

**INSPECTION UNDER SECTION 9 OF THE
EDUCATION (SCHOOLS) ACT 1992**

**SALTERFORTH COUNTY
PRIMARY SCHOOL**

Lancashire LEA

Date of Inspection

3-5 October 1995

**SALTERFORTH COUNTY PRIMARY SCHOOL
CROSS LANE
SALTERFORTH VILLAGE
NEAR COLNE
LANCASHIRE
BB8 5UD**

School Number : 923/2240

Date of Inspection : 3-5 October 1995

Jeanette Lees

Registered Inspector : T12180

Date : 10 November 1995

Under OFSTED contract number : 923/P/503779

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1. INTRODUCTION

This inspection was carried out under Section 9 of the Education (Schools) Act 1992 to report on the quality of education provided by the school, the educational standards achieved in the school, whether the financial resources made available to the school are managed efficiently, and the spiritual, moral, social and cultural development of pupils at the school. The findings of the inspection will contribute to the annual report of Her Majesty's Chief Inspector of Schools to the Secretary of State for Education.

1.1 BASIC INFORMATION ABOUT THE SCHOOL

| | | |
|----|---|---|
| 1. | Name of School | Salterforth County Primary School |
| | Type of School | Infant and Junior |
| | Type of Control | County |
| | Age range of pupils | 4 -11 |
| | Name of Headteacher | Mr J Kelly |
| | School Address, postcode and telephone number | Cross Lane Salterforth Village Near Colne Lancashire BB8 5UD Tel: 01282 812223 |
| | Name of appropriate authority (governing body, LEA or proprietor) | Governing Body |
| | Local authority area in which the school is located | Lancashire |
| | DFE school number | 923/2240 |
| | Name of Registered Inspector | Jeanette Lees |
| | Date of the inspection | 3-5 October 1995 |

1.2 INTAKE OF PUPILS AND THE AREA SERVED BY THE SCHOOL

2. The school is situated in a semi-rural area, drawing most of its pupils from the village of Salterforth and the neighbouring town of Earby. Pupils come from a mixture of private and local authority housing. Although the area is not one of relatively high unemployment, an above average number of pupils are in receipt of free school meals. Approximately 25% pupils have participated in some form of pre-school education.

1.3 SCHOOL DATA AND INDICATORS

3. PUPILS

Number of Pupils in Each Year Group

| | Boys | Girls | Total |
|-----------|------|-------|-------|
| Reception | 9 | 9 | 18 |
| Year 1 | 10 | 9 | 19 |
| Year 2 | 8 | 5 | 13 |
| Year 3 | 11 | 7 | 18 |
| Year 4 | 12 | 6 | 18 |
| Year 5 | 10 | 10 | 20 |
| Year 6 | 6 | 7 | 13 |
| Total | 66 | 53 | 119 |

Special Educational Needs

Number of pupils having statements of special educational needs 4

Free School Meals

Percentage of pupils eligible for free school meals 24%

Teachers and Classes

Full-time equivalent teachers 5.5

Pupil:Teacher ratio 21.6:1

Teacher:Class ratio 1:1

Average class size 23.8

Teaching time per week

| | Hours | Minutes |
|-------------|-------|---------|
| Reception | 22 | 55 |
| Key Stage 1 | 22 | 55 |
| Key Stage 2 | 22 | 30 |

Pupil Attendance

Percentage attendance figures from the Governors' Annual Report to parents and for the third week of the term prior to the term of the inspection.

| YEAR | ANNUAL REPORT TO PARENTS | THIRD WEEK IN THE TERM PRIOR TO THE TERM OF THE INSPECTION | | |
|------------|--------------------------|--|--------------------|----------------------|
| | Unauthorised absence | Actual attendance | Authorised absence | Unauthorised absence |
| Year R - 6 | 0 | 96.5% | 40 | 2 |

Number of Exclusions in the last 12 months

| YEAR | FIXED PERIOD | | PERMANENT | | NUMBER FROM ETHNIC MINORITIES | |
|---------------------|--------------|-------|-----------|-------|-------------------------------|-------|
| | 1 | 2 | 3 | 4 | 5 | 6 |
| | Boys | Girls | Boys | Girls | Boys | Girls |
| Year R - 6 | 1 | | | | | |
| TOTAL (COLUMNS 1-4) | 1 | | | | | |

National Curriculum Assessments - Key Stage 1

| Summary of the Key Stage 1 National Curriculum Assessments for 1995 | | | | | |
|---|--------------------------|---------|-------|---------|--|
| | | English | Maths | Science | |
| % of pupils working towards Level 1 | School LEA England | | | | |
| % at Level 1 | School LEA England | 35% | 24% | 24% | |
| % at Level 2 | School LEA England | 53% | 65% | 71% | |
| % at Level 3 | School LEA England | 12% | 11% | 6% | |

Financial Information

| INCOME (£) | Last full financial year 1994-95 | Current year 1995-96 |
|--|---|---|
| Balance brought forward | 8695 | 13297 |
| Transitional grant (for GM schools) | | |
| Recurrent income (LMS or AMG, fees) | 157588 | 165473 |
| Specific or special purpose grants for curriculum staff development | 4259 | 3571 |
| TVEI | | |
| Other income managed by the school; lettings, funds raised etc. | | 469 |
| TOTAL | <u>170542</u> | <u>182810</u> |
| EXPENDITURE (£) | Last full financial year | Budget allocation for current year |
| Teaching staff | 121058 | 129778 |
| Other staff | 20605 | 21749 |
| Educational resources | 4972 | 10608 |
| Premises costs | 6055 | 9470 |
| Curriculum and staff development | 3509 | 3969 |
| Other expenditure | <u>1195</u> | <u>3665</u> |
| TOTAL | <u>157394</u> | <u>179,239</u> |
| Total expenditure per pupil (£) | 47 | |
| Expenditure per pupil on educational resources (£) | 1485 | |

1.4 RECORD OF THE EVIDENCE BASE OF THE INSPECTION

1. Prior to and during the inspection, the school's documentation, including policy documents, the school development plan, attendance registers, pupils' records, teachers' planning and budgetary information was analysed. Over the course of the three days, 5 inspectors examined 57 lessons or part lessons. Inspectors examined samples of pupils' work in all classes. 30 children were heard reading and discussions were held with pupils about their work. Pupils were observed at lunch and break times and before and after school. Discussions were held with the headteacher, teaching and non-teaching staff, Chairman of Governors and members of the governing body, receiving high schools and representatives of the business and other wider community. The views of parents were sought and a meeting arranged between parents and the registered inspector prior to the week of the inspection. 12 parents attended the meeting and 59 responses to a questionnaire were received, collated and analysed.

2. MAIN FINDINGS AND KEY ISSUES FOR ACTION

2.1 MAIN FINDINGS

Standards of achievement

1. Overall, the majority of pupils achieve standards equal to national expectations in aspects of subjects of the National Curriculum. In the infants, there are instances of higher than average standards in mathematics and physical education, while at Key Stage 2 some pupils achieve higher standards in English, physical education and music. There is evidence of some higher achievement in design technology in the limited amount of work seen. Evidence from both lesson observation and pupils' work indicates that at both key stages a minority of pupils achieve standards which are below national expectations in history and science. No geography teaching was observed in Key Stage 1 during the inspection but evidence from pupils' work and observations at Key Stage 2 suggest that standards of achievement are unsatisfactory in the subject.

1. Throughout the school the majority of pupils, including those with SEN, achieve standards in line with their abilities. However, almost a quarter of infant and junior pupils do not reach their full potential. The under-fives (Early Years) achieve appropriately and in mathematics some achieve well for their abilities. Standards in PE are good across the school and there is some evidence of higher achievement by Key Stage 2 pupils in English, design and technology, art and music. There is, however, evidence of underachievement at both key stages in history, geography and science. At Key Stage 2 pupils generally underachieve in mathematics and religious education due to the narrow curriculum offered. Standards in information technology as a separate subject and throughout the curriculum are poor. Where pupils underachieve they do not acquire sufficient knowledge and understanding of a full range of skills and concepts. This is frequently due to lessons which are narrow in task and focused on covering content rather than on achieving learning objectives. Staff and pupils cope well with the constraints put on them by the inadequate facilities at the school and it is to their credit that these do not have a noticeably adverse affect on standards of achievement.

