

INSPECTION REPORT

Sacred Heart RC Primary School
Colne

LEA area : Lancashire

Unique Reference Number 119653

Headteacher : Mr P C Cunningham

Reporting inspector : Steve Bywater
T12754

Date of inspection : 23 - 26 February 1998

Under OFSTED contract number: 511519

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Information about the school

Type of school :	Infant and Junior
Type of control :	Voluntary Aided
Age range of pupils :	4 - 11
Gender of pupils :	Mixed
School address :	Red Lane Colne Lancashire BB8 7JR
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Appropriate authority :	Governing body
Name of chair of governors :	Mr John Kenyon

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Robert Folks, Lay Inspector	Special educational needs; Equal opportunities.	Attendance; Support, guidance and pupils' welfare; Partnership with parents and the community.
Peter Sandall	English; Art; Under fives.	Attitudes, behaviour and personal development. The curriculum and assessment.
Jozefa O'Hare	Mathematics; Design and technology; Geography; Music.	Staffing, accommodation and learning resources; Efficiency.

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Main findings

Sacred Heart Roman Catholic Primary School is a good school with many outstanding features. The school has very strong links with parents and the local community which effectively promote a positive family atmosphere and very good relationships. The headteacher, supported by an effective governing body, provides very good leadership. The hardworking and talented staff provide pupils with a high quality of education in a caring and attractive environment. The pupils make good progress throughout the school and their spiritual, moral, social and cultural development is very good. The school gives good value for money.

When children enter the reception class there is a very wide range of attainment. Some are high attainers and some are well below average; however, the intake can best be described as average. Most children have well-developed learning and social skills. Children make a good start to their education in the reception class. In all the areas of experience (language and literacy, numeracy, knowledge and understanding of the world, creative and physical development), their achievements by the age of five are at least in line with what might be expected of children at this age, and many children are above average, especially in language. Their progress in all areas of learning is good.

Pupils' attainment in English is above national expectations by the end of both key stages. This is similar to the results seen in the most recent National Curriculum tests, but a slight improvement is seen at Key Stage 1. The previous cohort of Year 2 pupils had a significant number of pupils with special educational needs. Although the present Year 2 group also has a similar numbers with special educational needs, they are making good progress and many are attaining levels expected of seven year olds. Progress in English is good at Key Stage 1 and Key Stage 2. Pupils identified as having special educational needs make good progress towards the targets set in writing and reading. Standards in speaking and listening by the end of Key Stage 1 are good. Pupils listen attentively to stories and explanations and answer questions sensibly. The use of spoken language develops well throughout Key Stage 2. Pupils understand the different parts of speech and use adjectives very effectively. By the end of the key stage, pupils are confident in discussion and when seeking clarification on their work. In a memorable lesson, a teacher produced a wonderful display of an Ancient Egyptian scene which pupils described and discussed with style and thoughtful language. They speak clearly and well. Reading is good by the end of Key Stage 1 and Key Stage 2. By the end of Key Stage 1, most pupils read with independence and fluency and comment sensibly on their reading books, discussing the story, characters and favourite parts enthusiastically. Pupils in Key Stage 2 develop confidence in reading and their use of books for information and library skills is well developed. Attainment in writing is good in Key Stage 1 and pupils make good progress. By the end of Key Stage 1, many pupils write very interesting, imaginative stories, and use punctuation accurately with full stops and capital letters. Their use of vivid vocabulary is very much encouraged. Standards of spelling are appropriate for their age. The accurate use of punctuation develops successfully through the key stage, where attainment is above average. Pupils use different parts of speech very well and this enhances the quality of their writing. Their handwriting improves as they become more confident with cursive script, but very often the content of written work is not matched by its presentation. Too often work is untidy. Spelling is good and writing skills are used very well in other areas of the curriculum, such as in history, geography and in science. By the end of Key Stage 2, pupils' attainment in writing is above the national expectation.

Attainment in mathematics is in line with national expectations at the end of Key Stage 1 and above expectations at the end of Key Stage 2. Inspection evidence confirms the findings of the National Curriculum tests and assessments for 1997 in which pupils' performance was not significantly different from the national average at Key Stage 1 and above average at the end of Key Stage 2. By the end of Key Stage 1, pupils use all four operations to solve number problems in the contexts of money and measurement. At the end of Key Stage 2, pupils' attainment in number, shape, space and measures and in handling data is above expectations. Attainment in using and applying mathematics is in line with expectations. They use information technology to present results of work in a variety of graphs, including line graphs. Pupils make satisfactory progress in Key Stage 1 and good progress in Key Stage 2. Pupils with special educational needs also make good progress in mathematics. This is clearly the product of the high standard of planning and support given to these pupils.

In science, attainment at the end of Key Stage 1 is in line with national expectations, but is above national expectations at the end of Key Stage 2. Inspection findings confirm the results from National Curriculum tests and assessments for seven and eleven year olds in 1997. By the end of Key Stage 1, pupils talk about materials and their properties and test how stretchy tights are and the strengths of different types of paper bags to carry wet swim suits. The majority make accurate predictions and accurately record their findings by drawing, charts and in words. At the end of their investigations, pupils can say whether happenings were as they expected. At Key Stage 2, pupils' scientific knowledge is further developed, and they have good recall of previous work. They use apparatus with care and record results in a variety of different ways including graphs, some produced with the use of the computer. By the end of the key stage, pupils have a good understanding of electricity and can experiment to prove how switches work. Most pupils have a good knowledge of the major organs in the body and accurately explain their functions. Experimental skills are developing well and pupils recognise the need for a fair test and give good examples of this. Most pupils, including those with special educational needs, make good progress in both key stages. They make clear gains in their knowledge and understanding of all aspects of science and show increasing ability to plan experiments. Pupils consistently develop skills in making careful observation.

In the other subjects, pupils attain above national expectations at the end of both key stages in art, design and technology and physical education. Pupils also attain above expectations at the end of Key Stage 1 in information technology and at the end of Key Stage 2 in history and geography. At the end of Key Stage 1, pupils attain in line with expectations in music and history, and attainment of most pupils in information technology and music is in line with expectations at the end of Key Stage 2, although many pupils who receive instrumental tuition attain highly. Pupils' progress is good in every subject in both key stages with the exception of history, geography and music at Key Stage 1, and information technology and music in Key Stage 2 where it is satisfactory. Special needs pupils are particularly well supported. They are identified early and make good progress as they achieve the targets set for them in their individual education plans.

Pupils are very proud of their school and attend regularly. Parents are encouraged to come into school and many parents take advantage of this opportunity to meet the teachers and to talk about their children's work. This provides an effective link between home and school and supports the very positive relationships that exist between staff, parents and pupils. Parents also support the school's arrangements for homework where children take reading and other work home.

A strong feature of the school is the way in which staff encourage children to develop personally and socially. For example, in all classes teachers plan that pupils work together in pairs and groups as well as individually. Throughout the school the importance of friendship is reinforced. Pupils are very confident and readily accept responsibility. This was shown, for example, by pupils who volunteered to read their own prayers at assembly and pupils who sensibly watched a video to reinforce their learning about the Victorians. Pupils concentrate for long periods and are very interested in their work. Throughout the school, pupils' behaviour is very good and they are courteous and polite, very friendly and welcoming to visitors. Very good relationships exist in the school and these contribute effectively to the very positive ethos which the school has developed. Pupils and teachers engage in pleasant exchanges. All staff are approachable and pupils are comfortable in asking for advice and help.

The quality of teaching is good. In nearly 80 per cent of lessons, the quality of teaching is judged to be good and often it is very good. The teaching of children under five is consistently good. At Key Stages 1 and 2, 100 per cent of lessons are satisfactory or better, around 50 per cent are good or very good. Most lessons are planned thoroughly, with learning objectives that are clearly identified in teachers' medium term plans. Short-term plans clearly identify the learning outcomes or make reference to National Curriculum levels. These intended outcomes are made sufficiently clear to pupils in many lessons. Most lessons incorporate an appropriate balance of teaching strategies to promote learning. A feature of the best teaching is the way teachers use resources imaginatively and set high expectations of work and behaviour. Very good use is made of the support staff and volunteers. Most teachers are confident in the subjects they teach but many teachers are not confident in their subject knowledge in music.

The curriculum provided is broadly based and well balanced and meets statutory requirements. It successfully inter-relates all the subjects of the National Curriculum and is planned effectively to ensure a smooth progression of learning opportunities as pupils move through the school. The curriculum for pupils under the age of five includes most of the essential areas of learning and provision for their personal and social development. The provision for physical development outdoors is not well planned and the opportunities for co-operative play, including role-play, and adventure games are unsatisfactory. Provision for pupils with special educational needs is good and they make good progress towards the targets set in effective individual education plans. A very good range of extra-curricular activities supports and broadens the curriculum and the school makes good use of educational visits and visitors to enhance pupils' learning. The procedures for assessing pupils' attainment are good in reception and throughout the rest of the school. Planning in most subjects identifies assessment opportunities and where assessment is undertaken, the information is used effectively. The work given to most pupils is well matched to their abilities and offers appropriate challenges. The marking policy is inconsistently used and marking is often unsatisfactory. Although there are some examples of encouraging and helpful comments, there are many examples of marking where teachers simply tick or cross work and this does not help children to improve.

The school makes very good provision for pupils' spiritual, moral, social and cultural development. Pupils' spiritual development is very good. Pupils are encouraged to become involved in open discussions about important issues. There are opportunities for pupils to share opinions and to gain an understanding of how religious teachings directly relate to their own lives. In many subjects, teachers encourage pupils to use their imagination and to

express their feelings. For example, in a delightful moment in a science lesson when a pupil created a switch to turn a light bulb on and off, the awe and wonder was obvious for all to see. Provision for pupils' moral development is very good. Pupils are effectively taught the difference between right and wrong, and this is reinforced by rules that are understood by all. The school has a very strong personal and social education programme which gives older pupils in particular opportunities to discuss a range of moral issues. Pupils' social development is a strength of the school. Children of all ages are taught the value of caring, sharing and friendship. This is constantly reinforced by the excellent role models provided by the staff. Pupils are taught to respect their own views and ideas and are actively encouraged to develop independence and responsibility from a very early age. The school is continuing to develop its already very good links with the local community through its co-operation with the church and a residential home where pupils sing at Christmas. Provision for pupils' cultural development is very good. Through planned curriculum opportunities, for example in art, language and dance, pupils are able to acquire knowledge and experience of their own and other cultural traditions. The extending of pupils' cultural education through the study of art and artists and through music is appropriately represented and a range of educational visits to places of cultural interest such as museums and a nearby Tudor house suitably broaden the curriculum. Pupils have cultural experiences during assemblies, by for example, listening to music as they enter and leave the hall and in hearing of festivals of other cultures and religions, for example the Muslim festival of Eid. Pupils are generally well supported while in the school and the procedures for promoting their health, safety and well-being are consistently applied. The school and the parents, who hold each other in high regard, work together in the best interests of the pupils.

