

INSPECTION REPORT

**Castercliff County Primary School
Marsden Hall Road North
NELSON
Lancashire
BB9 8JJ**

LEA area: Lancashire

Unique Reference Number: 119281

Headteacher: Mr I A Chester

Reporting inspector:
Mr A C Davies

Dates of inspection: 29 Sept - 3 Oct 1997

Under OFSTED contract number: 511507

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

(to go inside the front cover)

© Crown copyright 1997. This report may be reproduced in whole or in part for non-commercial educational purposes, provided that all extracts quoted are reproduced verbatim without adaptation and on condition that the source and date thereof are stated. Further copies of this report are obtainable from the school.

Under the Education (Schools) Act 1992 and the Education Act 1993, the school must provide a copy of this report and/or its summary free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

Information about the school

Name of school:	Castercliff Primary
Address:	Marsden Hall Road North Nelson Lancashire BB9 8JJ
Telephone:	01282 617627
Head:	Mr I A Chester
Type of school:	Infant & Junior
Age range:	4 - 11 Years
Status:	County
Chair of governors:	County Cllr J French
Address:	As Above
Local Authority area:	Lancashire
DfE LEA/School number:	923 / 2414
Registered Inspector:	Mr A C Davies

Dates of inspection:

29 Sept - 3 Oct 1997

Information about the inspection team

Team members	Subject responsibilities	Aspect responsibilities
Mr A C Davies Registered Inspector	Science Design Technology Art	Characteristics of the School Attainment & Progress Teaching Leadership & Management Efficiency Under Fives
Mrs S Boyle Lay Inspector		Equal Opportunities Attendance Support, Guidance & Welfare Partnership with Parents
Mr S Flood Inspector	Information Technology Physical Education Religious Education	Attitudes & Behaviour S.M.S.C.D.
Mr J Tobin Inspector	Mathematics History Geography	Curriculum & Assessment
Ms M Miles Inspector	English Music	Special Educational Needs Staffing, Accommodation and Learning Resources

The inspection contractor was:

Focus Inspection Services

[business name]
[business address]

Focus Inspection Services
The Court
8 Bar Meadow
Dobcross
Saddleworth
Oldham
OL3 5QW

[telephone number]

01457 872427

Any concerns or complaints about the inspection or the report should be raised with the inspection contractor. Complaints which are not satisfactorily resolved by the contractor should be raised in writing with OFSTED by writing to:

The Registrar
The Office for Standards in Education
Alexandra House
33 Kingsway
London WC2B 6SE

REPORT CONTENTS

	Paragraph
Main findings	1-32
Key issues for action	33-34
Introduction	
Characteristics of the school	35-40
Key indicators	
 PART A: ASPECTS OF THE SCHOOL	
 Educational standards achieved by pupils at the school	
Attainment and progress	41-
54 Attitudes, behaviour and personal development	55-
60 Attendance	
61	
Quality of education provided	
Teaching	62-
74 The curriculum and assessment	75-
86 Pupils' spiritual, moral, social and cultural development	87-91
Support, guidance and pupils' welfare	92-
95 Partnership with parents and the community	96-
100	
The management and efficiency of the school	
Leadership and management	101-
109 Staffing, accommodation and learning resources	110-
116	
The efficiency of the school	117-122
 PART B: CURRICULUM AREAS AND SUBJECTS	
 Areas of learning for children under five	
English, mathematics and science	123-133
Other subjects or courses	134-171
172-236	
 PART C: INSPECTION DATA	
 Summary of inspection evidence	
Data and indicators	237-243

Main findings

1 Castercliff is a school that is going through a period of transition and development. There are new systems and procedures being put in place which are beginning to have a positive impact on standards, progress and the quality of education being provided for the pupils. Important strengths are beginning to emerge but there are still some weaknesses in some aspects of the school's work.

2 Overall, educational standards are satisfactory.

3 The school serves an area where there is a significant amount of socio-economic deprivation apparent. When children first start school, many have limited communication skills. Some find it difficult to explain themselves clearly and many do not use appropriate language when answering questions. Relatively few are able to write their names and only about half can count to ten.

4 During the Reception year, progress is at least satisfactory and often good. Effective assessment procedures are being introduced to help the teachers, at this stage, to target more appropriately the next stage of learning for the children. By the time they start National Curriculum, Key Stage 1, some children have language, literacy and numerical skills that are in line with that expected for children aged five. However, for many others their skill level remains below that expected for children of their age.

5 By the end of Key Stage 1, pupils' attainment is in line with national expectations for the three core subjects of English, mathematics and science. National test and teacher assessments show that the number of pupils who achieve the expected level for mathematics is slightly above the national average. Results in English vary from being in line with national averages in 1996 to being below in 1997. In science, there is no significant difference between the national and school results. This represents good progress overall, throughout Key Stage 1, for science and satisfactory progress for English and mathematics.

6 By the end of Key Stage 2, pupils' attainment remains in line with national expectations for the three core subjects. National test results show that the number of pupils who achieve the expected level in English and science is in

line with national averages but below average in mathematics. In all three subjects, fewer pupils than average are moving beyond this level. Progress is satisfactory for mathematics and science but unsatisfactory for English.

7 The inspection evidence shows that, in Key Stage 1, pupils' attainment is in line with national expectations in all subjects, except information technology, where pupils' attainment is below average. Progress, throughout Key Stage 1 is good for science, music and art; satisfactory for all other subjects except information technology where it is unsatisfactory.