Quality of education provided

2. The quality of pupils' learning is variable but generally sound or better throughout the school. Pupils usually make steady progress in knowledge and understanding and demonstrate a sound grasp of essential learning skills. Pupils practise and develop their literacy skills satisfactorily across the curriculum. The quality of teaching whilst variable, is generally sound. However, there are too many occasions when teaching and learning have shortcomings, particularly at Key Stage 1, where pupils make insufficient progress in developing a range of learning skills relevant to subjects. Pupils' skills in mathematics are infrequently used within other areas of the curriculum. Few subjects have schemes of work, based on National Curriculum programmes of study from which teachers can plan their work. Lesson planning therefore is often ineffective in that it is largely content based and does not identify clear learning objectives. There is evidence of good planning particularly in the teaching of older pupils, which positively affects pupils' standards of achievement and quality of learning. Where there is good practice and sound subject knowledge there are few strategies in place to disseminate this expertise. In information technology the school does not fulfil its responsibilities to teach the National Curriculum programmes of study and only partially meets requirements in aspects of history, geography, design

and technology and science which has an adverse effect on pupils' standards in these areas. The school has not adopted the Lancashire Agreed Syllabus for religious education and thus fails to fulfil its statutory responsibilities in the subject. Standards are consequently poor in the infants. Assessment is not built into curriculum planning and is, therefore, infrequently used to inform future plans. Resources used are often lacking in stimulation and are limited in their use for practical and investigative work.

Efficiency

1. Governors are strongly supportive of the work of the school and have taken steps to establish structures and committees to enable them to fully discharge their responsibilities. However, the role of governors' in the strategic management of the school is underdeveloped. Governors have yet to fulfil all their statutory responsibilities to provide information for parents and prospective parents, and to produce policies for admissions and sex education. A statement of governors' curricular aims has to be produced. At present the school's development plan is ineffective as a link between school objectives and budget setting. Priorities, particularly for the curriculum are not clearly established nor linked to the school's budget. There are no formal structures in place by which the school can evaluate the cost-effectiveness of its decisions. Day to day administration of the school is efficient and supports the work of the staff. Financial oversight is satisfactory. Leadership provided by the headteacher and senior management is strong in promoting a caring and secure ethos but is limited in strategic planning and systematic management for the development of the school, its curriculum and staff. Systems and procedures are too often informal. The role of curriculum co-ordinator is underdeveloped in that they do not have sufficient oversight across the school for the development of the subjects for which they are responsible. In view of the standards achieved and the quality of education provided, the school gives satisfactory value for money.

Pupils' Spiritual, Moral, Social and Cultural Development

1. The school has a positive ethos of caring and a strong commitment to the development of mutual respect, self-esteem and confidence. All those involved with the school work hard to achieve high standards of behaviour and are successful in establishing a strong sense of community. This is a great strength of the school. The values which the school promotes are made clear to pupils and conveyed effectively through assemblies. Relationships between staff and pupils are good and values are transferred through personal contact. Adults in school provide good role models. Pupils are consistently courteous, polite, and responsive to adults and to visitors. They move about the school in a calm and controlled manner and collaborate well both in work and in play. Pupils' behaviour is very good, particularly given the overcrowded accommodation, and this contributes positively to their quality of learning and standards of achievement. The school functions effectively as a supportive community where the individual is accepted and helped to grow in confidence. The level of pupils' social and moral development is excellent and their spiritual and cultural education is successfully fostered.

2.2 KEY ISSUES FOR ACTION

1. In order to further raise pupils' standards of achievement, the headteacher, staff and governors should:

- celebrate and maintain the high standard of community and ethos;
- produce a realistic school development plan which clearly identifies priorities for action which are matched to resources and responsibilities;
- establish procedures for checking that spending decisions are cost-effective and where necessary clearly linked to the schools' prioritised curricular needs;
- establish as priorities:
 - whole school curriculum planning which takes full account of the requirements of National Curriculum programmes of study,
 - assessment procedures to inform teaching and learning,
 - the role of co-ordinators in managing their subjects;

- ensure that existing good practice in teaching is identified and systematically shared to give a consistent quality of teaching and learning throughout the school;
- deliver the National Curriculum programmes of study in information technology and ensure that pupils receive their full entitlement to the Agreed Syllabus in religious education;
- meet all statutory requirements to publish information for parents and prospective parents;
- address the health and safety issue identified during the inspection.

3. STANDARDS AND QUALITY

3.1 STANDARDS OF ACHIEVEMENT

1. Throughout the school, the majority of pupils achieve appropriately for their ages and abilities in aspects of subjects of the National Curriculum other than information technology. Within a narrow range of subjects most Key Stage 2 pupils achieve at least the national expectation and many achieve standards equal to or above those expected for their age. At both Key Stages 1 and 2 a minority of pupils achieve standards which are below national expectation. The school is not delivering the National Curriculum programmes of study in information technology and all pupils underachieve in this area. In art, English, design and technology and music, Key Stage 1 pupils achieve national expectations with a few achieving above this in mathematics and physical education. National Curriculum tests for last year's Key Stage 1 pupils confirm the picture found in the inspection in that achievements are broadly in line with national averages. However, this is not consistently the case in science, religious education, geography, and history, where there is some below average achievement, which in the main, is a consequence of the narrow curriculum offered to pupils. The school has not adopted the Agreed Syllabus for teaching religious education and standards of achievement are consequently low, particularly in the Early Years and at Key Stage 1. There is evidence of higher achievement in comparison to national expectations, amongst some Key Stage 2 pupils in English, physical education and music. From limited observation of design and technology, high standards are achieved at Key Stage 2. In geography standards of achievement are variable across Key Stage 2. Limited observation indicates that unsatisfactory standards occur where teachers' expectations of pupils are low.

2. The youngest pupils in the school achieve appropriately in most subjects and well for their abilities in mathematics but they underachieve in religious education. Whilst the majority of Key Stage 1 and 2 pupils achieve appropriately, almost a quarter, do not reach their full potential. Standards across the school in physical education are good but there is evidence of underachievement at both key stages in science, geography and information technology. At Key Stage 1 many pupils also underachieve in history. Whilst the majority of Key Stage 2 pupils achieve appropriately or well for their abilities almost a quarter of them are underachieving in some aspects of the curriculum. There is evidence of higher standards being achieved by some pupils in English, art and music. From limited evidence some pupils achieve well in design and technology, however, there is some underachievement in history, geography, science and mathematics. In these subjects the narrow range of experiences offered does not enable pupils to acquire a full range of skills. Pupils practise and develop their literacy skills satisfactorily across the curriculum. However, there are too few occasions when pupils can develop their mathematical skills through other subjects. Opportunities to use the skills of information technology in other areas are rare.

3.2 QUALITY OF LEARNING

3. Throughout the school the quality of learning was variable but was mostly sound or better in the majority of lessons seen. There were some shortcomings in a quarter of lessons. At Key Stage 2 and in the Early Years there were more instances of learning with good features. In the Early Years, the quality of learning varied, being mostly sound or good but having some shortcomings. At Key Stage 1 whilst most learning was sound, a significant proportion of lessons had shortcomings mainly identifiable in history, mathematics, science and religious education. At Key Stage 2, the oldest pupils experience sound and often good quality learning but there were some shortcomings in the key stage in science, geography, history and physical education.