The quality of information made available to parents is very good. There are regular and useful newsletters and the school prospectus is a good quality document. Parents' evenings are well attended and appreciated by parents, and the quality of the pupils' annual report is satisfactory.

This is a caring school where pupils enjoy the closest support of a dedicated and committed staff who work hard to create a warm and welcoming atmosphere. Good humour and respect are seen throughout the school. The school is very well managed by the head teacher. He has a clear idea of where he wants the school to improve and how to do this. Teachers, non-teaching staff, parents and governors support the headteacher in promoting the positive ethos in the school and in developing the work of the school. As a result, the school is successfully meeting its aims, especially in establishing a care for the environment and the very good links and relationships with parents and groups beyond the immediate school community. However, the roles of the deputy headteacher and senior management team are currently underused in monitoring and evaluating the school's developments. While this is clearly identified in subject action plans and in the school development plan, the roles of the senior management team have not been sufficiently focused or supported in raising standards in the school. Many staff do not have up-to-date job descriptions. The school provides a colourful and attractive environment for children to work in and the quality of display is very good. Every child has at least one piece of work displayed in the school. There is sufficient space outdoors for playground games, including a grassy area and a well-maintained wildlife area which pupils helped plan and create. These areas have recently been improved to include sundial, outdoor chess, a wild garden and a willow trail. There are pleasant grassed areas with wooden constructions for pupils' outdoor play. There is, however, no specific outdoor large play apparatus. There is a shortage of wheeled toys and other equipment to enhance physical and social development. With this exception, the school is adequately resourced

with a wide range of well-organised equipment and materials to support children's learning.

Overall, the school manages its budget very well. There is a low unit cost and good standards are attained in many subjects. The very good provision for pupils' spiritual, moral, social and cultural development, the very good behaviour within school and the excellent relationships are all outstanding features of this school. The school provides good value for money.

Key issues for action

To maintain the high quality of education provided and to promote further development, the governors, head teacher and staff should:

ensure that the marking policy is consistently applied to guide the pupils' learning;

ensure that teachers' expectations for the presentation of work are sufficiently high in all classes;

agree a policy for the under-fives which is in line with the guidance given nationally and by the local education authority, especially by providing more opportunities for role-play and outdoor play;

develop the management roles of the deputy headteacher, senior management team and curriculum co-ordinators so that they are able to monitor and evaluate the curriculum, the quality of teaching and pupils' response to it;

clarify and agree job descriptions for all staff to ensure that all personnel fully understand their roles and responsibilities.

Introduction

Characteristics of the school

Sacred Heart RC Primary school has approximately 200 children on roll aged between 4 and 11. The buildings provide an excellent setting for learning. All pupils have English as the first language and approximately 16 per cent of pupils are eligible for free school meals. The school draws children from privately owned and council housing and although set in a semi rural position, draws children from across the town of Colne. The school has 100 per cent catholic intake.

The mission of Sacred Heart RC Primary School is to provide an education in which all relationships, organisation and plans are made in light of the teachings of Christ and the values portrayed in the Gospels.

The school will look to afford all persons within its Community dignity, value and respect and seek to support individuals in their development of self esteem and inter-personal relationships.

The School will look to the development of the 'whole' person, paying attention to all aspects of development (educational, physical, emotional, social, spiritual and moral).

The School will endeavour to establish a care for the environment, both in and outside school.

The School wishes to develop and maintain strong and meaningful links between home, school, parish and the wider community.

Central to the mission is to provide children with an education that prepared them academically and socially to take on their role as full and active citizens, developing in them a respect for themselves, others and the environment in which they live.

A very full list of school aims include:

To promote as far as possible the personal development of every child.

To ensure that the children work at tasks suitable to their ability and to help them realise their potential.

To promote opportunities for the children to understand the world in which they live through an appreciation of science, geography and history.

To develop true Christians who are caring, responsible and committed members of the school and Parish Community.

To build within the school an atmosphere of love and trust in which the children may live in confidence.

To promote good attitudes and sportsmanship through physical skills.

To provide opportunities for the children to take advantage of extra-curricular activities, thus broadening their experience.

To encourage the support of parents in achieving these aims.

The following list is included in the School Targets for 1997-1998:

Pupil Welfare	Child Protection Training.
Teaching Resources	Introduction of New Maths scheme to Infant classes.
Curriculum	Formal Monitoring of lessons by Headteacher.

Key Indicators

Attainment at Key Stage 11

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

Year	Boys	Girls	Total
1997	8	9	17

National Curriculum	Test/Task Results	Reading	Writing	Mathematic
Number of pupils at NC Level 2 or above	Boys	8	5	8
	Girls	7	7	7
	Total	15	12	15
Percentage at NC Level 2 or above	School	78 (100)	71 (94)	88 (100)
	National	80 (79)	80 (79)	84 (82)

Teacher	Assessments	English	Mathematics	Science
Number of pupils at NC Level 2 or above	Boys	6	5	6
	Girls	7	7	7
	Total	13	12	13
Percentage at NC Level 2 or above	School	77 (100)	71 (100)	76 (97)
	National	80 (79)	84 (82)	85 (84)

Attainment at Key Stage 22

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

Year	Boys	Girls	Total
1997	14	17	31

National Curriculum	Test Results	English	Mathematics	Science
Number of pupils at NC Level 4 or above	Boys	12	12	13
	Girls	15	15	14
	Total	27	27	27
Percentage at NC Level 4 or above	School	87 (87)	87 (87)	87 (78)
	National	63 (58)	62 (54)	68 (62)

Teacher	Assessments	English	Mathematics	Science
Number of pupils at NC Level 4 or above	Boys	10	12	10
	Girls	13	14	14
	Total	23	26	24
Percentage at NC Level 4 or above	School	74 (83)	84 (87)	77 (83)
	National	63 (60)	64 (60)	69 (65)

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

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

Attendance

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

		%
Authorised Absence	School	3.9
	National comparative data	5.6
Unauthorised absence	School	0.2
	National comparative data	0.5

Exclusions

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

	Number
Fixed period	1
Permanent	0

Quality of teaching

Percentage of teaching observed which is:

	%
Very good or better	39
Satisfactory or better	100
Less than satisfactory	0

PART A: ASPECTS OF THE SCHOOL

Educational standards achieved by pupils at the school

Attainment and progress

Children enter the reception class with a wide range of attainment: some are very able while others are well below average. This is confirmed by the baseline assessment administered by the school. Overall attainment on entry can best be described as average. All pupils make good progress in the reception class, and their attainment in most areas by the age of five is at least in line with what might be expected in children of this age. In some areas, such as language, literacy and mathematics, many children are above average. However, although children attain well in relation to the desirable outcomes for five year olds in the areas of creative and physical development, they are to some extent restricted by insufficient opportunity for role play and outdoor adventure play.

In English, attainment by the end of Key Stage 1 is above average. Results of the 1997 National Curriculum tests show attainment to be in line with national expectations. However, there is an unusually small number of pupils in this year group, several of whom have special educational needs. Pupils' attainment, particularly from examining written work, is better than last year's test results indicate. Attainment at the end of Key Stage 2 is also above average, and this is reflected by the results of the most recent national tests.

At Key Stage 1, pupils develop good skills in speaking and listening from the start of their education, responding to the expectations of their teachers. They listen carefully to instructions and the comments and views of others and begin to take it in turns to contribute. By the end of the key stage, they are confident to speak in front of the whole class. Pupils in Key Stage 2 build on these foundations. They are articulate and confident speakers and these skills are used effectively across the curriculum. By the end of both key stages, attainment in reading overall is good, with many pupils attaining high standards. The attainment of less able pupils is particularly impressive, many of them reading with enjoyment and some fluency. The standard of attainment in writing is good at the end of both key stages. By the end of Key Stage 1 pupils are able to write creatively to a good standard. They use language well and can write in different styles - descriptive, imaginative and poetic. They put these skills to good use in other subjects too, such as history, geography and science. Towards the end of Key Stage 2, pupils show good understanding of the parts of speech and are able to choose with some originality words which enhance the meaning of their writing. Handwriting is usually legible and well formed throughout the school, although some pupils have difficulty with the change to cursive script in Year 3. Emphasis is placed on presentation for display but the contents of pupils' writing books are often scruffy and untidy, which detracts from the quality of their work. Progress in English is good throughout the school. Skills are built on and developed, rather than being an end in themselves. Pupils with special educational needs make good progress, being given individual support when needed but encouraged to attempt the same work as the rest of the class, which they often achieve successfully.

At the end of Key Stage 1, pupils' attainment in mathematics is in line with national expectations. Attainment at the end of Key Stage 2 is above national expectations. The results of the national tests and assessments in 1997 support this judgement. In Key Stage

1, pupils make satisfactory progress. There is evidence that all pupils make progress across all attainment targets. Younger pupils in this key stage are making good progress in recalling addition and subtraction to 10 and can apply this knowledge to problem solving. Pupils with special education needs make good progress towards attaining appropriate levels. In Key Stage 2, pupils make good progress and their attainment by the end of the key stage is above average. Pupils with special education needs make very good progress and by the end of Key Stage 2, their attainment is at or near the national norm. There is no variation in levels of attainment between boys and girls in either key stage.

In science, pupils' attainment at the end of Key Stage 1 is in line with national expectations. At the end of Key Stage 2, attainment is above national expectations. Inspection findings are in line with the results of the results from National Curriculum tests and assessments for 1997. Pupils, including those with special educational needs, make good progress at both key stages. They make clear gains in their knowledge and understanding of all aspects of science and show increasing ability to plan experiments. This is enhanced by the teachers' planning, which ensures that skills, knowledge and understanding increase in detail as pupils move through the school. Pupils consistently develop skills in the use of scientific vocabulary, apparatus and in making careful observation.