8 Progress throughout Key Stage 2 is not as well maintained. There is uneven progress and it is unsatisfactory overall for English, information technology and art and it is poor for design and technology. This results in pupils' attainment being below average for design and technology, information technology and art. It is in line with national expectations for all other subjects.

9 Standards in reading, writing and numeracy are satisfactory. The majority of pupils are competent readers by the time they leave the school but attainment varies widely throughout the school. Most pupils use appropriate skills to read unknown words and the majority are confident readers. However, many pupils do not use their reading for the purpose of research to the extent expected. In writing, most pupils are capable of writing for a range of audiences but few write lengthy stories. There is limited use of vocabulary apparent in their writing and few are competent, imaginative writers. The presentation of written work is sometimes unsatisfactory.

10 Standards in oracy are unsatisfactory. However, there is a difference between pupils' competence in speaking and in listening. Many pupils find it difficult to express themselves as fully as they would like and tend to use clipped sentences. These pupils do not use standard English in an appropriate manner. Listening skills, throughout the school are much better with pupils being able to listen for extended periods of time both in class and in whole-school gatherings such as assemblies. A large number of young pupils have speech difficulties and this adversely affects standards in oracy.

11 Although teaching in the mathematics curriculum concentrates mainly on number work there are few examples of pupils using or applying number in other subjects. Key Stage 1 pupils use and apply their number much more regularly than do Key Stage 2 pupils.

12 Some high attaining pupils, in Key Stage 2, are making unsatisfactory progress. This is particularly evident in lessons where the planning has not taken full account of pupils' prior attainment. Pupils with special education needs make satisfactory progress, particularly in situations where they are withdrawn to work with the specialist teacher.

13 Pupils' attitudes to learning are satisfactory overall and often good, except in some classes where the inappropriate behaviour of a small number of pupils disturbs the work of others. Pupils' behaviour, outside the classrooms is consistently good. This is particularly evident during lunchtime and break times.

14 Levels of attendance are in line with national averages and the majority of pupils arrive on time to start school.

15 The quality of education is satisfactory overall but there are concerns about the organisation of the curriculum.

16 Teaching is at least good in two-fifths of lessons overall. It is however, unsatisfactory in approximately one sixth of other lessons. There is very little unsatisfactory teaching evident in the Early Years or Key Stage 1 and good or very good teaching is prominent throughout the school. In Key Stage 1, teaching is good for mathematics, science, music, art and physical education; satisfactory in all other subjects except information technology, where it is unsatisfactory. In Key Stage 2, teaching is satisfactory for all subjects, except design and technology, information technology, music and art, where it is unsatisfactory.

17 Throughout the school, the teachers are very conscientious and enthusiastic. They are particularly keen to develop their professional understanding and attend many in-service courses. Teaching is at its best when planning takes full account of pupils' prior attainment and skill level. In these lessons, a range of activities are prepared which meets the needs of all pupils. This is particularly evident in science and art, in Key Stage 1.

18 There is some insecurity in teacher knowledge in information technology, throughout the school; and for mathematics, science, design and technology, music and art in Key Stage 2. This is one of the most prominent reasons for teaching being unsatisfactory.

19 Although the National Curriculum requirements are being met in most subjects the curriculum is balanced but not broad. Design and technology requirements are not being met in Key Stage 2. In other subjects, the aspects that require pupils to solve problems or to develop their own thinking are not as prominently dealt with as the knowledge side of the subject. This results in some unsatisfactory coverage in: the use and application of number in mathematics, throughout the school; investigation and experimentation work in science in Key Stage 2; and, in the research aspects in history and geography in Key Stage 2.

20 Teachers have worked together appropriately to develop their mid-term planning which is done in year groups. There is however, some inconsistency in the tasks set with some teachers' learning objectives not being clear. Schemes of work are in place for some subjects but the extent to which all staff subscribe to them varies considerably across the school. In some cases the school has adopted commercially produced schemes of work which are not, as yet, being implemented appropriately. This results in some uneven progress and in some teachers lacking confidence in teaching certain elements of the subject. The present arrangements make it difficult for the school to guarantee a broad and balanced curriculum which takes account of pupils' differing attainment. This is particularly difficult to achieve because most classes span two National Curriculum age groups.

21 Arrangements for assessing pupils' progress are unsatisfactory. The school is at an early stage of developing its assessment procedures. At present, assessment opportunities are not identified in teacher plans; there is inappropriate use made of assessment to plan future work; national test results are not used effectively to address future priorities; and, teacher assessments, at the end of key stages, vary a great deal from national test results.

22 The school has recently recognised the need to improve the parental involvement in the school. Few parents are directly involved in the work of the school. Parents are not, at present, informed about topics being studied by their children each term.

23 The school has a good quality child protection policy the contents of which staff are fully aware. The staff put a great deal of emphasis on the care of pupils and they, in turn, feel secure in school. Mid-day assistants are appropriately supported and effective in their role. Most of the doors within the

toilet areas do not give adequate privacy for pupils. This is particularly unacceptable for older pupils.