4. Throughout the school pupils generally make steady progress in developing learning skills and acquiring knowledge and understanding. The youngest pupils are gradually developing a range of number skills including counting and matching. Most pupils at Key Stage 1 make satisfactory progress. They are able to learn through their own experimentation and are beginning to develop manipulative skills, contribute to discussions, share thoughts confidently and offer good ideas and comments. They use observational skills and have an awareness of materials, their properties and uses. There are, however, several occasions when they reinforce rather than acquire new knowledge, vocabulary or skills through narrow and unchallenging tasks. In these lessons, pupils become distracted by noise from adjacent classrooms and lose concentration. The majority of pupils at Key Stage 2 make sound and good progress. They demonstrate a wider range of learning skills than at Key Stage 1 and when given the opportunity they use research skills in project work. In English they use language, grammar and punctuation accurately and develop the skills of story writing. This level of progress is not consistent throughout the key stage when sometimes pupils display insufficient knowledge, subject specific vocabulary and concepts.

5. Key Stage 1 contribute to discussions, share thoughts confidently and offer good ideas and comments. At Key Stage 2 pupils are able to draft and redraft and older more able pupils have good note taking and writing skills. However, opportunities to develop skills are not available in all subjects for example in science, history and geography, where the use of unchallenging worksheets impedes progress. Pupils speak well and have interesting discussions and debates. At both key stages, however, pupils lack independence in their learning and are not often expected to retrieve and organise their own learning resources.

6. Most pupils display good attitudes to learning and, given their cramped working conditions, are commendably enthusiastic, motivated and keen to learn. Generally, pupils are co-operative, work well together, and are supportive of each other. The high standards of self-discipline exhibited enhance learning.

4. EFFICIENCY OF THE SCHOOL

7. The governing body operates an informal system of strategic management and bases decisions on its broad aims for the school. Governors are strongly supportive of the work of the school and the committee structure assists them in fulfilling their responsibilities.

8. Formal planning and budget setting are relatively new to the school and are in an early stage of development. The current school development plan is short-term and not costed in sufficient detail to allow it to support budget planning. Thus priorities and budgets are not always as closely related as they should be. Governors, therefore, should seek to make clear the link between the budget and the school's objectives as set out in the school development plan.

9. The governing body delegates overall responsibility for monitoring expenditure to a finance committee whose terms of reference have been clearly established. Regular meetings take place but information supplied to the committee by the school is not sufficiently useful to carry out this responsibility effectively. Records of financial decisions are not always kept. The headteacher is responsible for the allocation and management of financial resources for the curriculum. This responsibility has not been shared sufficiently with curriculum co-ordinators who are generally unaware of the potential total level of resources available to the subject area for which they have responsibility. Therefore, they lack a financial context for their planning.

10. The most recent audit report made recommendations to assist the school in improving its financial monitoring and budgetary control and action has been taken in line with these. The school's systems of financial control are adequate but are not sufficiently precise to facilitate the monitoring of curriculum expenditure. The school should consider reviewing systems and procedures for managing the budget.

11. The headteacher and governors are aware of the need to ensure that they obtain value for money from purchases and take steps to do this where necessary. However, no formal measures currently exist by which the school can evaluate the cost-effectiveness of budgetary decisions. Governors have adopted the key strategy of maintaining smaller classes staffed by experienced teachers. This decision should be regularly evaluated in terms of its effect on maintaining and improving standards of achievement and quality of learning.

12. Teaching and non-teaching staff are effectively deployed but consideration should be given to improving their subject knowledge through a programme of professional development, as underachievement in some subject areas is directly related to the lack of expertise of some staff. Staff make effective use of inadequate teaching space by encouraging and achieving pupil co-operation. Although in general sufficient resources are available to meet the needs of the curriculum currently being delivered, there are limitations in quality and range, particularly in information technology, science, history, geography and religious education. Expenditure is low in comparison to local and national averages and consideration should be given to improving the quality and range of resources to meet the needs of the National Curriculum.

13. Overall, in view of the standards achieved and the quality of education provided, the school gives satisfactory value for money. However, there is a need for a more rigorous approach to costing priorities and setting up criteria against which judgements can be made to ensure success.

5. PUPILS' PERSONAL DEVELOPMENT AND BEHAVIOUR

5.1 PUPILS' SPIRITUAL, MORAL, SOCIAL AND CULTURAL DEVELOPMENT

14. The school aims to promote each child's self-esteem, in addition to their spiritual, social, moral and cultural development. The commitment of the head, staff and governors to achieving a corporate ethos reflects these aims and they are highly successful in meeting many of them and in providing an environment where respect for self and others flourishes. The school functions effectively as a supportive community where the individual is accepted and helped to grow in confidence. The level of pupils' social and moral development is excellent and the school successfully fosters pupils' spiritual and cultural education.

15. Pupils are developing a high level of social skills. They have positive attitudes to their work. Pupils co-operate and collaborate successfully when working and playing together in groups. The range of extra-curricular activities both sporting and cultural are valuable in promoting pupils' social development. An annual residential visit provides a good opportunity for pupils to relate socially in unfamiliar surroundings. Respect and care for all is positively encouraged and this helps pupils to develop a sense of right and wrong. Pupils are able to exercise responsibility for a range of duties within the school and they perform these well.

16. Aspects of pupils' cultural and aesthetic development are promoted through curriculum activities such as listening to music, appreciating the work of famous artists and listening to stories and poems. Some opportunities are offered for quiet reflection. This has a positive effect and supports pupils' spiritual growth. Some of the work undertaken through the curriculum especially in music, art and English provides for pupils' spiritual development. However, pupils' understanding and awareness of living in a multi-cultural society needs further development.

17. The good relationships which exist between the staff and the pupils enables values to be transferred through personal contact. Adults in the school provide good role models. Parents rightly express satisfaction with the teaching of these values and attitudes and of the happiness of their children.

18. The school fully meets the statutory requirement for a daily act of collective worship through daily assemblies.

5.2 BEHAVIOUR AND DISCIPLINE

19. The school has a positive ethos of caring and a strong commitment to the development of mutual respect, self-esteem and confidence. The whole school community works hard to achieve high standards of behaviour and are successful in establishing a strong sense of community.

20. Pupils understand the standards of behaviour expected of them and show good levels of consideration towards each other. There is a well established and effective reward system which is based on positive encouragement. Pupils' behaviour is very good particularly given the overcrowded accommodation and this contributes positively to their quality of learning and standards of achievement. The school has a written anti-bullying policy and the matter has been addressed in a variety of ways including discussions in assembly. Any incidents

which arise are dealt with promptly by staff.

21. Pupils who are given extra responsibilities, such as supervising the library, collecting registers, preparing the music for assembly and clearing teaching areas at lunchtime welcome these opportunities and carry out tasks diligently. Pupils are consistently courteous, polite, and responsive to adults and visitors. Relationships between pupils, teachers and supervisory staff are respectful and positive. Pupils collaborate well both in work and in play and move about the school in a calm and controlled manner.

5.3 ATTENDANCE

22. Whole school attendance is very good and records of attendance are well kept. The school has published attendance information in the Governor's Report to Parents but not in the School Prospectus as required by DFE Circular 11/91. Most pupils, including those who rely on school transport, are punctual. Registration procedures are good and lessons usually start promptly.

6. SUBJECTS OF THE CURRICULUM AND OTHER CURRICULAR PROVISION

ENGLISH

23. Overall standards of achievement throughout the school are in line with national expectations and are usually at least appropriate given pupils' abilities. At Key Stage 2, there are regular instances of higher levels of achievement. Across the whole curriculum, pupils' competencies in speaking and listening are good. In reading and writing standards are sound including those achieved by pupils with special educational needs. The 1995 tests and assessments completed for pupils then at the end of Key Stage 1 gave results which are broadly consistent with this picture.

24. The quality of learning throughout the school is sound with some good features particularly at Key Stage-2. In the early years the importance of role play and practical activities is recognised in developing language skills. At Key Stage 1 there are a minority of shortcomings in learning when pupils are distracted by noise from the adjacent class. At Key Stage 2, some lessons have interesting content which motivates pupils who are eager to learn, work quietly and show high levels of concentration.

