and engage their interest.
134. The school has developed a good scheme of work within the Lancashire Agreed Syllabus. This ensures a progressive development of understanding. The co-ordinator monitors the delivery of the subject closely.
135. These good standards of attainment and provision mark a significant improvement since the last inspection report.