24 The school's provision for pupils' spiritual, moral, social and cultural development is satisfactory overall. However, cultural development lacks opportunities for pupils to gain a deeper understanding about other cultures. Spiritual development is enhanced by the well planned assemblies and the good quality of religious education teaching observed. However, spiritual development is less prominent in other subjects such as English and art. Most pupils know right from wrong and know what is acceptable, in terms of behaviour and attitude to others. Pupils show appropriate care for other pupils, especially those who require special allowances.

25 The school manages its resources appropriately.

26 The headteacher and deputy headteacher are beginning to put in place appropriate procedures that are providing the school with vision and educational direction. They are well supported by effective and hard working governors.

27 The School Development Plan is a well written document which clearly outlines areas that need development and has in place appropriate evaluation and monitoring procedures. The school, through this document, has accurately outlined many of the areas requiring improvement.

28 There are subject co-ordinators in place for each subject, although some staff are new to this role. Some are not clear about their responsibilities and do not have appropriate skills, as yet, to develop their role effectively.

29 Monitoring arrangements are at an early stage of implementation. The present procedures do not help the school to identify strengths and weaknesses in teaching and the curriculum. This sometimes results in management decisions being reactive rather than proactive.

30 The school's mission statement is not supported by a set of aims. This results in the school not having appropriate procedures to ensure that new policies and developments are set against appropriate criteria.

31 Financial control and management are effective. The school's administration staff work effectively to ensure that spending trends are checked.

The finance committee of the governors are particularly effective in prioritising future spending although they do not, at present, have cost-effective measures in place to check on how successful their spending decisions have been.

32 When taking account of the overall standards achieved by the pupils and set against the slightly below average cost per pupil, the school gives satisfactory value for money.

Key issues for action

33 The school has worked hard in the recent past to put in place appropriate procedures to enable pupils' progress to be more even. Several weaknesses have been identified and the School Development Plan has appropriate procedures identified which begin to deal with these issues.

34 As the school continues to work at improving the overall provision the governors, headteacher and staff need to pay particular attention to:

- **ensuring that design and technology meets the National Curriculum requirements in Key Stage 2 by;**
 - providing greater opportunities for in-service training for teachers,
 - ensuring that greater emphasis is placed on the designing and evaluating components within the subject;
- **improving the quality of teaching in Key Stage 2 by;**
 - providing opportunities for teachers to improve their subject knowledge in some aspects of mathematics, science and art,
 - ensuring that more account is taken of pupils' prior attainment with particular reference to the challenges provided for high attainers,
 - ensuring that there is appropriate monitoring of the quality of teaching taking place;
- **improving pupils' standards in speaking by;**

- providing more opportunities for pupils to be involved in discussions,
 - increasing the amount of time allocated to drama,
 - ensuring that play environments enable young pupils to communicate and discuss issues,
 - ensuring that technical language associated with different subjects is taught appropriately;
- **developing schemes of work putting greater emphasis on whole-staff discussion and ensuring that;**
 - there is greater liaison between the Key Stage co-ordinators,
 - there is greater emphasis on the more creative, imaginative and research side of the curriculum;
- **improving assessment arrangements by;**
 - identifying assessment opportunities within teacher planning,
 - putting greater emphasis on assessment outcomes when planning future work,
 - monitoring national test results more thoroughly,
 - improving teacher confidence in teacher assessment procedures;
- **improving parental involvement in the school by;**
 - providing more information to parents about topics being studied by their children on a termly basis,
 - developing more opportunities for parents to help in school,
- **improving the toilet provision for pupils by;**
 - creating more privacy, particularly for older pupils.

Introduction

Characteristics of the school

35 Castercliff County Primary School has 345 pupils aged between 4 and 11 years on roll. This represents an increase of nearly 50% since the early 1990s with the school expanding by a hundred pupils between 1990 and 1995. The school is oversubscribed in all years and has a growing number of pupils awaiting a place.

36 There are 11 classes with the majority covering two National Curriculum year groups. The school attempts, where possible, to group pupils according to age.

37 There are eight pupils with statements for special educational needs and another four awaiting statutory assessments. Approximately a half of the school population is at some stage of the register for special needs provision.

38 Due to a wide range of influences, such as social deprivation, poverty, and lack of pre-school experience many children are ill prepared to start school. Only a few can write their name and half cannot count to ten when they start in the Reception class. This results in the attainment of the majority of children starting at the school being below that expected for children of their age.

39 The socio-economic indicators show that the school serves a mixed catchment area with many families having little tradition of education achievement. Over a third of the pupils are entitled to school meals free of charge which is above the national average.

40 The headteacher was appointed in 1996, after a period as acting headteacher. He was the deputy headteacher before this and a new deputy headteacher was appointed twelve months ago. The school puts much emphasis on rewarding good behaviour and this has been a major feature within the school in the recent past.