25. Throughout the school the quality of teaching is sound with good features at Key Stage 2 and a minority of shortcomings at Key Stage 1. The best teaching is characterised by work which is planned to meet the needs of individual pupils. In these lessons pupils become fully involved and concentrate well. Where teaching is less satisfactory pupils are not sufficiently challenged.

26. Standards in speaking and listening are good throughout the school. The majority of pupils are able to express themselves clearly and develop listening and conversational skills by working together in groups. Younger pupils provide descriptions and explanations, often based upon their own experiences. Older pupils respond well to questions and some are beginning to understand and explain details of character and plot. Reading standards are sound throughout the school. The youngest pupils make progress in acquiring skills in phonics and word recognition. They have a positive attitude to reading. By Key Stage 2 many pupils are reading fluently with expression and understanding. All pupils regularly read silently for pleasure and some older pupils are beginning to use a range of books for reference purposes. Pupils are encouraged to take books home to read to parents. Class libraries have a good range of fiction books. The main school library has a good range of non-fiction books which are easily accessible and are well organised. Standards in written work are sound. By the end of Key Stage 1, many pupils are able to construct sentences and are beginning to use punctuation. At Key Stage 2, pupils begin to write for a variety of purposes which include reporting and composition of poems. They make good progress in learning the conventions of story and letter writing. Older pupils use research skills and a variety of texts for reference in writing their own projects. Attention is paid to grammar and punctuation. A handwriting scheme has been introduced and the correct formation of letters is taught at Key Stage 1. Many pupils make good use of a variety of word books and dictionaries to assist spelling.

27. All teachers keep reading records of individual pupils but these are not dated which limits their value in charting progress over time. Teachers' planning is variable and assessment is not used systematically to inform future planning or teaching. A brief policy and scheme of work has recently been written. Both require development under the leadership of the co-ordinator in order to promote progression and continuity throughout the school.

MATHEMATICS

28. At both key stages the majority of pupils reach standards in mathematics which are in line with national expectations and in a few instances pupils exceed them. In the Early Years the majority of pupils are achieving appropriately for their abilities and some are achieving at higher levels. Pupils are beginning to develop an understanding of the number system. At Key Stage 1, a minority of pupils are achieving levels below their abilities due to a lack of practical experience across the Attainment Targets. The 1995 tests and assessments completed for children then at the end of the key stage gave results which are broadly in line with national expectations. At Key Stage 2 whilst a substantial majority of pupils achieve the national expectation in mathematics a number of pupils are underachieving in relation to their abilities. Pupils with special educational needs achieve appropriately at both key stages. Pupils' number skills, particularly those of written computation, are well developed. However, too few opportunities are available for them to demonstrate an appropriate mathematical vocabulary and achievement across the range of Attainment Targets is restricted particularly in using and applying mathematics.

29. The quality of learning in the Early Years is good and pupils make progress in number, counting and matching skills through practical activities. At Key Stage 1, there are some shortcomings in the quality of learning. Although pupils generally make good progress in developing number skills, progress is slow when tasks are narrow and unchallenging and pupils become inattentive. At Key Stage 2, the quality of learning is generally sound but has some shortcomings linked to when limited opportunities are provided for pupils to develop a range of practical and investigative skills. Where the quality of learning is sound pupils work purposefully on well planned activities, suited to their needs. Learning is least satisfactory where the lesson content relies almost entirely on the published scheme. Good behaviour throughout the key stage contributes significantly to pupils' progress.

30. The quality of teaching in the Early Years is sound. Activities are practical, well matched to pupils' needs and presented in a meaningful context. At Key Stage 1 teaching has some shortcomings in that resources are unimaginative and sometimes used inappropriately. Too few opportunities are taken to extend pupils' mathematical vocabulary. The quality of teaching at Key Stage 2 is variable. The best teaching is well planned with very clear objectives to meet pupils' needs. Good planning of a lesson on data handling enabled the teacher to offer additional support at appropriate levels and to assist pupils in developing their mathematical skills and vocabulary. Where teaching is less effective too much reliance on the mathematics scheme results in insufficient challenge being offered to the majority of pupils. Pupils throughout the key stage make insufficient progress in mental mathematics.

31. The requirements to teach the National Curriculum are generally being met by the school although the mathematics curriculum is narrow. Teachers are effective in developing pupils' understanding of the number system. However, opportunities to use and apply mathematics are underdeveloped and pupils make insufficient use of their mathematical skills in other subjects and outside the published scheme.

32. Resources for mathematics are sufficient but emphasise the priority that the school places on number. The school should seek to provide a wide range of resources, including computers, to promote the more practical and investigative aspects of mathematics.

33. A policy for mathematics is currently being developed but no scheme is yet in place. The development of a scheme of work for mathematics would support teachers' planning and provide a structure to assess and meet pupils' needs. .

SCIENCE

34. In Science, most pupils at both Key Stages 1 and 2 achieve national expectations but a minority do not. This picture is broadly confirmed by the 1995 national tests and assessments completed at the end of the key stage. In relation to pupils' abilities a significant number are underachieving especially at Key Stage 2. Key Stage 1 pupils can observe, ask questions, compare and identify similarities and differences in materials. Key Stage 2 pupils make relevant observations, simple predictions and check the accuracy of their predictions. With help

they can carry out a fair test and are beginning to understand what that means and can explain why it is necessary if their conclusions are to be valid. Where there is underachievement, at both key stages, the work presented offers insufficient challenge to pupils.

35.The quality of learning across both key stages is variable. At Key Stage 1, it varies between being sound and having shortcomings. Pupils are developing observational skills and gaining some understanding of the properties of various materials but the pace at which pupils gain appropriate scientific knowledge and skills is slow. At Key Stage 2, the quality of learning ranges from lessons with good features to those with shortcomings. Pupils are acquiring some scientific knowledge but the development of skills is slow. They learn about life processes and the Earth and beyond. However, lessons do not provide sufficient opportunities for pupils to hypothesise and to suggest explanations for what they have observed. An over-emphasis on completed worksheets inhibits pupils from developing a range of recording skills. Pupils display good attitudes to their work and behave well in class. They work well together and support each other in their learning.

36.The quality of teaching ranges from having good features to some shortcomings especially at Key Stage 2. Where teaching is at its best, planning takes account of the range of abilities within the class, teachers have good command of the subject and teaching strategies motivate pupils. Where teaching is less effective, there is over direction from the teacher and tasks are not designed to allow pupils to investigate and develop their skills.

37.At both key stages work is not planned sufficiently closely to National Curriculum programmes of study and consequently pupils do not make consistent progress. Insufficient practical activities are provided to enable pupils to make appropriate progress in skill and knowledge development. Teachers' plans do not identify opportunities or strategies for assessment and the work is not always matched to pupils' learning needs. A policy has been produced and a two year curriculum plan indicating the areas to be covered has recently been introduced. There is no scheme of work in place to support teachers in their planning. More detailed guidance is needed to ensure quality learning experiences for pupils and consistent development of knowledge, understanding and skills. A more coherent approach would ensure that all pupils experience the full range of topics within the National Curriculum programmes of study. As yet procedures for monitoring and evaluating the curricular provision are underdeveloped.

38.Resources for science are not adequate to fully implement the National Curriculum. However, the resources available are well organised and accessible to teachers. Information Technology is infrequently used to support the subject.

TECHNOLOGY

Design and Technology

39.In many classes, design technology is taught as part of the class topic and not as a discrete subject. It was therefore not possible to see it being taught in all the classes and judgements are made on a limited evidence base.

40.In the Early Years pupils use a variety of constructional apparatus to make models of cars, animals and solid shapes. Pupils exhibit good imagination and manipulative skills and are able to assemble models, rearrange materials and reassemble them to improve their designs. At Key Stage 1, standards of achievement in the work seen are in line with national expectations. Pupils design models by drawing a picture and are beginning to translate their designs into 3D-models. They are able to select materials and shape and glue them together according to their designs. At Key Stage 2, standards achieved sometimes exceeded national expectations. Pupils are good at generating ideas to solve a set problem and are able to adapt their designs when discussing in groups. Past work shows that pupils have used a wide variety of materials and techniques to make masks which were well finished. At all key stages, standards achieved are appropriate to pupils' abilities with some evidence of higher achievement at Key Stage 2.