In the other subjects, pupils attain above national expectations at the end of both key stages in art, design and technology and physical education. Pupils also attain above expectations at the end of Key Stage 1 in information technology and at the end of Key Stage 2 in history and geography. At the end of Key Stage 1, pupils attain in line with expectations in music and history and attainment of most pupils in information technology and music is in line with expectations at the end of Key Stage 2, although many pupils who receive instrumental tuition attain highly. Pupils' progress is good in every subject in both key stages with the exception of history, geography and music at Key Stage 1 and information technology and music in Key Stage 2 where it is satisfactory. Special needs pupils are particularly well supported. They are identified early and make good progress as they achieve the targets set for them in their individual education plans.

The school regularly tests reading, spellings and tables, and standardised assessments give a further check on progress. The school analyses data from the national end-of- key stage assessments to target help for pupils who most need it.

Attitudes, behaviour and personal development

Pupils' attitudes to learning are good. From their earliest days in the reception class, they show enthusiasm and motivation, demonstrating the capacity to work with concentration for relatively long periods of time. The personal and social development of children under five is good. They are confident, adapt quickly to class routines and are very well behaved. Children play and work happily together, sharing and taking turns. They work well both individually and in groups. Relationships are good, both with the staff and with one another.

As children progress through the school these good working habits are carefully developed, the pupils responding to the clear expectations of their teachers. Pupils are interested in their learning and are keen to try out new ideas and put forward suggestions in lessons. They show good co-operation skills when working in pairs or groups and are consistently polite and helpful towards one another. As they get older, they show an increasing capacity for personal study and reflection, making good use of the independence they are offered.

While the school has a behaviour policy, its expectations of pupils are part of the school's ethos and are therefore extremely effective. Pupils' behaviour is very good. Importantly, this is true not only when they are directly supervised but at other times as well, such as working outside the classroom, in the playground before school or at the breakfast club. Teachers need to spend little time managing behaviour, which makes a positive contribution both to the smooth running of the school and the quality of the pupils' education. One pupil has recently been excluded from school, but this is very much an exception.

Pupils are well mannered and courteous both inside and outside the building. Their response to visitors is friendly and self-confident. They are polite to one another as well as to the adults in the school, for example holding doors open as a matter of course. Parents coming into school, either individually or to take part in such events as the Ash Wednesday service, are made to feel welcome. Pupils show respect for the school's equipment and take very good care of the environmental areas in the grounds, of which they are very proud. They respond well to the many good role models they are offered.

Pupils are given increasing opportunities to take initiative as they move through the school. From the beginning, they are expected to take some responsibility for the resources in the classroom and are encouraged to think for themselves. The positive effect of this is apparent later on, when pupils accept responsibility as a matter of course. The quality of 'The arts provision' makes a sound contribution to pupils' personal development. For example, Year 6 percussion players accompany hymns in assembly without any adult intervention, organising themselves. There are also opportunities structured by the school to involve all pupils in a year group, as when the Year 6 pupils are linked to individual reception children when they first arrive, looking after them at playtime and reading with them. Pupils are keen to come to school and to do their best.

Attendance

Attendance is better than the national average for this type of school and is showing signs of slight improvement each year. Registers are completed neatly and accurately and conform with statutory requirements. Monitoring is undertaken quickly and efficiently. Lessons start and finish on time.

Quality of education provided

Teaching

Teaching is good overall, with some very good features. Teaching for children under five is mostly good. The overall quality of teaching across both Key Stages 1 and 2 is generally good. It is at least satisfactory in every lesson seen. In 85 per cent of lessons seen it is good or better and it is very good in about 40 per cent of lessons.

The quality of teaching for children under five is good. Lessons are well planned and activities carefully organised, leading to a good environment for learning. Although planning is in terms of the desirable learning outcomes for children under five, activities, especially in the core subjects of English, mathematics and science, are more related to the National Curriculum. Instructions in lessons are clear: children know what is expected of them and expectations are high. They are encouraged to be independent, finding their own resources and working with some freedom. Support staff are well used and makes a strong contribution, particularly to those children who benefit from extra help. The school make a baseline assessment of children on entry to the school. In addition, parents are interviewed when their child starts reception and complete a record sheet. Children are continually assessed and their progress monitored. The number of children in the class (thirty-five), of whom the majority at the time of inspection were under five, coupled with the fact that some resources are not only outside the room but out of sight as well, is a cause for some concern, despite the good progress being made.

Teaching at Key Stage 1 and 2 is predominantly good in every subject and all classes, and very good in science. Pupils are happy and secure in their teachers' presence. Teachers' knowledge and understanding are generally good, though some are less confident in the teaching of music, and teachers plan their lessons well with the National Curriculum Programmes of Study in mind. They give good indications of the levels they are assisting their pupils to achieve. They work conscientiously to provide interesting starting points for their pupils' learning. For example, in an excellent English lesson in Key Stage 2, the teacher prepared an excellent display of an Ancient Egyptian Tomb scene and kept it secret from the children by covering it with a drape. By the teacher's turning the classroom lights off and lighting a candle, the atmosphere and mood produced brought gasps of excitement from the pupils and the resulting work was of high quality. Teachers' skills in questioning are often excellent. Pupils know that their contributions are valued, they are enthusiastic in their response, and expand on their answers fluently, owing to the open-ended nature of the questions asked. Teachers' expectations of what their pupils can do are usually realistically high. However, though the content of the work is often good, too much of the work is presented in an untidy way and some teachers do not have high enough expectations about pupils' presentation. Teachers use a variety of methods to teach their class. They develop opportunities for balancing successfully direct instruction with opportunities for pupils to work independently and collaboratively as required. Very good relationships and an understanding of the needs of the pupils further support the quality of teaching. Classes are generally well organised and teachers use time and resources well. Teachers manage support staff well and are very well supported by them. Parent helpers offer valuable and appreciated assistance. They make a very good contribution to the work in classes. The school makes very good use of visiting specialist teachers to enhance the curriculum. For example, the teaching of musical instruments was very good as was the resulting attainment and progress.

The teaching of pupils with special educational needs is good. Individual education programmes are reviewed regularly by class teachers and the special needs co-ordinator, who effectively assess pupils' needs and develop specific targets to meet them. A feature of the support given to pupils with special educational needs is the very good use of support staff and the praise given to pupils, which raises their self esteem.

Pupils' work is marked on a regular basis but although there are occasional encouraging and at times constructive comments, marking is inconsistent and does not always follow the guidelines of the marking policy and is often unhelpful in helping pupils to improve their work. Other day-to-day assessment is used well to inform future planning and to assist teachers in their planning. Teachers are clear about the abilities of their pupils and this leads to most pupils reaching their potential. The amount of homework is varied from class to class and supports learning. Pupils are encouraged to read at home and some are given homework in other areas, including mathematics and research for topics.

The curriculum and assessment

The curriculum is broad, balanced and relevant to the needs of all pupils. The National Curriculum Programmes of Study are covered in all subjects. All pupils have equal access to the curriculum and statutory requirements in relation to the teaching of religious education are met. The personal development of pupils is good and the school addresses such areas as sex education and teaching about drug abuse. Provision for teaching the 'Arts' is good. The curriculum successfully reflects the aims of the school.

Provision for children under five is satisfactory in meeting the desirable outcomes for children's learning. It is restricted by the fact that opportunities for creative and role-play activities, such as sand and water, are situated outside the classroom and are therefore underused. There is also no large equipment such as wheeled toys or balancing and climbing apparatus to be used outside, which limits physical and social development and the opportunity for co-operative play.

All National Curriculum subjects have policies which clearly state aims and objectives. Long and medium-term planning is supported by schemes of work for all subjects, either complete or in the process of development. These are very much working documents which are 'owned' by the school and this adds to their effectiveness. This planning ensures a smooth progression of learning opportunities as pupils move through the school, although there are some difficulties in the mixed age classes with subjects such as history, which the school is attempting to address.

Individual lessons are well planned, usually with clear learning objectives and appropriate assessment opportunities. Subject coordinators monitor curricular planning through examining teachers' plans and pupils' work at regular intervals. In some subjects, such as English, the co-ordinator works alongside colleagues and reviews teaching and learning with them. This supports planning and but does not occur in all subject areas. Homework mainly involves with pupils' reading, which is well organised and monitored, as well as regular spellings. Older pupils are given specific work to do related to their studies, which is marked and discussed in class.

Pupils are treated equally regardless of gender, attainment, background or disability. All

pupils have equal access to the full range of the curriculum and activities provided by the school. Pupils with special educational needs receive the same curriculum as other pupils. Those with statements of special need, who are sometimes withdrawn for additional support, are included in all activities when they return to class. Individual education plans set clear and achievable targets. There are effective screening processes to identify pupils with special educational needs. The progress of all pupils in the three core subjects of English, mathematics and science is checked against National Curriculum levels of attainment every six months.

A very good range of extra-curricular activities supports the curriculum and includes sport and music. These are well attended and enjoyed by a significant number of pupils. Educational visits enhance pupils' learning in many subjects. For example, a visit to Heysham Power Station supported learning in science and a visit to Bolton Museum increased pupils' understanding of the Ancient Egyptians.

The school has a good assessment policy which is clearly linked to planning. Individual lesson plans often identify assessment opportunities and teachers use these to help them to plan the next step. Individual teachers' records show a good knowledge of the pupils in their classes and their individual strengths and weaknesses, and this is reflected in the reports to parents. These, however, provide little space to comment on pupils' social development. There are no records of achievement for individual pupils and no opportunity for them to be involved in the recording of their own progress, either in curriculum subjects or in personal and social development. The art sketchbooks are an exception to this, giving a clear indication of progress in individual ability.

The school is developing good portfolios of work in most subjects; these are related to National Curriculum levels of attainment and annotated by staff to indicate how and when the work was completed. While there is a marking policy, it is not helpful and is due for review. Although work is regularly marked, this is often a matter of ticks and crosses. There are some comments which encourage pupils by praising them, but few which ask questions or move pupils on in their learning. Where these do occur, discussion with pupils makes it clear that they are appreciated and seen as helpful.

Pupils' spiritual, moral, social and cultural development

Provision for pupils' spiritual, moral, social and cultural development is very good.