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	19	26	45

National Curriculum	Test/Task Results	Reading	Writing	Mathematics
Number of pupils at NC Level 2 or above	Boys	8	9	17
	Girls	22	23	24
	Total	30	32	41
Percentage at NC Level 2 or above	School	67	71	91
	National	75	80	83

Teacher	Assessments	English	Mathematics	Science
Number of pupils at NC Level 2 or above	Boys	10	17	12
	Girls	25	25	22
	Total	35	42	34
Percentage at NC Level 2 or above	School	78	93	76
	National	80	83	85

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	28	24	52

National Curriculum	Test Results	English	Mathematics	Science
Number of pupils at NC Level 4 or above	Boys	14	13	18
	Girls	19	12	13
	Total	33	25	31
Percentage at NC Level 4 or above	School	63	48	60
	National	63	62	68

Teacher	Assessments	English	Mathematics	Science
Number of pupils at NC Level 4 or	Boys	7	11	9
	Girls	11	11	5

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

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

above	Total	18	22	14
Percentage at NC	School	35	42	27
Level 4 or above	National	63	64	69

Attainment at Key Stage 3³

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

Year	Boys	Girls	Total

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

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

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

Attainment at Key Stage 4⁴

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

Year	Boys	Girls	Total

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

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

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

Attainment in the Sixth Form⁵

--	--	--

--	--	--

Number entered for the International Baccalaureate Diploma and percentage of	Number	% Success Rate
School	-- (--)	-- (--)

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

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

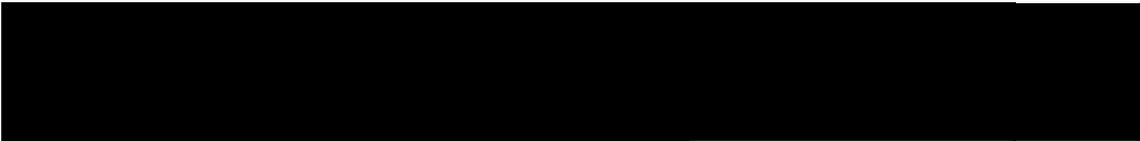
<i>such students</i> who achieved this qualification:	National		-- (--)
---	----------	--	---------

Number in the final year of approved vocational	Number	% Success Rate
qualifications, and percentage of <i>such</i>	School	-- (--)
<i>students</i> who achieved these qualifications:	National	-- (--)

Attendance



Exclusions



Quality of teaching



PART A: ASPECTS OF THE SCHOOL

Educational standards achieved by pupils at the school

Attainment and progress

41 In the vast majority of lessons pupils' attainment is in line with national expectations. However, very rarely does attainment move beyond this point. Pupils' attainment, overall, is better in Key Stage 1 than in Key Stage 2. Similarly pupils make better progress throughout Key Stage 1 than throughout Key Stage 2.

42 When children first start school they enter one of two Reception classes. Some have had pre-school experience but many have only attended playgroups a few hours each week. Many children have limited communication skills and find it difficult to express themselves clearly. As an example, expressions like, 'I want to,' instead of 'I want to,' are common. A comparatively large percentage of children require help from a speech therapist. About one child in eight can write their name so as it can be read by an adult and approximately a half can count to ten. During their time in the Reception classes, the majority make good progress and by the time they are ready to start Key Stage 1 pupils are attaining standards that are approximately in line with that expected for children aged five. However, for many others their skill levels remain below that expected for children of their age.

43 By the end of Key Stage 1, pupils' attainment is in line with national expectations for the three core subjects of English, mathematics and science. This is confirmed by analysing the 1996 national test results and teacher assessments for 7 year olds which reveal that the number of pupils achieving the expected level for their age is not significantly different to the national average. Similarly, the number of pupils who are moving beyond the expected level is not significantly different to the national average. However, the 1997 results show that there are fewer attaining higher levels in English and science compared with 1996 and with the national averages. Pupils make satisfactory progress, throughout the key stage, in English and mathematics and good progress in science.

44 For other subjects in Key Stage 1, pupils' attainment is in line with national expectations for design and technology, history, art, music, physical education and religious education. Pupils' attainment is below average for information technology. Progress is good for art and music; satisfactory for all other subjects except information technology, where it is unsatisfactory.

45 By the end of Key Stage 2, pupils' attainment remains in line with national expectations for the three core subjects of English, mathematics and science. This is again confirmed by 1996 national test results and teacher assessments. These show that the number of pupils achieving the expected level does not vary significantly from the national averages as do the number of pupils who are achieving higher results. The 1997 test results remain broadly the same for mathematics and science but for English the results are much better. Progress is satisfactory throughout the key stage for mathematics and science but it is unsatisfactory overall for English.

46 For other subjects in Key Stage 2, pupils' attainment is in line with national expectations for history, geography, music, physical education and religious education but is below average in design and technology, information technology and art. Progress is satisfactory, throughout the key stage in history, geography, music, physical education and religious education but is unsatisfactory in information technology and art. Progress is poor in design and technology where the National Curriculum's Programme of Study is not being implemented.

47 Overall, this shows that progress is generally not as evident in Key Stage 2 as it is in Key Stage 1. This is due, in the main, to few curriculum guidelines being in place and, therefore, teachers not being as secure about following the National Curriculum's Programmes of Study in a progressive manner. As the curriculum becomes more complex in Key Stage 2 this problem becomes more of a school-wide issue although there are apparent weaknesses in some aspects of pupils' reading. Most pupils are competent readers by the time they leave the school but the levels of attainment are widespread. The majority of pupils are proficient in using a range of skills to decode unknown words and most read with expression and understanding. However, too often pupils work from worksheets which make little demand on their reading skills. This, together

with limited opportunities for pupils to engage in research, prevents progress being better in Key Stage 2. Many older pupils do not take books home regularly and do not read to adults frequently enough.