41.The quality of learning is sound in the Early Years and at Key Stage 1, whilst at Key Stage 2, there is some evidence of good learning. Pupils throughout the school co-operate and share available materials. They are used to the process of designing, selecting materials, shaping and joining them together and adapting the outcome.

42. In the Early Years and at Key Stage 1, the quality of teaching is sound within the narrow range of activities offered. Teachers discuss with pupils what they are doing but are not always confident to intervene with suggestions to improve the finished products and on occasions, pupils are left with work with which they are dissatisfied. At Key Stage 2, the quality of teaching in the lesson seen was good and balance between pupil experimentation and teacher intervention was achieved.

43. Work seen in design and technology is sound within a fairly narrow range of experience. Most of this work seen is craft based. The school needs a programme of professional development to enhance staff confidence in moving into areas such as structures, mechanisms and products and applications. There is also a need to examine the current practice of incorporating design and technology in class topics. This practice makes it difficult to ensure progression in the development of skills and techniques and there is a danger that older pupils are repeating work they have already covered. There is no day-to-day system of assessment in design and technology which inform teachers' future planning.

44. Teachers would benefit from a detailed scheme of work which supports their planning and which ensures progression in learning. Development of the role of the co-ordinator would help to bring about these changes.

Information Technology

45. During the inspection week few instances were seen of pupils working at the computer. There were also very few examples of completed work available for inspection. In the Early Years pupils have had little opportunity to use the computer. Key Stage 1 pupils are given some limited opportunities to become familiar with the computer but as yet they have only used the computer to write and to draw. One outdated computer is shared between two classes. In the past pupils have done some work on data handling, and some graphics work and word processing has currently taken place. The school has no software for problem solving, logo and control or data handling. One computer is shared amongst three classes. Pupils use the computer for word-processing and graphics but their learning is not built into the weekly programme and they have little time on the machine to reinforce learning. Pupils learn little more than familiarisation with the computer. Teachers have very few resources with which to teach. Consequently they have not had the opportunity to become familiar with the requirements of the information technology curriculum and there is a general lack of teacher expertise within the school. Teachers do not include information technology in their medium and short term-plans. The school is not currently meeting the statutory requirements of the National Curriculum in information technology and all pupils are, therefore, unable to reach either national expectations or standards in line with their abilities in this subject. There is an urgent need to secure software and additional hardware to help the school to meet the requirements of the National Curriculum. Staff will need a programme of planned professional development to enhance their confidence in information technology. Staff training will help teachers recognise opportunities for using information technology to enhance learning in all curricular areas. The co-ordinator is enthusiastic, recognises shortcomings in this subject and is already developing expertise by attending courses. Support from the senior management team in terms of finance and time to address these weaknesses should be an urgent priority.

HISTORY

46. Whilst the majority of pupils at both key stages achieve standards in line with national expectations some achieve below it. In the Early Years pupils achieve appropriately for their abilities but at Key Stage 1 and Key Stage 2 a minority of pupils are underachieving. Where pupils achieve appropriately at Key Stage 1 they are able to identify differences between then and now, and are beginning to make inferences from visual sources. Pupils at Key Stage 2, demonstrate appropriate standards of knowledge and understanding in history and some ability to interpret evidence from historical sources. Where standards are lower pupils do not investigate beyond given facts and are unable to demonstrate a firm chronological understanding.

47. The quality of learning overall in history is variable at Key Stage 2 and has shortcomings in the Early Years and at Key Stage 1. Pupils at both key stages show an interest in history but have insufficient opportunity to deepen their historical understanding by posing questions. Little use is made of artefacts but where photographs are used they provide pupils with an added stimulus to learn. At Key Stage 2, pupils show enthusiasm for history when they participate in practical activities. However, insufficient opportunities are provided for pupils

to use extended writing to support their development of historical skills and understanding. Where there are shortcomings teachers' expectations of pupils are low and work copied from the blackboard gives pupils no opportunity to demonstrate skills learned. The high standards of pupils' behaviour positively affect pupils' learning.

48.The quality of teaching in history has some shortcomings in the Early Years and at Key Stage 1 but is generally sound at Key Stage 2. At both key stages teachers' knowledge of the subject is not always adequate and their plans fail to identify the skills and concepts to be developed. Insufficient opportunities are provided for pupils to develop their skills of historical enquiry. Teaching was better when pupils were actively involved in understanding, for example, the actions of invaders and settlers. Teachers give pupils too much direction and do not encourage historical investigation. The limited range of resources used offers pupils insufficient challenge.

49.Planning for history is at an early stage and does not fully meet the requirements of the National Curriculum. Thus it fails to ensure that all pupils have full access to the programmes of study. The production of a coherent policy and scheme of work would guide teachers' planning to more closely address pupils' needs. Although there is a designated co-ordinator for the subject, opportunities for her to influence the work of others are limited.

GEOGRAPHY

50.No geography lessons were seen taught at Key Stage 1 during the week of inspection and a limited number at Key Stage 2. However, teachers' planning, displays of work, pupils' earlier work and discussions with pupils indicate that there is below average achievement throughout the school against national expectations and that many pupils are underachieving. At Key Stage 1 pupils learn about their school and the local area. Through the narrow topics covered, pupils have opportunities to learn to follow directions, to record weather conditions, and to discuss the things they seen. However, there is little evidence of progression in the development of pupils' geographical skills. As pupils progress through Key Stage 2 work is confined to a limited number of topics which include environmental changes, settlements, rivers, local geography, European awareness and the study of a developing country. In the main, work is not planned to match National Curriculum requirements and does not always reflect the programmes of study. Pupils have little opportunity to develop and apply their skills and therefore make insufficient progress within the subject.

51.Pupils are attentive, keen to learn and co-operate well in group work, in spite of inappropriate and unchallenging tasks. Assessment procedures which record achievement and inform planning are not established. Teachers' planning is not sufficiently detailed to provide evidence that the needs of the individual pupils are being met.

52.There is a recently produced policy for geography but no scheme of work or guidance to provide for continuity and progression. The new curriculum plan identifies proposed areas of coverage but takes insufficient account of the requirements of National Curriculum programmes of study. The role of the co-ordinator in monitoring and evaluating the geography curriculum is underdeveloped. Insufficient opportunities are available for her to support the work of other staff.

53.Resources are inadequate for the range of work that is needed to meet National Curriculum requirements. Good use is made of the local area. This is a subject which is in need of further development and staff in-service training.

ART

54.Standards of achievement throughout the school are in line with national expectations and are appropriate in relation to pupils' abilities with some instances of higher achievement at Key Stage 2. In the Early Years and at Key Stage 1, pupils are developing an awareness of colour and form and are able to handle a variety of tools and resources. They paint pictures to illustrate nursery rhymes and stories or work about the seasons. At Key Stage 2, pupils develop skills and techniques learnt previously. These include printing, observational drawing and pattern making.

55.The quality of learning in art is sound with good features in the Early Years and at Key Stage 2. Pupils concentrate well and use art to reinforce their learning in other subjects, particularly history. They learn to discuss their work with each other and with adults. They are patient and achieve good results. Key Stage 1, pupils enjoyed making collage animals to reinforce work on letter sounds or insects as a follow up to some work on mini beasts. Some Key Stage 2, pupils made clay pots using patterns from Greek pottery. Others used stitches on canvas to make calendars or Egyptian good luck charms and achieved good results.

56.The quality of teaching is sound with some good features at Key Stage 2. Art is often planned to complement work in topics, though skills and techniques are also taught independently. Where teaching is most effective tasks are varied and match pupils' needs. Expectations of teachers are high and resources are well used. The named co-ordinator for art has yet to develop her role and produce a policy and written scheme of work. Insufficient time is available to co-ordinate and support the work of colleagues. Support provided by non-teaching staff and adult helpers has a positive effect on standards. Care is taken in the mounting of pupils' work. Displays, particularly in Key Stage 2 classrooms and the school hall enhance the learning environment.