The school is very successful in fulfilling its mission statement to provide an education in which everything is seen in the light of the teachings of Christ and the values of the Gospels. There is a strong Roman Catholic ethos which is evident in much of the school's work. At class prayers and in assemblies, pupils are regularly asked to reflect on their own lives, actions and experiences in relation to the example of others. They understand prayer as talking to God and have a clear sense of a being greater than themselves. They are taught to value God's wonderful creation, not just in the abstract but through the contribution every pupil makes to the school's environment through his or her ecological work. They are frequently encouraged to use their imagination and express their feelings, as in an assembly where children below the age of five spoke movingly about what their mothers mean to them.

The school teaches the principles of separating right from wrong, and discussions with pupils reveal a good understanding of these concepts and an intention to put them into practice. They are honest and trustworthy. Good role models are consistently provided by adults in the school and by older pupils. The strong personal and social education programme offers older pupils in particular occasions to discuss a range of moral issues. There are very few 'rules' as such; rather a sense of a well-ordered community in which pupils understand the part they have to play. A lot of emphasis is placed on self discipline and the pupils respond well, an example being the way they line up in the playground without the need for a bell or instructions.

Social development is a strength of the school. Pupils are taught to recognise the consequences of their actions. They understand the school's reward systems and look forward to the weekly 'Golden Book' assembly. Considerable emphasis is placed on the values of caring, sharing and friendship. This is continually reinforced by the attitude of the staff, both to one another and to the pupils, who are taught to respect the views and opinions of others and to debate rather than argue.

A responsible attitude to the school and its property, as well as to individual actions, is encouraged from an early age. Pupils are expected to be resourceful and independent wherever possible, and the effect of this is seen with older pupils, who accept responsibility as a matter of course. There are good links with both the parish and the wider community: Year 5 pupils, for example, correspond with students in Spain. Considerable effort is put into fund raising for such charities as CAFOD and Action Aid. The school's work in ecology and conservation, which has been nationally recognised, is another way in which pupils are encouraged to develop a social conscience and a sense of citizenship.

There are planned curriculum opportunities in various subjects to enhance pupils' cultural development. In art they study the work of artists such as Hundertwasser and produce their own paintings and constructions which reflect his style. Through music and dance they experience a range which spans different times and cultures. Their studies in geography of India and the Caribbean, as well as their charitable work, make them aware of conditions in the third world. They study the festivals and religions of other cultures, such as the Muslim festival of Eid. A range of educational visits to places of cultural interest such as museums and a nearby Tudor house suitably broadens the curriculum, as does study of ancient civilisations such as Egypt. Visitors to school, including artists and conservationists, add to their experience.

The school is continuing to develop this whole area and it is part of the school development plan. As a result, a spiritual, moral, social and cultural file has been created in which each curriculum co-ordinator has listed opportunities which occur within the subject for pupils to encounter one of the above areas. In this way, the school is attempting to plan for the aspect rather than leaving it to chance.

Support, guidance and pupils' welfare

The school provides good support, guidance and welfare for its pupils during their time at the school. Pupils are at ease with one another and the staff know them well. There is very good support for pupils with special educational needs in the school.

Monitoring of academic progress is good but the monitoring of personal development is satisfactory across the school. Procedures for promoting discipline and good behaviour are well established and are consistently applied by all staff in the school. Attendance is also well monitored.

The school has sound procedures for dealing with accidents and injuries. All staff have been on a one day first aid course and the three dinner supervisors are all qualified with St. John's Ambulance.

Child protection procedures are good and three members of staff have had appropriate training. Staff awareness is also good.

The school has a health and safety policy which was approved by governors at the autumn term meeting. All statutory inspections of electrical, fire and gym equipment are undertaken and regular building and grounds inspections are done. Risk assessments have been started and are being undertaken for educational visits. No health and safety hazards were observed during the inspection.

Special needs pupils are particularly well supported. They are identified early and make good progress as they achieve the targets set for them in their individual education plans.

Partnership with parents and the community

There are very good relationships with parents who are extremely supportive of the school and its aims. This aspect of its work is a considerable strength and supports pupils' progress well in all areas of their development. The overwhelming majority of parents who attended the parents' meeting or returned questionnaires said they are made to feel very welcome in the school, find staff very approachable and are well informed about their children's education. This is borne out by the friendly informal contacts between parents and teachers at the start and end of the day. Parents of pupils placed on the register of special educational needs are kept very well informed at all times and attend the reviews which are held half-termly.

Parents are kept well informed of events through a weekly and informative newsletter. The quality of annual reports on pupil's progress is satisfactory. Design and technology and information technology are reported separately but there is little space for personal and social development and general remarks.

There is a very active and thriving Parent School Association which arranges numerous events throughout the year and raises considerable funds for the school. This has helped to buy computer equipment, cameras, sports clothing and environmental resources.

The school is part of the Catholic Group of Schools, with which it has very close relationships, particularly with St. John Fisher and St. Thomas More High School. This relationship which exists between teachers, parents, pupils and Parent School Associations and is in cultural, social and academic areas is of considerable benefit to the transition of pupils to the senior school.

The school is an integral and valued part of the community and, indeed, governors regard it

as a centre of the community. It is part of the Catholic Parish and has good links with the church. It also has contact with a whole range of organisations and businesses in the area which include British Conservation Trust Volunteers, CAFOD, the Society of St. Vincent de Paul, the Family History and Heraldic Society and Micon Homes.

Educational visits are made to places like the Egyptian Exhibition at Bolton, Skipton Castle to see birds of prey, the Science Museum in Manchester, Eureka and Houlgate. Older pupils have the opportunity to go to Whitehough Outdoor Education Centre for a residential stay and can go canoeing, climbing, mountain walking and orienteering.

There are many visitors to the school which include an Art Consultant, Pendle Model Railway, Ludus Dance Troupe, the European Mobile Information Centre and nursery nurses for work experience from Nelson and Colne College. A recent visitor, a radiologist from Burnley Health Care, wrote to say how impressed he was with the pupils' knowledge of the human body and their ability to relate this to the x-rays he showed them.

The school has many trophies on show in the school hall which include Colne Clarets Junior FC, Regal Precision Engineers (Colne) Ltd Trophy in 1996, and the Colne Schools Netball Rally in 1997.

The school is proud of its environmental record. It was the first school in the area to be given the Eco School Award. This was presented by Gordon Prentice, MP, and the flag flies at the entrance to the school. It has been awarded Best Primary School in Lancashire and been given the Environmental Trust Shield. They also won the BT Young Naturalist of the Year Award in 1997.

This wide range of activities and links with parents, the community, local businesses and other organisations has a very beneficial on the pupils in terms of progress and attainment and is a strength of the school.

The management and efficiency of the school

Leadership and management

The hardworking headteacher provides very good leadership for the school. He is actively involved in all aspects of school life, and focused on raising standards in the school by improving the quality of teaching and learning. This decisive and effective leadership helps to maintain a clear educational direction for the school. He is well supported by the hardworking staff.

The governing body, many of whom are actively involved in the life of the school, share the headteacher's vision of its future and provide encouragement and support. Effective committees oversee aspects such as finance, curriculum and staffing and designated governors provide valued support - for example, in respect of special needs. The committees have clear terms of reference and meet regularly. Many governors have undergone a variety of training and courses and they are well informed. All statutory requirements are met. Other relevant policies are either fully implemented or are in various stages of development in line with the school development plan. The annual report to parents is informative and fully meets statutory requirements. Monitoring of standards within the school and target setting to

address them are satisfactory but can be improved.

Well-minuted staff meetings are held regularly and are a focus for the development of the curriculum. However, curriculum co-ordinators and the senior management team do not have sufficiently clear roles and responsibilities to enable them to be supported in carrying out their role by being given training. They have made a good impact by providing guidance on the planning and delivery of the curriculum through policy writing. Some co-ordinators set priorities in their own curriculum area through the subject action plan and these have led to improvements in curricular provision and management but co-ordinators are not sufficiently clear in developing their subjects outside their own classrooms. The school development plan identifies that co-ordinators will be released to evaluate their subjects and this has happened to some extent in English. This should now be extended to other subjects. Their monitoring role, though effective in reporting coverage of the subject, does not focus sufficiently on the monitoring of the quality of teaching and learning. It is the headteacher who has taken most responsibility for evaluating the impact on the quality of teaching and learning.

The school has clear aims and policies which are reflected in all its work and they are fully supported by parents. Over ninety per cent of parents agreed or strongly agreed with the school's provision on the returned questionnaires. The school has a loving and caring ethos, which is an outstanding feature of the school. The school fulfils its statutory responsibilities for special educational needs, complies with the code of practice and is managed very effectively by the special educational needs co-ordinator. Very good provision is made for these pupils and the school ensures that they all have access to the full curriculum. The use of specialist support from outside agencies is well managed. From its own budget, the school funds a part-time special support assistant. She works very effectively in the classroom, with small groups and individuals who are withdrawn to quiet areas. The quality of support provided to low attaining pupils throughout the school ensures that they make very good progress. The quality of monitoring and recording is also good. Although the special educational needs co-ordinator is only given 1.5 hours per week, she devotes her own time to supplement this and is the primary school representative on the Lancashire Special Educational Needs Moderation Panel for Burnley, Pendle and Rossendale. The nominated school governor is very supportive as well. This dedicated team provides very good support to the special needs pupils at the school.

The school has a strategic view of its development and is setting priorities for spending and staffing decisions to support this. The school development plan covers a three year period and gives detailed planning for the current year. All staff are involved in setting priorities and there are links with the budget and staff training needs. The priorities and targets set are relevant for the school and are strengthened by the inclusion of specific targets relating to pupils' attainments. The school development plan is monitored by the headteacher, governors and teachers. This is then developed further to ensure the outcomes of the plan are reflected in the quality of teaching and learning in the school. The plan has clear programmes of action and identifies outcomes and success criteria. In tandem with the subject action plans, it is a very useful instrument for managing school development.

Day-to-day management runs smoothly with very good support from the school secretary.

Staffing, accommodation and learning resources

The school has a satisfactory complement of staff, most of whom are suitably qualified and experienced to match their posts of responsibility. All staff have job descriptions but some of these need updating and they are not always specific to their roles. Nevertheless, the headteacher has six-monthly meetings with teachers regarding the curriculum and professional development. Following this process, in-service training and professional developments are discussed to ensure that these reflect the needs of the school. This programme is part of the regular appraisal arrangements which are in place. While there is effective liaison between both teachers and support staff, the senior staff are not yet able to fulfil their management roles.