49 Standards in writing are broadly satisfactory throughout the school. The majority of pupils write for a range of purposes and older pupils write for different audiences. However, too often pupils' writing is confined to worksheets where the demands on their writing are not appropriate and often they spend far longer colouring in illustrations than they do on their writing. Older pupils do not write lengthy stories and they do not re-work original pieces of writing in the way one would expect for pupils of their age. There is a limited use of vocabulary in pupils' imaginative or report writing. Standards of handwriting, presentation and spelling are unsatisfactory overall.

50 Standards in oracy are unsatisfactory overall. There is a significant difference between pupils' ability to listen and to speak. Most pupils are able to listen for extended periods and understand what is asked of them. Pupils have restricted patterns of speech however, and use limited vocabulary. Pupils do not use standard English in an appropriate manner and many have not acquired the technical language to use in subjects like science, information technology, design and technology and mathematics.

51 Standards in numeracy are satisfactory. However, although number work dominates the mathematics curriculum there is limited use and application of number in other subjects. Pupils' mental agility is being developed in some mathematics lessons but this is not widespread.

52 Pupils with special educational needs make satisfactory progress particularly in situations when they are withdrawn for specialist support. The school has a suitable staged approach to the provision of special educational needs and individualised education plans are specific about areas that pupils need to work on.

53 High attaining pupils make unsatisfactory progress. This is because planning does not take full account of pupils' prior attainment. Pupils do not work to specific targets and therefore the pace of their work is often too slow.

Limited attention is given to the quality of the work produced for high attainers and some are content to work well within their own capability.

54 Girls do consistently better than boys in national tests. This is particularly noticeable in English and in teacher assessments for all three subjects. Boys and girls are provided with equal access to the curriculum. However, there are high number of exclusions of which most are boys and there is some evidence that they demand more attention in terms of self discipline.

Attitudes, behaviour and personal development

55 Pupils' attitudes to their learning are satisfactory in most circumstances. Where pupils were well stimulated and adequately challenged by lessons and assemblies their attitudes to learning are often good and occasionally very good. However, where lessons lacked suitably challenging activities, as in physical education lessons for the oldest pupils, teachers found it difficult to maintain pupil interest.

56 There were many examples of pupils listening with sustained concentration particularly during whole-school and class-assemblies. During "circle times" and when introducing lessons, teachers are developing pupils' listening skills and this is particularly well developed in the early years. Where appropriate challenges are set pupils respond with enthusiasm. Not enough opportunities are given for pupils to use initiative and develop responsibility for the organisation of their own work. Teachers were observed tidying materials away for pupils at the end of Key Stage 2. Pupils in Key Stage 2 often left many coats lying on the floor of the coat hanging areas. The self confidence of pupils can be good but can also be misplaced confidence when observed challenging adult authority. Generally pupils do need more opportunity to generate confidence during class discussion sessions. Many discussion periods were cut short by teachers or, as in some religious education lessons, teachers asked a question and were then too quick to provide an answer. Pupils need more opportunities to generate their own ideas and solve problems. Design and technology work was often instructional and uniform with little evidence of pupils designing. Pupils take a real pride in their finished work but standards of presentation vary from unsatisfactory to good.

57 Pupil behaviour is satisfactory in almost all circumstances. The school has developed and implemented an assertive discipline policy and pupils are keen to win various awards within the scheme. All classteachers and other adults working in the school are actively supporting this policy. Certificates for good behaviour are awarded during assemblies and each week a pupil is awarded the Castercliff trophy. A "good news assembly" further rewards good examples of pupil behaviour and work.

58 Pupil behaviour, within most classrooms, is satisfactory and often good, but at the end of Key Stage 2 teachers have to work hard to maintain a calm working atmosphere because of a few disruptive boys. Incidents of poor behaviour are monitored and badly behaved pupils are asked to support school contracts. There have been many incidents of temporary exclusions in the recent past as the school attempts to put in place the acceptable standards of behaviour that it desires. The rate of exclusions is well above the national average for a school of this size. However, most pupils respond well to school rules and expectations both in and out of the classroom.

59 Pupils situated in the mobile classroom move between the class base and the main school building in a very trustworthy way. Behaviour on the school playgrounds is good and pupils play together in a lively and creative atmosphere. Pupils were observed creating their own dances, singing, role playing and forming fair teams. Pupils were seen taking great care of one another after accidents. Adults on playground duty are actively promoting high standards of behaviour and play. The playground surfaces are well marked and pupils were seen making good use of these games. Pupil relationships with each other are very good with all pupils being well integrated. Relationships with adults are generally satisfactory varying from very good to unsatisfactory when a few older boys challenge the authority of the classteacher. Pupils do enjoy working collaboratively when required. During mathematics lessons, pupils were observed successfully working in pairs on multiplication problems and they were keen to help others who were struggling to understand a problem.

60 The personal development of pupils is satisfactory. Pupils were observed helping to set up and support assemblies. Others were observed

helping in the hall at lunchtimes. Pupils are keen to offer their assistance and help to other pupils and adults. More opportunities should be developed for older pupils to take on responsibility within the school organisation. Most pupils very readily show respect for the feelings of other pupils and this should be further developed by the school tly diverse society. There is a lack of privacy in the toilet areas of the school and this should be addressed, particularly for the oldest pupils in the school.

Attendance

61 Attendance rates at the school are satisfactory. Pupils arrive punctually at the start of the day and lessons start promptly.

Quality of education provided

Teaching

62 The quality of teaching is at least satisfactory in more than five sixth of all lessons. It is good or better in nearly a third of all lessons with a significant amount of very good or outstanding teaching being apparent. Teaching is however, unsatisfactory in nearly one lesson in six.