MUSIC

57.During the inspection a limited number of lessons were observed at Key Stage 1. Overall pupils achieve national expectations and appropriate standards given their abilities. Pupils are able to perform a repertoire of songs and hymns which they sing tunefully and with enjoyment in both lessons and assemblies. Key Stage 2 pupils can identify and play instruments which make a variety of different sounds and are beginning to demonstrate knowledge of notation. Older pupils have incorporated music into a play they have written thus linking music to work in history and English.

58.The quality of learning throughout the school is sound with some evidence of good features at Key Stage 2. Where pupils generally listen attentively, are well motivated and make progress in controlling a variety of instruments. They co-operate well in making sound patterns and clearly enjoy music. Pupils are encouraged to experiment and appreciate sound patterns which they have composed. Some older pupils who are learning to play the violin are making good progress in performing as a group.

59.The quality of teaching is sound with evidence of some good features at Key Stage 2. Lessons are well organised, effective use is made of resources and expectations of pupils are high. Specialist instrumental teaching purchased by the school is of good quality and has a positive effect on standards. A suitable range of teaching strategies is used which include class teaching and work with large groups. The instrumental expertise amongst the teaching staff is used well in school assemblies. The subject knowledge of these teachers is secure. The school should explore ways of disseminating this expertise to other staff.

60.Specialist resources are used effectively both to record pupils' own work as well as to play a selection of music. Resources are adequate but insufficient in number to support the curriculum throughout the school. Specialist storage facilities are needed in order to improve availability.

61.A brief scheme of work has recently been written but is lacking in depth and guidance and so currently has a limited effect in raising standards. A co-ordinator has been appointed but has little opportunity to develop the subject throughout the school. Teachers' planning is minimal, it does not seek to ensure continuity and progression or full coverage of the curriculum.

62.The curriculum is nevertheless enhanced by extra-curricular activities and some pupils take part in the local schools' music festival.

PHYSICAL EDUCATION

63.In the Early Years pupils are already beginning to practise skills and show signs of improvement. At Key Stage 1, almost all pupils achieve the national expectation and some achieve beyond it. Standards are enhanced by good co-operative work in pairs, groups and teams. Access to nearby swimming facilities has allowed the school to develop high standards in swimming at Key Stage 1. At Key Stage 2, almost all pupils achieve the national expectation and many achieve beyond it. High standards of achievement were demonstrated in

swimming, gymnastics and games. Pupils are prepared to work hard and imaginatively to improve their performance. At all key stages, levels of achievement are at least in line with the pupil's abilities and sometimes higher.

64. Standards of teaching and learning are generally sound and in some cases good. Pupils are enthusiastic and well motivated. They listen carefully to instructions and are eager to follow examples and thereby improve their performance. Often this enthusiasm is picked up from their teachers. On the few occasions when the quality of learning was less good it was sometimes at the end of an over-long lesson or when a task had not been made sufficiently clear by the teacher.

65. Accommodation at the school plays a large part in the provision of physical education. One class using the hall means that it is unavailable for physical education for large parts of the week. When it is used, conditions are cramped. There is little space to store physical education equipment and the provision of large apparatus is consequently poor. Outside school, the field and playground both slope which affects the quality of activities played there. In the light of such poor facilities, the standards achieved in physical education are a credit to both teachers and children.

66. Class teachers have regard to the National Curriculum but there is no policy or scheme of work for physical education. Whilst teachers cover the areas of games, gymnastics, dance, athletics, swimming and outdoor activities, there are no systems in place to ensure continuity and progression from year to year. This is particularly important in a school with mixed age-group classes. Little assessment takes place in physical education and there has been no recent in-service development provided for either the co-ordinator or other staff. A more proactive role for the co-ordinator to establish assessment procedures and to monitor and evaluate procedures in this area of the curriculum would enhance the high standards already visible in many areas of the school.

RELIGIOUS EDUCATION

67. A limited number of lessons in religious education were observed in the course of the inspection. Judgements made take into account evidence from pupils' books, teachers' plans and discussions with staff and pupils. The school is not yet following the Lancashire Agreed Syllabus. Pupils are becoming familiar with stories from the Old and New Testament and other aspects of Christianity. They are learning about some other principal world religions but have only a limited knowledge and understanding of the major religions represented in the United Kingdom. Given the narrowness of the curriculum pupils, especially in the Early Years and at Key Stage 1, are underachieving in relation to their abilities.

68. The quality of learning is mainly sound but sometimes has shortcomings in the Early Years and at Key Stage 1. Pupils have a growing awareness of themselves and others and are developing a sense of respect for the individual and their beliefs. They raise questions and offer contributions with confidence and value the contributions of others. They make spontaneous comments and explore personal views or decisions about Christianity. Where learning is poor pupils are not making sufficient progress in interpreting messages from Bible stories in terms of their own lives.

69. The quality of teaching is variable, often being sound but sometimes having shortcomings particularly in the Early Years and at Key Stage 1. Where teaching is poor the content of the lesson is inappropriate for the age of pupils and there is too much teacher direction. The approach of teachers is generally appropriate in conveying to pupils that religious education is concerned with the actions, beliefs and values of others both now and in the past. Most teachers use questioning skills to good effect. Pupils are well motivated and are encouraged to discuss the subject in an atmosphere of mutual respect. Assemblies are used to further develop pupils' spiritual awareness and there are opportunities for pupils to reflect on their own experiences and the needs of others.

70. At present work in religious education is underdeveloped. Although the subject features in weekly timetables, long-term plans and in the recently prepared two year programme of topics the objectives for teaching religious education are not clear. There is no written policy or scheme of work and the school, in not following an Agreed Syllabus, does not yet meet legal requirements. The staff recognise that the subject is in need of development and are preparing to adopt and implement the new Lancashire Agreed Syllabus. Resources, at

present are inadequate to support the broader aspects of religious education.

Curricular Provision for the under-fives:

71. Pupils who are under-five and for whom the National Curriculum does not yet apply, are taught with others who have already reached five years of age in the reception class. Curriculum planning for pupils in the Early Years is unclear in its intention to deliver appropriate areas of learning in preparation for the National Curriculum. However, pupils are making sound progress in the acquisition of skills in listening, speaking, reading and counting. Some first hand experiences, necessary for this stage of pupils' development are being provided. Investigative skills based on play, together with opportunities for pupils to develop skills of communication by talking to each other enhance pupil learning.

72. There is little evidence of work planned to develop the scientific, human and social areas of learning at this stage. Pupils are, however, beginning to relate well to each other and to adults. On the limited evidence available pupils are achieving standards appropriate to their age and abilities in physical education. Early Years pupils are making a sound beginning in the aesthetic and creative areas. In art they are learning the techniques needed to mix paint and make three dimensional models. However, there is insufficient evidence to judge their abilities in music. Pupils' social, moral, spiritual and cultural development is beginning to develop through learning to co-operate in groups of various sizes and through trying to understand the needs of others in the class.

73. The quality of learning is mainly sound but with a minority of shortcomings. Pupils have positive attitudes, are highly motivated and are keen to learn. The quality of teaching is, in the main, sound but with some shortcomings. Where teaching is sound lesson content is appropriate to meet pupils' needs. Where teaching is weak there is too much repetition, teacher talk dominates at the expense of pupil activity and tasks set do not always recognise pupils' different stages of development.

7. FACTORS CONTRIBUTING TO THE FINDINGS

7.1 QUALITY OF TEACHING

74. Throughout the school the quality of teaching is variable. In the Early Years and at Key Stage 1 teaching is mainly sound but has shortcomings in a significant number of lessons particularly at Key Stage 1, identifiable in mathematics, science, religious education, and history lessons. In these lessons pupils frequently rehearse a narrow range of skills and make insufficient progress. At Key Stage 2, the quality of teaching is variable. There were many examples of good teaching in English, art, music, design and technology, and physical education. However, a third of lessons, however, had some shortcomings. Good teaching, at Key Stage 2, positively affects pupils' learning and standards of achievement.