The school's documentation for staff in its handbook is detailed and clearly set out. Support staff are effectively employed and make a valuable contribution to the quality of education provision. The school is planning to extend non-teaching assistance from April 1998 for Key Stage 1 pupils. At the time of the inspection, a teacher formerly employed at the school effectively supports pupils on a voluntary basis. She is well briefed by the staff to ensure continuity.

Classrooms are spacious and due consideration is given to health and safety conditions. The playgrounds are ample and clearly marked out for a variety of activities. These areas have recently been improved to include sundial, outdoor chess, a wild garden and a willow trail. These are enhanced with three benches which one of the cleaning staff constructed out of old cloakroom stands. These add interest to a child friendly environment. There are pleasant grassed areas with wooden constructions for pupils' outdoor play. The school suffers from vandalism at night, but all damage is promptly cleared and replaced. The premises committee of the governing body reviews health and safety matters. Replacement of lighting in the hall is to be undertaken shortly.

The building is clean, tidy and well maintained, enhanced with many attractive and stimulating displays. Although space is at a premium in some classrooms, nevertheless it is used well. The school is bidding for an extra classroom, for which a proportion of funding is being reserved. All corridors and adjacent areas are used effectively for activities, including art and information technology. The library is used well for other activities, including instrumental tuition and chess club.

Learning resources are generally satisfactory and good in many subjects, such as mathematics, art, design and technology, some aspects of science and in multi-cultural education. There are some deficiencies; the school lacks a good quality music amplification system, resources for listening and appraising in music and large play apparatus for children under five. The play group which runs in conjunction with the school makes use of the hall each week.

All resources are stored carefully; they are accessible and managed well. All staff have responsibility for managing the equipment, including shared stock. The Parents Teachers Association works hard to contribute towards new purchases. The school's use of external resources, such as museums or field centres, is good and is a considerable strength of provision.

The efficiency of the school

Overall, the efficiency of the school is good. The written development plans include a detailed consideration of initiatives which are relevant up to 1999. All developments are costed and have criteria by which success may be judged. Many co-ordinators have appropriate plans for their subjects and monitor them well. There is a rolling programme for prioritising each subject area and action plans are put into place which guide spending. However, there are no measurable whole school targets in place which are linked to improvements in pupils' attainment and progress. Nevertheless, the school is exploring means for target setting for raising attainment and how these can be developed throughout the school.

The sum of money spent on each pupil is below the national average, but the headteacher and the governors plan prudently to use it to best effect. For example, they have retained a proportion of the school budget to cater for extra accommodation and teaching staff. At present, expenditure exceeds income, mainly due to the decision to keep staffing levels relatively high, and deficits are met from reserves carried forward. The financial implications of these arrangements have been thoroughly explored by the headteacher and governors.

Grants for education and training are used effectively to promote curriculum development and are monitored well. There is a knowledgeable governor for special education needs who has an overview of special needs provision and takes an active role in all matters pertaining to special needs. The school fund and school association funds are audited and governors maintain an oversight of them.

Financial control is very good; the governing body play a full part in all financial matters. They maintain a good oversight by regular checking of progress against the budgets they set. The minor recommendations of the recent audit report have already been acted upon. There are very good procedures for day-to-day administration, including the wide range of duties performed effectively by the secretary, which ensure that office routines run smoothly. Weekly maintenance is diligently carried out, service economies sought and advice available through the Local Education Authority office manager is taken to ensure efficiency in administration.

The use of teaching and support staff is generally good. Teaching staff are suitably deployed, but the roles of the co-ordinators are not yet fully developed. Special education needs support staff is used effectively to support teaching and learning. The school makes good use of accommodation and its learning resources.

Taking into account the attainment of pupils on entry, their subsequent attainment and progress, their attitudes and behaviour, the quality of education provided and its low cost, the school provides good value for money.

PART B: CURRICULUM AREAS AND SUBJECTS

Areas of learning for children under five

Children enter the reception class with a wide range of attainment: some are very able while others are well below average. This is confirmed by the baseline assessment administered by the school. Overall attainment on entry can best be described as average. All pupils make good progress in the reception class, and their attainment in most areas by the age of five is at least in line with what might be expected in children of this age. In some areas, such as language, literacy and mathematics, many children are above average. However, their creative and physical development is to some extent restricted by insufficient opportunity to involve themselves in activities involving role play, water and sand play and wheeled toys.

Most children listen attentively, often for quite long periods of time, sustaining concentration well for such young children. They talk with interest about what they are doing and are keen to share their ideas both with one another and with adults. In their assembly, they speak up confidently in front of the whole school (aided by a microphone and loudspeakers). They are enthusiastic about writing. All can write their own Christian name and many are able to write simple stories independently, with spelling that is often phonetically sound. Their letter formation is generally good. They enjoy reading and can read back their own class story about Jack and the Beanstalk which the teacher has written on the board at their dictation and using their spelling suggestions. They all know the initial sounds of the alphabet, and many are able to blend letters together. Their progress in this area is very good.

The children's attainment in mathematics is good. All children can count beyond five. Almost all can compare, match, order, sequence and count pennies. Many can add numbers totalling below ten in their heads, and some can subtract them. They use the language of mathematics, such as bigger and smaller, with confidence. They work with understanding and make good progress.

Children talk well about their families and their own environment. They can record their observations in pictorial form and discuss what they have drawn. They are able to talk about electrons and atoms (and act them) in connection with their work on electricity, and can give a convincing explanation as to why lights go on and off. The teaching they receive fosters an enquiring attitude and a love of knowledge.

Children are well catered for in terms of small apparatus, using hoops with increasing skill in a physical education lesson, for example. They move confidently and imaginatively, showing co-ordination and awareness of space and other children. In a creative lesson, they handled tools appropriately and safely, and show skill in using large construction toys. However, provision for the outside curriculum is unsatisfactory; there are no large wheeled toys or climbing and balancing apparatus and no secure play area.

In creative play activities, children use a range of materials to express ideas and communicate feelings. They enjoy singing and join in enthusiastically with the Key Stage 1 hymn practice, clapping in time. They make a significant contribution to the colourful displays in their classroom. Opportunity for them to initiate their own activities creatively is limited, as the role play area and the sand and water are outside the classroom, and shared with the other classes in Key Stage 1. This also restricts opportunities for adults to develop the

children's language by discussing their activities with them.

Teaching of children under five is good. Activities are carefully prepared by the staff and they use questioning well to achieve specific learning objectives. The good lessons are of appropriate length and the children's contributions are sought in a well managed framework which emphasises behavioural procedures in a low key but consistent manner. The balance of children's and teachers' input is good and both teachers and children listen well to each other. The relationships between staff and children are good and the teacher tracks the children's progress effectively in the key points of learning, such as knowledge of colours, shape and number. The provision in the reception class is generally well planned but more opportunities are needed to reinforce and develop skills and understanding through well structured play.

English, mathematics and science

English

Attainment by the end of Key Stage 1 is above average. Results of the 1997 National Curriculum tests show attainment to be in line with national expectations. However, there is an unusually small number of pupils in this year group, several of whom have special educational needs. Pupils' attainment, particularly from examining written work, is better than test results indicate. Attainment at the end of Key Stage 2 is also above average, and this is reflected by the results of the most recent national tests.

At Key Stage 1, pupils develop good skills in speaking and listening from the start of their education, responding to the expectations of their teachers. Class discussions are effective in helping pupils to clarify their thinking. They listen carefully to instructions and the comments and views of others and begin to take it in turns to contribute. By the end of the key stage, they are confident to speak in front of the whole class, although some find it difficult to express themselves clearly. They are keen to answer questions and their response is more extended. Pupils in Key Stage 2 build on these foundations. They take pleasure in reading their finished work to the rest of the class, volunteering eagerly. Talking about their work they show enthusiasm and understanding. Pupils listen to each other carefully and are able to respond, asking questions and commenting positively on each other's work, as in a lesson on similes. They choose parts of speech such as adjectives with care and use technical terms accurately. They are articulate and confident speakers and these skills are used effectively across the curriculum.

By the end of both key stages, attainment in reading overall is good, with many pupils attaining high standards. The attainment of less able pupils is particularly impressive, many of them reading with enjoyment and some fluency. At Key Stage 1, pupils are happy to talk about books and can recall the main points and characters in their favourite stories. They have a good knowledge of letter sounds and blends, which develops from the emphasis placed on this in the Reception class. They are able to use this knowledge to read and understand new and unfamiliar words. They are also beginning to use the context of a word in a story to find its meaning. Many understand the difference between fiction and non-fiction and are able to use a contents page. At Key Stage 2, pupils read a wide range of texts for both enjoyment and information. By the end of the key stage, they have a good level of comprehension and are able to extract accurate information from books in subjects

such as history. They read eagerly for pleasure and are often completely absorbed during silent reading periods. Many are able to name favourite authors, Charlotte Bronte appearing alongside regulars like Roald Dahl. Their research skills show good development, and older pupils understand the use of an index, how to scan for information and how to use a reference library. Many of the older pupils, as well as some younger ones, belong to and use a public library.

The standard of attainment in writing is good at the end of both key stages. Younger pupils quickly understand the purpose of writing and begin to write unaided. Their knowledge of letter sounds means that their spelling, while not always correct, is usually understandable and phonically regular. By the end of Key Stage 1, pupils are able to write creatively to a good standard. They use language well and can write in different styles - descriptive, imaginative and poetic. They put these skills to good use in other subjects too, such as history, geography and science. Most pupils write in sentences using capitals and full stops. They show through their comprehension work an understanding of language and its uses.

Pupils in Key Stage 2 show good understanding of the structure behind successful writing. When producing a story about the Egyptians, they are able to plan a beginning, middle and end. Pupils drafting a newspaper report demonstrate the need for a different approach to ensure impact, using language in a different way. Towards the end of the key stage, pupils show good understanding of the parts of speech and are able to choose words with some originality which enhance the meaning of their writing. They are used to using a dictionary or a thesaurus to develop their vocabulary. Handwriting is usually legible and well formed throughout the school, although some pupils have difficulty with the change to cursive script in Year 3. Emphasis is placed on presentation for display but the contents of pupils' writing books are often untidy, which detracts from the quality of their work.