63 Teaching for children aged under five is good in half of the lessons and is satisfactory or better in most lessons but has got some element of unsatisfactory teaching. Teaching is at its best here during whole class sessions such as physical education or music. In these situations, the teachers are confident of the subject and inspire much confidence in the children. In the very few lessons where teaching is unsatisfactory, it is due to the tasks set for children not directly being supervised by an adult or not being sufficiently focused on appropriate learning outcomes.

64 In Key Stage 1, the vast majority of teaching is satisfactory or better. It is good in well over a half of lessons and very good or outstanding in more than one lesson in ten. Only a very few lessons are unsatisfactory in this key stage.

65 Where the teaching is at its best in this key stage, the teachers are very good at challenging and motivating pupils. This was particularly evident during art and science lessons in Year 2. In these situations, the demands made on the pupils were challenging, but appropriate. Teaching in this key stage benefits from the commitment of some of the individual teachers who are confident of their subject knowledge but also inspire confidence in the pupils. In the few lessons that were unsatisfactory, the classroom organisation was not appropriate to the tasks and pupils who were not directly supervised were unclear about what to do. In Key Stage 1, teaching is good in mathematics, science, art, music and physical education and is satisfactory for all other subjects except, information technology, where it is unsatisfactory.

66 In Key Stage 2, although there were examples of high quality teaching evident. Teaching is good, or better in over a quarter of all lessons but it is unsatisfactory or occasionally poor in nearly another quarter of lessons.

67 In this key stage, particularly in Years 5 and 6, a few pupils' propensity to become disruptive is adversely affecting the quality of the work. Teachers are having to give an undue amount of attention to a small group, usually of boys and this disrupts the work of the class. In some cases, teachers feel inhibited to plan open-ended or practical tasks because they feel it is difficult to achieve the required level of concentration or commitment from this small group. In other lessons, mainly in Years 3 and 4, teachers' subject knowledge is insecure. This is also adversely affecting the planning. However, there are good examples of teaching, where the teacher manages to engage the pupils appropriately and the tasks set are challenging and the teacher has high expectations of quality of work and behaviour. In Key Stage 2, teaching is satisfactory in all subjects except, design and technology, information technology, and art.

68 In most lessons, teachers' initial exposition is clear and concise. This is particularly evident in gymnastics and dance lessons in one Year 1 and 2 and Year 3 and 4. In English, the instructions to pupils are usually clear but often the objectives for the lessons are not as clear. In science and mathematics in

one Years 3 and 4 class, the initial introductions are sometimes confusing. Many pupils work on computers without appropriate direction.

69 In many lessons the pupils are appropriately engaged and motivated. This is again apparent in physical education lessons in Key Stage 1 and in music lessons taken by the non-class based deputy headteacher. There are examples however, of pupils in religious education having copied out chunks of work from the chalkboard or worksheet which has not inspired them or generated interest in the subject.

70 The teaching methodology adopted by the teacher is sometimes not helpful in achieving the desired outcome. Sometimes, in one of the Reception classes, pupils who are not directly supervised by an adult are not provided with sufficient direction which results in their work being at a relatively unchallenging level. In this class, the reading books are not set out so as to stimulate interest in reading. In general however, when additional support is available to the class teacher, good use is made of the support and the support staff work well in helping pupils concentrate on developing new skills.

71 The teachers are very aware of the requirements of the National Curriculum but there is limited whole school guidance available to support teacher planning. This results in information technology, throughout the school, and in design and technology in Key Stage 2 not being taught in accordance with the National Curriculum. There is also some evidence of subject insecurity in mathematics and science. The lack of whole school guidance is more acute in Key Stage 2 because of the more complex nature of the curriculum which places greater demand on teachers' own knowledge. Some teachers give insufficient attention to the creative or practical side of the subjects taught, for example, use and application of mathematics, investigation and experimentation in science, enquiry-based learning in history. This results in a narrow curriculum which, at times, results in too many undemanding worksheet type exercises.

72 The work planned for mixed aged classes often fails to take full account of the range of pupils' attainment. Too often the tasks are similar for both age groups and it is usually the high attaining pupils who are not sufficiently challenged in these situations.

73 Most teachers mark pupils' work quite effectively and many talk through work with pupils in a constructive manner. However, too often the written remarks are not helping pupils to see what they need to do to improve their present work. Homework tends to focus on reading and spelling and this is appropriate in Key Stage 1 but some pupils in Key Stage 2 are not provided with work to do at home that enriches their current work at school.

74 When pupils are withdrawn for special educational needs work the teaching is of a good quality. Most pupils' prior attainment is taken into account in planning work and the individual attention is helping pupils to focus on aspects that they need to improve. Special education needs pupils' individual education plans are carefully considered by all staff when they plan lessons.

The curriculum and assessment

75 National Curriculum requirements are met in most areas, however there are areas where statutory requirements are not being met. The control element of information technology is not being taught, throughout the school, and in Key Stage 2 the curriculum does not fulfil requirements in design and technology, where there is insufficient opportunity for pupils to plan, design and evaluate their work.

76 The curriculum of the school is balanced but not broad; elements such as using and applying number in mathematics and developing investigations in science, and enquiry based learning and research opportunities in other subjects such as history are limited, as is the opportunity for creativity and imaginative work in English. The school is considering giving more time to English teaching by becoming part of the 'National Literacy Project'. There are identified plans, recognised in the School Development Plan, to ensure a more balanced approach to teaching mathematics.