75. The quality of lesson planning is very variable. Planning is most effective where lesson intentions and objectives are clear and when teachers take account of materials required. Good planning addresses the need to set different tasks for pupils of different ability and which builds on previous learning. Plans are too frequently content based, and take too little account of skills and concepts to be taught. Teachers do not always base their plans on the National Curriculum programmes of study and rarely include opportunities for assessment. Plans for the subjects taught through the two year programme do not ensure continuity and progression or equality of opportunity of experience across whole year groups.

76. Weaknesses in teaching sometimes reflect a lack of confidence in subject knowledge especially in science, geography, history, information technology and religious education. Teachers do not always fully understand the new National Curriculum orders or the role of assessment in planning.

77. The degree of attention paid to the matching of work to pupils' abilities varies. Pupils succeed where guidance is given at a level appropriate to their abilities and a range of different tasks is available. Good use, especially with older pupils, is made of appropriately levelled questions which extend pupils' understanding. High expectations particularly through questions which challenge pupils' thinking encourage them to respond positively. There are occasions however, where too little attention is paid to pupils' different abilities and no

differences in tasks are drawn out in planning. Where work is varied it helps to provide appropriate expectations and offers greater challenge.

78. The quality and range of resources is not always sufficiently demanding. Unattractive worksheets are frequently used and these provide little stimulus for pupils to learn. There are too few expectations of pupils to undertake investigational work in history, mathematics or science. Pupils are, however, frequently given the opportunity to contribute to lessons and their contributions are valued. They receive support and encouragement and relationships are positive.

7.2 ASSESSMENT, RECORDING AND REPORTING

79.The school has recently completed a policy for assessment, recording and reporting which sets out the school's philosophy but gives no detailed information of how assessment should be carried out. Teachers' plans are often content based highlighting neither teaching objectives nor opportunities for assessment. Consequently it is not possible to use the results of assessment to inform future planning. Plans frequently fail to address the needs of individual pupils, particularly in science and the foundation subjects. The school carries out the local authority's screening tests but there is no other non-statutory formal assessment within the school.

80.A marking policy has been produced which emphasises the need for encouragement through positive and constructive marking comments. However, consistency of marking varies. Some examples of positive, constructive marking were seen, while other work was simply ticked.

81.At present, records in school often describe what teachers have covered rather than focusing on pupils' achievement. The school is in the process of re-introducing pupil profiles which will meet statutory requirements for recording achievements and progress. Records of Achievement are kept on each child. Teachers and pupils select work to be kept and this is a useful initiative for promoting higher standards and self-esteem.

82.The school carried out statutory assessment tests satisfactorily in 1995 and reported results to parents with details of school and national averages. The school is therefore meeting its statutory obligations on National Curriculum Assessment although there is little evidence of the results being used to inform future planning or provision.

83.Reports, which meet statutory requirements, are sent out to parents each year. Some of the comments on the reports are rather general and could be more evaluative and informative. There are two Parents' Evenings each year when parents have the opportunity to discuss their children's progress with teachers.

84.Reviews for pupils with statements of special educational needs take place each year and parents are involved. The school is therefore meeting the statutory requirements for these pupils.

85.There is a need for the school to review its arrangements for assessment, recording and reporting. The detail and quality of the present system varies widely across the school. There is some duplication of effort in the fortnightly records and in the teachers' daily book. A whole school approach to planning and assessment is needed to ensure similar provision for year-groups, regardless of their class. This is particularly important in a school with the same age-group in more than one class.

7.3 THE CURRICULUM

(i) Quality and range

86.Throughout the school the curriculum lacks balance within and between some of the core and foundation subjects. In information technology the school fails to fulfil its responsibilities to teach the National Curriculum programmes of study and only partially meets requirements in aspects of history, geography, design and technology and science. The school has not yet adopted the Lancashire Agreed Syllabus for religious education. The curriculum, therefore, currently does not fully meet the needs of all its pupils or fulfil all the aims of the school.

87.Curriculum planning and organisation is variable between subjects and across key stages. Teachers plan for the mixed age groups in classes but they do not plan for whole year groups spread across classes. Plans do not take account of pupils' needs in all subjects. There is no systematic means of evaluating plans which rarely contain assessment opportunities to inform future planning. The two year programme for teaching history, geography, science and religious education is based on content and is of limited use in directing lesson planning. It pays insufficient attention to issues of continuity and progression and to the development of pupils' skills.

88.The school has recently produced curriculum policies for most subjects but has yet to produce many schemes

of work. There is a need to ensure that the whole curriculum is systematically planned to provide coverage, continuity and progression and to meet the requirements of the National Curriculum. The time devoted to subjects is being reviewed.

89. There is an absence of regularly set homework and this is a concern of some parents. Where homework is set for example in reading, it has a positive impact on the quality of learning and standards of achievement. There is a need for a consistent approach to the setting of homework. The school enhances its curriculum with a variety of extra-curricular activities, these include school clubs and visits made to local places of interest which link with topic work.

90. Whilst they play a supportive role, there has been very little active involvement of the governing body in the development and monitoring of the curriculum. The establishment of a recently formed curriculum committee should enable them to become more involved in overseeing the curriculum on a regular basis.

(ii) Equality of opportunity

91. The school has a brief written policy for equal opportunities which is well reflected in the organisation and delivery of lessons. This policy has a positive effect on issues of gender and teachers try to ensure equality of access to the curriculum for all pupils. Teachers make equal demands of all pupils in lessons and non-teaching staff provide positive support for individuals and groups. However, the planning of work for classes rather than for year groups limits the curriculum entitlement of some pupils. The two year programme, which links history, geography, science and religious education may not provide access for all pupils to all aspects of these subjects. Curriculum provision is adequate for pupils who have special educational needs.

92. The positive ethos of the school promotes equality of opportunity in the broadest sense. Boys and girls readily take responsibility and mix well together in formal and informal situations.

7.4 PROVISION FOR PUPILS WITH SPECIAL EDUCATIONAL NEEDS

93. The quality of learning of pupils with special educational needs is sound and pupils generally achieve standards which are in line with their abilities. Within their classrooms, teachers provide adequate support for special educational needs' children and use non-teaching assistance support appropriately. Governors have bought additional time from the Reading and Language Service whose staff provide good support to pupils with special educational needs.

94. The school has a policy for special educational needs which includes details of the Code of Practice. Class teachers have responsibility for the identification of children with special educational needs and for placing them on the appropriate stage. However, this is not being done well and individual educational plans have not been devised. Although reviews of special educational needs' children take place with the involvement of parents, adequate records are not always kept.

95. The school gives good support to pupils with statements of special educational need. Additional help is given within the school and by outreach teachers. This additional support closely reflects the terms of the statements. The statements are reviewed annually and parents are involved. The school is therefore meeting statutory requirements. There is, however, some evidence that frequent changes in personnel providing the outreach support has affected the continuity of provision.

96. Teachers' planning often fails to identify opportunities for assessment and pupils' needs, therefore, are not frequently or systematically identified. The curriculum is matched more closely to these pupils' needs in mathematics and English than in foundation subjects and science. The development of curriculum planning to include assessment will benefit all pupils particularly those with special educational needs, by identifying and providing for their needs.

97. Consideration should be given to providing a more structured system to meet the requirements of special educational needs pupils. Provision for special educational needs should appear in all school planning documents including the two year programme of topics. Detailed records should be kept on pupils identified as having

special educational needs and how those needs are being met. Governors' should evaluate financial support for special educational needs pupils to ensure that it is bringing real benefits to these pupils. Information on provision for special educational needs pupils must be published to meet statutory requirements.

7.5 MANAGEMENT AND ADMINISTRATION

98.The school has recently reviewed its aims which cover all aspects of the life of the school. These aims are appropriate and the school is meeting the majority of them. More attention could be given to achieving the aim to develop lively enquiring minds in pupils, and to ensuring the delivery of a full range of curriculum provision.