Progress in English is good throughout the school. Skills are built on and developed, rather than being an end in themselves. Pupils are encouraged to use an appropriate vocabulary and to transfer their knowledge when writing in other subjects. Reading is well structured and pupils learn appropriate skills for using reference and non-fiction books. They are encouraged to both talk and listen, and develop into articulate and confident users of language. Pupils with special educational needs make good progress, being given individual support when needed but encouraged to attempt the same work as the rest of the class, which they often achieve successfully.

Pupils' attitude to work is always satisfactory, often good and occasionally very good. Behaviour generally is very good, and pupils who sometimes have difficulty in conforming are sensitively handled. Pupils are involved and enthusiastic: it is clear that they enjoy the subject and take pride in their achievements. Most are able to maintain impressive levels of concentration. They work well with one another and are happy to discuss their work or read it to the rest of the class.

The quality of teaching is never less than good and in a third of lessons seen it was very good. Teachers have a good knowledge and understanding of the subject. Lessons are very well planned and organised, with careful thought going into both the stimulus which gets the pupils started and the activities which support their learning. New knowledge is not given in isolation but is linked to a relevant activity, often in another subject. This is a strength of teachers' planning. Although teachers have high expectations of pupils to do their best with the work set, they do not always offer more able pupils the opportunity to extend this

to a higher level. The use of comments in marking written work which either demand a response from the pupil or suggest ways of moving the work forward are the exception rather than the rule. The relationships between teachers and their pupils are very good and consequently lessons are positive and enjoyable.

There is a policy for the subject and a scheme of work which ensures continuity and progression. The co-ordinator monitors teachers' planning and pupils' work. She has also been able to monitor teaching and learning through supporting her colleagues in the classroom. Assessment opportunities are built in at various stages and these are used to inform teachers about individual pupils' progress as well as progress in the subject overall. Teachers make good use of day-to-day assessment and use it to help them to plan the next step. The quality of resources is satisfactory, although the school needs to purchase 'big' books and group readers to support the national literacy project.

Mathematics

At the end of Key Stage 1, pupils' levels of attainment are in line with those expected for seven year olds. The results of the National Curriculum tests in 1997 support this judgement.

By the end of Year 2, most pupils have well developed confidence and competence in their number work. They can add tens and units and understand that plus and add are the same. They can add 2 and 3 digit numbers accurately. They have a secure understanding of place value; for example, they can explain that 36 has 3 tens and 6 units. In working with fractions, pupils know that 2 halves make 1 whole and demonstrate this understanding by explaining that halves make 2 equal pieces. Some pupils progress further by learning that 4 quarters make 1 whole and that 2 quarters make a half. Pupils show good understanding of money and use it for working out problems on shopping. They are familiar with three-dimensional shapes and recognise a cube, a cuboid, a cone and a cylinder.

Pupils' attainment at the end of Key Stage 2 is above national expectations. In 1997, national assessment tasks broadly support this judgement. There is no variation in levels of attainment between boys and girls in either key stage. By the age of eleven, most pupils use and apply their mathematical knowledge and skills well and can calculate with speed and accuracy. Most can use protractors accurately. They can describe properties of squares, pentagons, hexagons and have very good understanding of symmetry. Most understand scale.

Most pupils make satisfactory progress in Key Stage 1 and good progress in Key Stage 2. There is evidence of progress across all attainment targets. Children under five are becoming competent in number; for example, they know that 1 more than 6 makes 7 and that 2 less than 9 make 7. In Year 1, pupils make good progress in recalling addition and subtraction beyond 10 and can apply this knowledge to problem solving. Younger pupils in Key Stage 2 show considerable mental agility in using fractions and numbers; for example, they can explain continuous addition and subtraction. They can find numbers that will divide by 3, 6 and 9 or 2, 3 and 5 correctly. In data handling, pupils show very good understanding how to construct a range of graphs including Carroll, pie and line and interpret these correctly. They can apply these skills to everyday problems. For instance, in collecting data about food, they explain how these can be used to help the school cook to plan menus. Progress in pupils' knowledge of shape, space and measure is satisfactory. In reception, pupils recognise squares, rectangles, cubes and cones. This is developed in Year 2 when they recognise

various two dimensional shapes including pentagon and hexagon and refer to the number of sides and corners. Older pupils in Key Stage 2, in working on shape, space and measure, can give specific descriptions of acute, obtuse, reflex and right angles. Pupils with special education needs make good and sometimes very good progress towards attaining appropriate levels in line with the targets set in their individual education plans. By the end of Key Stage 2, their attainment is at or near the national norm.

Pupils in both key stages use information technology to consolidate their learning. There are good displays of their work which include computer generated Islamic patterns, block graphs, pie charts and Venn diagrams. Pupils use their mathematical understanding in other subjects, notably in science, design and technology, geography, history and music notation, using fractions.

Throughout the school, pupils have good attitudes to mathematics. They are attentive and concentrate on their tasks. They work well in groups; for example, in collecting their data about breakfasts, they do it efficiently, with one person tallying and recording. They ask pertinent questions regarding their work, for instance, 'Is this line perpendicular?' They work hard and persevere when faced with difficulties. Most, including younger pupils in the school, can work independently and do not lose concentration when they are not the focus of the teacher's attention.

Overall, the teaching of mathematics is good, and mostly very good in Key Stage 2. Teachers have clear learning objectives for each lesson which are well matched to the ability of pupils and present appropriate challenges. Teachers impart information to the pupils in a clear manner and use effective question and answer techniques to further their understanding. The behaviour of pupils is managed very well and relationships throughout the school are good. Teachers record the progress of pupils and use this information to plan programmes of work which take into account the differing ability and age groups in their classes.

Teachers understand the importance of numeracy; this is reflected in the time allocation to the subject. They have placed emphasis this year on mental mathematics in response to the results of the National Curriculum tests and to national initiatives on numeracy. This is now resulting in pupils' increasing speed of thinking and calculating. The curriculum is supported by an effective policy and is planned using published schemes. However, these are carefully adapted for the needs of the pupils and supplemented with other materials. The co-ordinator and staff have worked hard to evaluate the balance of the schemes in order to extend pupils of all ages and attainments. There is a wide variety of accessible equipment in both key stages which is used well to support pupils' mathematical learning.

Science

Attainment at the end of Key Stage 1 is in line with national expectations. At the end of Key Stage 2, attainment is above national expectations. Inspection findings are in line with the results of National Curriculum tests and assessments for 1997.

Pupils cover the whole range of the Programmes of Study at both key stages. Key Stage 1 pupils make their own suggestions and use simple equipment, with assistance, to find things out. For example, they view pollen through a microscope. Pupils in Year 1 understand that shadows are caused by the absence of light and explain why certain clothes are worn in

different types of weather, showing good understanding of materials and their properties. By the end of the key stage, pupils explain that exercise keeps you healthy. They talk about the way everyday materials change when heated and know that some changes are reversible and other changes are irreversible. For example, they talk about the effect of heat on chocolate and ice. The majority make accurate predictions and accurately record their findings by drawing, charts and in words. At the end of their investigations, pupils can say whether happenings were as they expected. They have a basic understanding of what makes a test fair, such as an experiment on stretching tights where each pair was filled with the same number of items.

At Key Stage 2, pupils' scientific knowledge is further developed, and they have good recall of previous work. They use apparatus with care and record results in a variety of different ways including graphs. Pupils in Year 3 understand and develop their awareness of forces and make good predictions about the effects of friction in their experiments. In Years 4 and 5, they develop their understanding of shadows and link this well to an understanding of eclipses. They also experiment with rocks and describe the characteristics in terms of vocabulary such as 'coarseness' and 'permeability'. Pupils in Year 6 build on their knowledge of electricity to create a switch.

Pupils, including those with special educational needs, make good progress at both key stages. They make clear gains in their knowledge and understanding of all aspects of science and show increasing ability to plan experiments. This is enhanced by the teachers' planning which ensures that skills knowledge and understanding increase in detail as pupils move through the school. Pupils consistently develop skills in the use of scientific vocabulary, apparatus and in making careful observation.

Attitudes to science are very positive. Pupils listen well, show enthusiasm and work with high levels of concentration and persistence. This helps them to make progress. Pupils are co-operative and work well together in pairs and small groups. They use apparatus very sensibly and take turns fairly, for example while testing circuits. Pupils enjoy the challenge of practical activities. The behaviour of most pupils is very good. Where activities or demonstrations are particularly interesting, pupils are fascinated, such as when pupils in Year 6 managed to turn a lightbulb on and off using a switch that they had made.

The quality of teaching is very good. Teachers' subject knowledge is generally good. Lessons have clear learning objectives and activities are very well planned to support learning. Teachers use scientific terms such as 'investigate' and 'observe' effectively to extend pupils' vocabulary. Very good use is made of group work to give individual pupils greater opportunities for participation in teacher led sessions. Work is effectively matched to pupils' different needs. In the best teaching, careful introductions and questioning effectively take forward pupils' learning and their understanding of the concept being studied and encourages them to predict outcomes. Very effective use is made of resources and information technology. Teachers effectively link the teaching of science to other areas of the curriculum. For example, mathematics is seen in graph work and data handling, writing in a number of styles is linked to recording of experiments and good use is made of the word processor. Pupils use information technology well to support their scientific learning. The CD ROM helped many pupils to access very good information in their study of rocks and electricity.

The curriculum offered to the pupils is good and a scheme of work ensures that pupils build

on previous learning. The co-ordinator monitors teachers' planning and is knowledgeable and enthusiastic. She is well placed to take forward further initiatives but needs time to monitor and evaluate what is and is not working. Informal assessments are well used at both key stages to inform teaching and learning but more systematic analysis of the results of national tests and assessments are needed to set targets for improvement. The co-ordinator has worked hard to create an effective resource base. Resources are accessibly stored and clearly labelled.

Other subjects or courses

Art

Pupils' attainment at the end of both key stages is above national expectations. Pupils learn to handle a variety of implements, materials and media and produce pictures, patterns, collage, mosaic and three-dimensional work of considerable quality. They experience different styles and understand that they can paint using natural materials as well as brushes. They reflect on the work of artists such as Picasso and less famous ones such as Hundertwasser, as well as styles of painting such as cubism, and produce their own pictures and structures using similar methods. Much of the work in their sketchbooks includes personal writing, either about the artist concerned or the way in which the work was tackled. Often work produced is linked to other subjects: symmetry and shape patterns to mathematics, the 'Snow Queen' to language work, Islamic patterns to religious education, quilting and collage to history, mosaic to the environment.