77 Policies and schemes of work are largely at the development and implementation stage, and the use of commercial schemes of work, as opposed to those developed and 'owned' by the staff, have had an impact on the level of teachers' subject knowledge, which is, in certain instances, insecure.

78 Medium-term planning is in place, is collaborative within year group and for the most part appropriate. However, many short-term plans lack clear learning objectives and often merely indicate an activity to be undertaken. The two year cycle of work in foundation subjects, coupled to the fact that classes contain two year groups does lead to some inconsistencies of approach from teacher to teacher. There is some continuity where teachers plan together but individual interpretation leads to differences in implementation and some topics are delivered differently. In some cases, activities are taught to the whole class but in others teaching is directed towards groups within a year or year groups.

79 There are subject co-ordinators in place for most subjects, but at present their roles are largely undeveloped. Some are unclear about their responsibilities and do not have the skills to develop their role effectively. Co-ordinators do not meet regularly enough or have sufficient opportunity to monitor planning and progression throughout the school. This lack of effective overview results in uneven progression in the core subjects, art and physical education towards the end of Key Stage 2.

80 The curriculum for the children aged under five is in place and of good quality with appropriate planning. The planning takes full account of the desirable learning outcomes envisaged for children aged under five. The curriculum is well organised so as to help children be in position to start the National Curriculum at the beginning of Year 1. There is a system of baseline assessment in place which is working well.

81 The provision for special educational needs is satisfactory overall, with low attaining pupils making satisfactory progress as a result of extra provision by the specialist teacher. Some higher attaining pupils in Key Stage 2 however, are not sufficiently challenged in the core subjects, art and design and technology. Progress is unsatisfactory where the work undertaken by the pupils does not take sufficient account of prior attainment and is repeated across the year groups often with little differentiation, other than by outcome.

82 Personal and social education is satisfactory. The use of circle time, reward giving assemblies and the 'Castercliff Child' award scheme contribute positively to the pupils' social development.

83 There is no written scheme for health education or drugs awareness, although school is, at present, considering development in this area. Some work takes place each year on dental care and the school nurse visits Years 5 and 6 to talk to the pupils about puberty, and to deliver a talk on drugs misuse. School is also involved in the 'Streetwise' project.

84 Equal opportunities are not sufficiently considered. Despite evidence suggesting that girls do much better than do boys at Key Stage 1, provision is appropriate for both boys and girls. However, in classes where there is some disruption by a small group of boys their attitudes often disrupts other pupils who want to get on with their work.

85 Procedures for the assessment of pupils' progress are very much at the development stage, and are unsatisfactory. There is no system of identifying assessment opportunities in teachers' planning, and assessment does not inform the planning of future work. The school has not yet developed portfolios of work to help them accurately assess pupils work. This leads to insecurity and inaccuracy in teacher assessment, which is reflected in the disparity between teacher assessment and the results of national testing. Identification of future priorities

86 There is a range of extra-curricular activities available, mainly in sport and music which has an appropriate impact on standards in physical education and music. Approximately 20% of pupils participate in these activities. The school does compete with other local schools in football and swimming. A range of visits is available to the pupils.

Pupils' spiritual, moral, social and cultural development

87 Provision for pupils' spiritual, moral, social and cultural development is satisfactory. The headteacher and staff are fostering a caring school

community where all pupils are equally valued. The school's mission statement should be reviewed, and aims and objectives made clear, so as to give it greater prominence throughout the school.

88 The provision for pupils' spiritual development is satisfactory. The Local Authority's Agreed Syllabus for Religious Education is being implemented across the school. Pupils are provided with opportunities, during well planned religious education lessons, to gain insights into the values and religious beliefs of various cultures. More consistent implementation of the Agreed Syllabus, across the school, would provide pupils with regular opportunities to learn about a wider range of religious beliefs. A variety of assemblies are well planned and comply fully with the statutory requirements for collective worship. Assemblies enable pupils to reflect on their own experiences in a way which develops self-knowledge. Pupils show reverence and an awareness of spirituality during formal prayers in assemblies. However, more opportunities should be provided for pupil-generated prayers. During assemblies, pupils display an appreciation of their own responsibility towards the environment. Class teachers observed during 'circle time' are encouraging pupils to both reflect on and express their thoughts and feelings very effectively. Class teachers generally need to help pupils explore more fully the meaning and purpose of religious belief.

89 The provision for pupils' moral development is satisfactory. All members of staff are taking every opportunity to teach pupils the principles which separate right from wrong. On many occasions, adults were observed taking time to explain the reason behind school rules and disciplinary decisions. Teachers and other staff readily and regularly reward examples of good behaviour with points and certificates. Most pupils are aware of what is acceptable and unacceptable behaviour. However, a few pupils, mainly older boys, sometimes flout classroom rules for behaviour. The school is working hard to foster a sense of honesty and a respect for the truth. During assemblies and lessons, pupils are often involved in discussions that highlight right and wrong actions and personal responsibility towards others.