99.**Working relationships between the governing body, staff and pupils are a strength of the school and positively enhance the quality of education provided. The governing body have a long-term vision for the future but the broad strategies necessary to bring this vision into reality are not sufficiently reflected in the short-term detailed planning.**

100.The governing body have established an appropriate range of committees and have begun to oversee systematic planning through the school development plan. The plan is in its early stages of implementation and is unrealistic in that it sets too many targets to be achieved in the short-term. Most targets are broad particularly those related to the curriculum. To enable this plan to be used as an effective management tool, realistic priorities must be set which include clear criteria to measure their success and an indication of the resources needed to achieve them. Strategies are also required to evaluate the impact of the plan on the quality of education received by pupils.

101.Leadership provided by the headteacher is strong in promoting a caring and secure ethos but is weaker in strategic planning for the development of the curriculum. The school fails to meet statutory requirements in teaching religious education and information technology and is not teaching the full programmes of study of other aspects of the National Curriculum. The school should undertake a review of curriculum planning and provision to guarantee delivery of a curriculum to meet the needs of all pupils and the requirements of the National Curriculum.

102.Co-ordinators are hardworking and committed but their role in curriculum management is underdeveloped. They require a clear definition of their role and increased opportunities to develop their expertise to enable them to support, monitor and evaluate provision in their area. These measures would have a significant impact on the quality of education provided by the school.

103.Day-to-day administration is efficient and supports the work of the staff. Communications within the school and beyond are variable and some parents express concern that there is insufficient information in reports to enable them to compare their children's' achievements with national expectations. The school should consider employing strategies to improve this situation including reviewing reports to parents.

104.Management by governors and senior staff overall is based on a strong commitment to the school and its community. However, a review of systems and procedures would have a positive impact on the work of the school. The headteacher, with the support of the governing body, provides satisfactory leadership.

7.6 STAFF, LEARNING RESOURCES AND ACCOMMODATION

(i) Teaching and non-teaching staff

105.The school has a sufficient number of appropriately qualified and experienced teaching and non-teaching staff to meet the varying needs of pupils and these are deployed effectively. Teachers are hard working and conscientious and all who are full-time hold responsibilities for co-ordinating subjects throughout the school. The pupil teacher ratio is lower than national averages. This is a deliberate policy decision taken by the governors and its effectiveness has yet to be evaluated.

106.Teachers' expertise in some areas of the curriculum has not been sufficiently developed through in-service

opportunities, This has reduced their effectiveness in enhancing pupils' learning and their standards of achievement in these areas. Professional development is in need of systematic review in order that the knowledge of teachers in some subjects may become more secure and the requirements of the revised National Curriculum may be more fully met. Clear criteria should be established for attending in-service activities with priorities linked to those identified in the school development plan.

107. Teachers have a very limited role in the management of the curriculum and in the identification of specific curriculum priorities within the school development plan. The lack of non-contact time reduces teachers' opportunities for curriculum support and development within the school. Arrangements for the appraisal of staff are well established.

108. Non-teaching staff are deployed effectively to supervise and support individuals and groups of pupils. They are valued by the school and are effective in enhancing the quality of pupils' learning. Site supervisory, administrative and lunchtime supervisory staff are effectively deployed. They make a useful contribution to the orderly and smooth running of the school

(ii) Resources for learning

109. In general, there are sufficient resources available for the curriculum currently being delivered. However, the range and quality of these resources are not matched to the demands of the full National Curriculum. There is too much reliance on the use of worksheets and published schemes especially in mathematics. Resources for practical and investigative work in mathematics, science, history, geography, and music are limited.

110. The budget allocated to resources is low in comparison to local and national averages and there is a need to review the management of resources in order to improve the range available and to ensure a closer match to pupils' needs and the requirements of National Curriculum. Resources in information technology are particularly poor and pupils' standards of achievement in this subject are consequently low. The school is attempting to address this through an increased allocation of funds to the subject.

111. Those resources which are available are stored appropriately and are accessible to staff. However, pupils are not always encouraged to use resources independently. There is adequate library provision and the range of information texts, literature and books about other cultures is of good quality. The school makes use of some project loan books and values the support of the local Library Service.

(iii) Accommodation

112. The governing body has decided to create a fifth class in school which is taught in the hall. This means that the numbers of children in classes are manageable for the size of the classrooms but the use of the hall has brought with it several problems. The hall can only be occasionally used for PE and is not available as an alternative venue for games on wet days. Physical education lessons are adversely affected by the storage of desks in one corner and by various items of equipment around the edge. Lessons are constantly interrupted by children moving from the classrooms to toilets. In lessons other than in physical education, the class in the hall is screened off from the rest of the hall but their quality of learning is sometimes affected by noise. The screens themselves have protruding feet which are a potential source of danger. The library, which is also in the hall, can rarely be used as a quiet area.

113. Clearly, there is a shortage of teaching and administrative space within the school. The staffroom and cloakroom are both used as teaching areas for small groups and the headteacher shares an office with the secretary. There are no facilities for boys and girls to change separately for physical education.

114. Facilities within the classrooms are poor. There are no sinks in some classrooms which is a severe inconvenience in some lessons, particularly art and science. There is an inadequate number of power sockets in classrooms and facilities for display are poor. There is not enough space in some classrooms for large-scale activities in art or design and technology. Storage facilities within the building are poor and this has an adverse effect on the accessibility of some resources.

115.The school is clean and adequately furnished and the building and grounds are well maintained. The playground areas are of reasonable size but the slope makes them less than ideal for ball games. The school has a small sports field on site which also slopes considerably and makes the teaching of ball skills more difficult. The grassed area and the wildlife area are good facilities which are well used by the school.

116.Overall the building creates difficulties in delivering some aspects of the National Curriculum. The governing body are aware of this and have taken steps to try to remedy the problems of accommodation and health and safety. The school makes adequate use of its facilities although it should examine the use of accommodation at Key Stage 1.

7.7 PUPILS' WELFARE AND GUIDANCE

117.The school is a safe and secure place for all pupils, with the exception of the problem of screens in the hall. Governors have ensured that there are established procedures to safeguard pupils' well being, health and safety. Pastoral care procedures are good and parents can be confident that their children are well looked after. Lunchtime arrangements operate effectively and the level of supervision is adequate.

118.The school provides a caring environment. Pupils are inducted into the school satisfactorily but their full-time admission from the first day can be too soon for some of them. Pupils are well supported across key stages, and appropriately prepared for transfer to secondary education. Parents value the support that pupils receive, but some would like more homework to be set so that pupils are better prepared for secondary school education.

119.The school has yet to produce written policies to address health education and sex education. Appropriate procedures for child protection have been established, are well understood at school level and are being sensitively carried out. For pupils who are experiencing difficulties the school has access to a range of agencies and these are used to good effect. Teachers know and understand their pupils well and respond to their social and educational needs in a professional yet compassionate manner. When problems occur they are dealt with efficiently and pupils know who to turn to when in difficulty. Parents have access to the school and are given opportunities to meet with teachers to discuss their child's progress.

7.8 LINKS WITH PARENTS, AGENCIES AND OTHER INSTITUTIONS

120.The school generally has the support of parents and it encourages them to play an active part in school life. A number of parents support the school through the fund raising activities of the Parents Teachers Association, while others assist in the classroom work and on trips. Most parents support their children with work at home, such as reading. Some parents would like the school to have a more structured approach to homework, particularly in preparation for secondary education.

121.The quality of communication with parents is variable, whilst some good quality written information is available in school about how they can help their children, the school does not always disseminate it to all parents. At present there is no school prospectus and this restricts prospective parents' ability to make a properly informed decision when choosing this school for their children.

122.The school has a positive relationship with the local secondary school and transfer liaison and procedures are satisfactory. However, the use of this link to improve curriculum continuity is underdeveloped.

123.The school has a respected place in the community and is developing links with local industry.

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