The progress made by pupils is good. This is most clearly seen in their individual sketchbooks, which give an excellent picture of the work going on throughout the school. A good blend of skills and techniques are learned which are then applied to create artistic images. Pupils' written comments also show good progress in understanding and knowledge.

Pupils respond to art lessons with obvious enjoyment and enthusiasm. They are very keen to discuss their work and explain how they created it. They concentrate hard and persevere when working individually, often making more than one attempt in an effort to improve their work. When asked to work cooperatively, as in groups producing mosaics of Egyptian gods, they are very supportive of each other and quick to give credit for good ideas or skillful work.

Art is well taught. Teachers' subject knowledge is good and their confidence enthuses the pupils. Lessons are well prepared, organised and managed. Pupils are encouraged to experiment within a framework rather than copy what they see. The whole range of the subject is included and there is a good balance between the different elements of knowledge and understanding and investigation and making. Lessons are conducted at a good pace and there is plenty of praise and encouragement. Teachers often use pupils' work to emphasise a point or as an example of good practice.

The coordinator is enthusiastic and leads her colleagues well. She has brought artists into school to work with both pupils and teachers. This has had a very positive effect on teachers' confidence and expertise: their practical work is collected in a portfolio which teachers use to demonstrate possibilities to the pupils. The policy is supported by a detailed scheme of work which ensures continuity and progression. The status of art is high,

underlined by the quality of work and the pupils' pride in their achievements. Art is a strength of the school.

Design and technology

Throughout the school, pupils make good progress in design and technology and at the end of both key stages, their attainment exceeds national expectations.

In Key Stage 1, pupils understand that they can build a bridge and strengthen their construction as necessary. Younger pupils offer suggestions on how they can improve the design of the buildings they make and consider other aspects, such as appearance in their finished models. They begin to use their mathematical skills; as when making a kennel, they modified it to accommodate a large dog. Pupils in Year 2 successfully engage in making models of a house in the style of Hundertwasser, which they model initially in plasticine. Pupils with special education needs make good progress in all areas of design and technology and achieve good levels of attainment.

In Key Stage 2, pupils assemble a circuit and use it to make a moving vehicle. They test these for reliability, identify weaknesses and make adjustments as necessary. They use a variety of materials to improve the appearance and function - for example, using a rubber band to link axle to the frame. In using various tools and resources, they begin to appreciate health and safety rules. They use information technology when necessary, a very good example of which was using the drawing program. Older pupils, in making Tudor costumes, demonstrate a high level of designing skills and processes in making a garment. In collaboration with students from Nelson and Colne Textiles College, pupils present these at a Tudor Banquet. There are very good examples of annotated drawings and sketches by pupils in which they evaluate their work as it develops and consider the purposes for which it is intended. Year 6 pupils, in making rugs, plan a large scale model, measure and cut out material; they discuss problems they encounter and how these can be remedied. They implement improvements that they have identified. In using models and sketches, they explore alternatives, make choices and are becoming aware of the constraints of the resources. In shaping a Victorian type of tool for their rug-making, they modify it to make it more efficient. At both key stages, pupils experience food technology. At the time of the inspection, Key Stage 1 pupils make pancakes for Shrove Tuesday in which they use their number skills to estimate, measure and observe; they talk about changes that have occurred during cooking. Scrutiny of work indicates that pupils make a salad or a fruit dish for a first or second course, which they evaluate for taste and attractiveness. Key Stage 2 pupils prepare food for the Tudor Banquet. Pupils with special education needs make very good progress and their levels of attainment the end of the key stage exceed national expectations.

Throughout the school, pupils respond well to the tasks given. Reception pupils offer ideas eagerly for their constructions such as a house, garage, church and a hangar, which they explain as a place for aeroplanes. Older pupils are completely absorbed in constructing their moving vehicles and their rug-making. They persevere when faced with difficulties, as when their circuit kept breaking. They help one another sensitively, a very good example of which was when they showed other pupils how to use a rug-making guide. At the end of their lessons, they replace their tools and scrap materials in appropriate containers. They are courteous to one another and to the adults in the room

The quality of teaching is good, often very good and occasionally outstanding. Design and technology projects are well linked to other areas of the curriculum. The behaviour of pupils is consistently well managed and the quality of relationships contributes strongly to the learning process. Teachers have very good subject knowledge and provide useful feedback in lessons. The co-ordinator has attended a long course from which a number of initiatives have been developed. At present, she has no opportunities for working alongside teachers, but nevertheless she has an overview of the school's progress in the subject. She has established an impressive portfolio of pupils' work across both key stages. These form a record of pupils' attainments and progress. All these factors contribute to the high standards achieved in this area.

Geography

A small number of lessons was observed. Evidence is drawn from documentation, displays, teachers' planning, discussions with pupils and from scrutiny of work.

In geography, pupils make satisfactory progress and, at the end of Key Stage 1, their levels of attainment are in line with national expectations.

Pupils are familiar with geographical terms such as 'hill', 'river', 'north' and 'south'. They study the weather and know that as the seasons change, this affects people's activities. In discussing their immediate school environment, they can describe attractive and unattractive features of the school's surroundings.

Progress in Key Stage 2 is good and the level of attainment is above national expectations. Pupils have a good understanding of geography and demonstrate this when they analyse contours. They can read four and six figure grids. They show good skills in scale drawing, a very good example of which was in plotting their journeys to Dover. They can identify physical features, compass directions, keys and can follow routes. They can locate European Union countries and those further afield - for example, India. They give accurate co-ordinates; they offer thoughtful comparisons between Colne and a village in India. From their studies, they explain how weather conditions affect human activities. Pupils make very good use of information technology and mathematics in this subject. For example, in their research on India, they abstract information from various programs and record their findings on a disk. Pupils can calculate average temperatures and rainfall and know how to interpret statistical evidence. In comparing climatic conditions of Britain with those of St. Lucia, pupils show considerable skills in abstracting relevant information from numerous sources, including travel brochures, photographs, statistics and a three-dimensional atlas.

Pupils respond well to geography and display positive attitudes. They work productively and sustain good levels of concentration as observed during a lesson on St. Lucia. They use resources well and replace these for others to use. Their behaviour is good. They express views about the improvements in the school grounds and being upset when their wooden boat was vandalised at night. They show pleasure in walking through the willow arch constructed by members of the school community. They recognise in which areas they should be particularly quiet, for example near the bird boxes and explain the reasons for it.

The quality of teaching is good. Teachers' planning is detailed and covers the requirements of the National Curriculum. Classroom management and relationships between teachers and

pupils are very good. Links with other subjects are made whenever possible. Teachers ask challenging questions in order to develop pupils' understanding. Excellent use is made of educational visits which include Wycoller, Foulridge Reservoir, Heysham Power Station, Martinmere and a farm visit in order to study a contrasting locality. The staff take many other opportunities to enrich pupils' learning; these include Leeds to Liverpool Canal and orienteering. All these factors effectively contribute towards pupils' levels of attainment and good progress.

History

Pupils' attainment in history is in line with national expectations at the end of Key Stage 1. Pupils have a good understanding of their own and family histories and of life at the turn of the century. They describe similarities and differences between 'olden times' and today in the aspects of interest to them. They offer reasons for the lives of poor children in the past and why some objects, such as school equipment have changed. They are aware of where to look for clues about the past and able to relate the types of sources needed, e.g; historic pictures, books and artefacts.

The attainment of pupils at the end of Key Stage 2 is above what is expected of pupils of a similar age nationally. Some pupils have acquired an unusual depth of understanding of specific periods of history. Pupils are able to talk with knowledge about life in Ancient Egypt and Tudor times. By the end of Key Stage 2, pupils recognise that the past can be divided into periods and try to explain why people act as they do. Pupils in Year 6 have an extensive knowledge of Britain in the Victorian age. They are able to relate the conditions in Britain during the Victorian era and its impact on British Society. They use suitable sources in their investigations into the past as was seen in the classes with very good artefacts, videos and computer software. Cross-curricular links enhance further pupils' historical learning, through drama, design and technology, music and English. For example, some very good creative writing from pupils in Years 4 and 5 depicted how Tudor patients may have felt as they awaited their tortuous treatment, and pupils in Year 3 spoke of the mood of explorers and robbers inside the tomb of an Ancient Egyptian.

All pupils, including those with special educational needs, make good progress in both key stages. At Key Stage 1, pupils build on early research skills and have a well developed sense of change over time by the age of seven. Their knowledge of the primary and secondary source material they have used is secure and clearly understood. Recording skills are starting to develop alongside retrieval skills as they link history to other topics in the curriculum. At Key Stage 2, there is a good balance between the acquisition of knowledge and the development of research skills and pupils are quick to link information from other areas of the curriculum without prompting. Good use is made of art, English and information technology to support learning in history.

Pupils thoroughly enjoy their history work. Oral work is particularly good; pupils are able to discuss in groups with confidence and maturity and can present findings in a variety of ways. They are able to work collaboratively. Wall displays show good extended pieces of writing, based on evidence but with a degree of empathy. Pupils give reasons for their own interpretations and for those which they are using. They can analyse the information and through group discussion select what is relevant. Pupils approach their history lessons with enthusiasm at both key stages.

Teaching of history is good throughout the school. It is well-planned and soundly researched. Teachers have secure subject knowledge and use resources and artefacts very well. Visits to many places of historical interest enhance pupils' understanding and are built into planning cycles. Lessons are presented with enthusiasm and follow the outline scheme of work. The subject is managed efficiently by a co-ordinator who supports colleagues informally. Assessment is used to inform the next stage of planning. Work is matched to the needs of individual pupils in order to ensure equal access.

Resources to support teaching and learning at both key stages have been strengthened by loans from a local museum and items that pupils and teachers bring to school. The school is short of its own resources. Good use is made of computer software to encourage research skills, interrogate people from the past and collect data. The local area is used well to support history. Visits made to museums, historic buildings, visiting theatre groups and speakers all help to bring history alive and extend the experiences for children.

Information technology

At the end of Key Stage 1, pupils' attainment is above national expectations and in line with expectations at the end of Key Stage 2. By the end of Key Stage 1, pupils are becoming competent in using information technology individually, in groups, or as a class, for a variety of purposes. Pupils can input, save and retrieve their work. They have good mouse control, being able to click, drag, save and print. This is particularly evident in their computer art work and word processing. Pupils can make their own graphs and extract information from others. Modelling, word processing and data handling are all part of the experiences given to pupils at Key Stage 1. Using the Roamer, they understand that robots can be controlled by giving commands and signals, and can outline their effect. Their skills in communicating their own ideas in a range of forms are well developed. In Key Stage 2, there are many instances of the use of information technology on a daily basis in other subjects such as English, geography, history, science and mathematics. Good use is made of the computer to produce written work in many subjects and pupils draft and redraft work using the word processor. In mathematics, the computer is used to produce a variety of charts and graphs in data handling. Most pupils at the end of the key stage know how to use a CD ROM to obtain information and are able to save and retrieve information, for example in history work in Year 6 and research on rocks in Year 5. By the end of Key Stage 2, most pupils are confident with word-processing and data processing techniques and their ability to assess the practical value of information technology, and to consider and compare the effects of various uses, is well developed. There are insufficient opportunities for pupils in Key Stage 2 to write their own programmes or use sensor equipment as part of their studies.

Pupils' progress at both key stages is good as a result of carefully constructed guidelines which clearly show the skills to be developed and linked to the topic studied. Careful attention is given in each year group to ensure a balance of the required components of the information technology curriculum.

Pupils' attitudes are good. They make the most of the opportunities to use the computers, they show interest and are keen to use other equipment, including the video and television text pages. They work collaboratively, sharing ideas well. More competent pupils support others effectively when working in pairs.

The quality of teaching throughout the school is good and supported well by the co-ordinator for information technology. Teachers' confidence is increasing and planning supported by a good skills checklist. Teachers and support staff give clear instructions and employ appropriate questioning techniques to extend pupils' knowledge. Class records show pupils' use of programs, and there is a consistent system of assessment to record pupils' progress to inform future planning.

The school has recently upgraded the computer hardware and the range of opportunities presented to pupils in the form of various software packages is extensive. There is a computer in each class and others that are shared. Many pupils have their own computers at home, which greatly enhances their progress.

Music

Pupils make satisfactory progress in music and their standards of attainment are in line with national expectations at the end of both key stages.

By the end of Key Stage 1, pupils can sing familiar songs from memory and accompany their songs with appropriate rhythmic actions. Children under five, can differentiate between high and low notes; they can repeat simple lines of nursery rhymes and come in on time and after the introduction. They can describe differences of different maracas. Year 1 pupils take note of the class teacher's conducting and keep very good rhythm in their accompaniments. Pupils are developing good control of breathing, dynamics and pitch in their singing. They are becoming aware of audience and adopt a performing mode when playing and singing their 'Jig-Jog' song. They evaluate their performance, which is recorded on a tape, and offer suggestions as to how they could improve it, for example by using chime bars. Pupils with special education needs make good progress in all aspects of music.

In Key Stage 2, pupils can discuss grouping of beat and arrangements of a Caribbean dance music. They can control beat patterns whilst working with others. They arrange rhythmic patterns of long and short notes, using strips of paper in groups of beats. They have a satisfactory understanding of musical notation and are becoming more familiar with symbols. Pupils explore the work of famous composers, for instance Gustaf Holst, and can draw distinctions between the mood of different movements.

Throughout the school, pupils co-operate well in music sessions and are enthusiastic about using the musical instruments both in their lessons and in their assemblies. When using these they arrange them carefully and replace them in the trolleys provided. Their behaviour is good.

The quality of teaching is satisfactory overall and the visiting teacher provides very good teaching for instrumentalists. Lessons are planned in line with the published scheme, but often adapted to pupils' needs. Teachers provide good feedback to pupils and allow time in their lessons for pupils to demonstrate their compositions for evaluations by their peers. Teachers are not secure in their knowledge of music but are becoming more familiar with the scheme and subsequently more confident.

The school has a satisfactory range of musical instruments which are well stored and accessible. Resources for appraising of music are unsatisfactory, but replacement of the poor

quality tape recorder in the hall is planned for. The school has some music from other cultures but these do not include music from Africa, the Far East or of modern composers. The school takes advice from the Local Education Authority inspector for music and supplements pupils' experiences through visiting artists. Information technology is insufficiently used by pupils in both key stages.

The school makes very good provision for pupils to learn to play the violin, guitar and recorder, paid for by parents. The peripatetic teacher effectively extends pupils' experience through a well-organised Orchestra Club. He demands a high standard of performance and bases it on an orchestral mode of working; for instance, he stops the orchestra when the violinists play their parts for Frere Jacques too loudly. All pupils in this group achieve a high standard of performing skills. The violinists who range from Year 1 to 6 can play their instruments with considerable expertise, as do the recorder players who obtain a pleasing tone from their instruments. The percussionists rhythmic playing is outstanding. Pupils practise diligently to participate in the Burnley Music Festival. The school orchestra effectively enriches those pupils' music experience.

Physical education

At the end of both key stages, pupils' attainment exceeds national expectations. By the end of Key Stage 1, pupils understand why it is important to warm up, and they talk confidently about muscles and the heart. In gymnastic lessons, they travel on the floor and on apparatus, interpreting the teacher's instructions imaginatively. They confidently and expressively perform movements. They link simple actions into short sequences of movements, showing good body control. They turn and twist, travelling along, under, across and around apparatus, thoughtfully trying new and more creative ways in which to move. All pupils improve their performance by practice and make good progress throughout the key stage. By the end of Key Stage 2, in gymnastics lessons, pupils work safely alone, in pairs, and in groups. They improve and refine performance and are able to repeat a series of movements, on the floor and on apparatus, with control. Apparatus is handled sensibly. Pupils are developing their skills to improve team games, for example by practising various passes in football and catching techniques in netball. In dance lessons they are developing a good understanding of how to express varying moods through interpreting music. No games lessons were seen but a very full curriculum is prepared for pupils to encourage them to learn the skills of a variety of team games

All pupils, including those with special educational needs make good progress throughout the school in all aspects of physical education. There is equal access to all activities, and all pupils make good progress in basic skills. Pupils with talent and dedication achieve their potential both in lessons and in extra-curricular activities, for example in football, cross country and numerous competitive sports. Progress in dance lessons leads to refinement of movements, improvement in physical control and appreciation of space. In swimming lessons, pupils are confident in the water and make good progress.

The response of pupils is good in both Key Stage 1 and Key Stage 2. Pupils listen attentively to instructions and carry them out thoughtfully. They lift and carry equipment safely, take turns, and show respect for the work of others. In swimming lessons, pupils' response is good and in all lessons pupils behave well and enjoy their work.

The quality of teaching is good in both key stages. Teachers prepare their lessons well, they plan activities appropriate to the ability levels of the pupils and are particularly adept at choosing pupils to demonstrate their achievements. They use these performances to help the other pupils improve. Teachers control their pupils very well and pay good attention to health and safety issues. In every lesson seen, links were made between the benefits of exercise and good health. They give positive encouragement, have high expectations in terms of behaviour and effort, and provide opportunities for pupils to extend their tasks imaginatively.

The physical education co-ordinator leads the subject very well and works hard to ensure that attainment is high. A policy document and scheme of work are in place and are used throughout school. There is satisfactory assessment and monitoring of the subject and all areas of the National Curriculum are covered, including outdoor pursuits in Key Stage 2, where pupils have the opportunity to go on an outdoor pursuits residential session. Pupils play a range of competitive sports as extra-curricular activities, and they take part in various competitive sports in the area. The provision for swimming takes place at a local pool. Resources are good and equipment is well stored. They are treated with respect by pupils.

PART C: INSPECTION DATA

Summary of inspection evidence

The inspection was carried out by a team of four inspectors, three each in school for four days and the lay inspector for two days. In addition, one day was spent in school on a preliminary visit and a meeting was held with parents.

Forty eight lessons or part lessons were observed. Children were heard to read and work was scrutinised. Much time was taken in speaking to pupils about their work, knowledge and understanding. Inspectors attended assemblies and acts of worship. The attitudes, behaviour and personal development of pupils were monitored at play and lunchtimes.

Teachers' planning and records were carefully examined and meetings were held with all teaching and non-teaching staff in school. Discussions were held with a number of governors and personnel from various outside agencies and the secondary school to which most pupils transfer at the age of eleven. School policies and documents were examined, as were minutes of governors and staff meetings. Views of parents expressed in the meeting, at school and in the returned questionnaires were also considered.

Data and indicators

PUPIL DATA

	Number of pupils on roll (full-time equivalent)	Number of pupils with statements of SEN	Number of pupils on school's register of SEN	Number of full-time pupils eligible for free school meals
YR - Y6	197	3	39	32

TEACHERS AND CLASSES

Qualified teachers (YR - Y6)

Total number of qualified teachers (full-time equivalent)	7.2
Number of pupils per qualified teacher	28

Education support staff (YR - Y6)

Total number of education support staff	11
Total aggregate hours worked each week	130.25

[Primary and nursery school]

Average class size:	33
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FINANCIAL DATA

Financial year:	1996/1997
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	£
Total income	262590
Total expenditure	267702
Expenditure per pupils	1380
Balance brought forward from previous year	52560
Balance carried forward to next year	47448

PARENTAL SURVEY

Number of questionnaires sent out:

135

Number of questionnaires returned:

90

Responses (percentage of answers in each category):

	Strongly agree	Agree	Neither	Disagree	Strongly disagree
I feel the school encourages parents to play an active part in the life of the school	59	40	0	1	0
I would find it easy to approach the school with questions or problems to do with my child(ren)	59	39	0	2	0
The school handles complaints from parents well	18	60	19	3	0
The school gives me a clear understanding of what is taught	24	66	9	1	0
The school keeps me well informed about my child(ren)'s progress	29	59	9	3	0
The school enables my child(ren) to achieve a good standard of work	41	56	3	0	0
The school encourages children to get involved in more than just their daily lessons	59	39	0	2	0
I am satisfied with the work that my child(ren) is/are expected to do at home	31	62	4	1	1
The school's values and attitudes have a positive effect on my child(ren)	57	38	6	0	0
The school achieves high standards of good behaviour	48	47	6	0	0
My child(ren) like(s) school	63	34	2	0	0

Other issues raised by parents

The parents response to both the questionnaire and the parents meeting was very supportive of the school and only very minor concerns were raised amid great appreciation of what the school provides for their children.