90 The provision for pupils' social development is satisfactory. Adults working at the school take every opportunity to encourage pupils to relate

effectively towards other pupils. During lessons, pupils were observed working well in pairs and in groups. On the school playground, relationships between pupils are positive and pupils were often seen taking care of pupils who had fallen over. A lot of group games were also observed. During physical education lessons pupils, on the whole, were self disciplined and showed respect for the space of other pupils. Not enough opportunities are provided for pupils to take on responsibility or demonstrate initiative. The school's ethnic minority pupils were observed enjoying a variety of friendships during breaktimes. The year groups.

91 The provision for pupils' cultural development is unsatisfactory. Conversations with pupils indicated that pupils did not have a satisfactory appreciation of the diversity of cultures in the area around the school. Older pupils from a local secondary school, have talked with some pupils about Islam and more opportunities should be provided for pupils to experience other cultures at first-hand. The school has participated in the Pendle Festival of Arts for many years. Teachers and pupils have produced plays, songs, artwork and craft work for the festival. There is little evidence in teacher-planning and pupil work that multicultural education is taught through subjects other than religious education. Some classteachers have arranged visits to Towneley Hall, Skipton Castle, the Egyptian Museum and a working farm. All class teachers should arrange visits to support curriculum projects and to foster pupil appreciation of the richness and diversity of other cultures.

Support, guidance and pupils' welfare

92 Through the behaviour policy, the 'Castercliff Child' and 'Child of the Week' awards, the school is effectively monitoring pupils' personal development and behaviour. Attendance is satisfactorily promoted and monitored and the good support from the Educational Welfare Officer ensures that concerns are quickly followed up. However, effective support and guidance for pupils is limited by the lack of systematic monitoring of pupils' academic progress.

93 The assertive discipline policy and the system of rewards and sanctions is generally promoting good behaviour in the school. But, there are

examples in the Year 5 and 6 classes, where this is ineffective. This results in instances of behaviour being unsatisfactory.

94 There is a well-thought out policy for child protection and staff have had appropriate training. Although pupils have looked at issues such as ‘Stranger Danger’ and personal safety, child protection is not always effectively addressed.

95 Induction arrangements for pupils entering the Reception class are good, with a home visit and morning sessions for parents and children prior to children starting school. Lunchtime arrangements are good and pupils are well supervised. However, the toilets are unsatisfactory. The doors are low and do not give pupils adequate privacy.

Partnership with parents and the community

96 Concerns expressed by parents at the parents’ meeting, which were consistent with the inspection findings are, that opportunities for parents to be involved in the life of the school are limited, and the school does not give information to parents to enable them to effectively support pupils’ learning. The school’s partnership with parents is unsatisfactory.

97 There is satisfactory information about the school for parents both in the governor’s annual report and in newsletters. However, the prospectus information, particularly about the curriculum, is unsatisfactory with an emphasis on reading but lack of information on other subjects of the National Curriculum.

98 Pupils’ reports are sound with satisfactory information about what pupils know and can do and this is particularly so when teachers are reporting about English, mathematics and science. However, information about other subjects of the curriculum are not always satisfactorily reported on with the emphasis on pupils’ attitude to work and the work covered. Some reports set targets for pupils but this is not done extensively. Reading record cards are not used effectively for a home-school dialogue.

99 Parents are fully involved with the school if their child is identified with requiring special education needs. The school has produced a useful leaflet for parents outlining the support available and the way that they can play a full and active role in supporting their child. They are involved in termly review meeting with the special educational needs co-ordinator.

100 The school's links with the community are few and confined mainly to sporting links with other primary schools and participation in the 'Pendle Festival of Art'. Through fund raising events and social events for pupils, the 'Friends of Castercliff' group are working hard and giving effective support to the school. However, links with the community do not make an effective contribution to pupils' attainment and personal development and as such are unsatisfactory.

The management and efficiency of the school

Leadership and management

101 The leadership and management of the school focuses mainly around the headteacher and deputy headteacher. Together, they form an effective team which is beginning to provide the school with appropriate educational direction. In the past, there has been a tendency to place much attention on pastoral matters in relation to pupils' welfare and guidance. Within the past twelve months, and particularly after the appointment of the deputy headteacher, the balance is more appropriate with academic, as well as pastoral matters, being given full consideration. However, this new emphasis on academic success is relatively new and the school is only just at the stage of putting in place procedures and systems that are beginning to have a positive impact on standards in school.

102 The governors, particularly the Chair of Governors knows the school very well and has a long association with it. He is fully supportive of the new direction that the school is taking and recognises its implications on staffing and budget priorities. The governors have in place a range of committees, each with clearly delegated powers, which makes the management of the school efficient. They are meeting their statutory requirement in all areas except for ensuring that

information technology, throughout the school, and design and technology in Key Stage 2 are being taught in accordance with the National Curriculum requirements.

103 A system for monitoring the effectiveness of teaching and the appropriateness of the curriculum is at an early stage of implementation. The deputy headteacher is non-class based and is able to provide support for teachers and to be fully involved in the structures and systems that are about to be put in place to monitor the effectiveness of teaching. Up until now, the school has not been in a position to clearly identify strengths and weaknesses in teaching. The monitoring of the curriculum is at an even earlier stage of development. This is because many co-ordinators are new to their role and many are not yet appropriately skilled to take on wider monitoring responsibilities.

104 Most subject co-ordinators are going to be engaged in developing schemes of work for their subject. This is likely to take some time and it is going to be up to the headteacher and deputy headteacher to put in place an interim plan for monitoring how subjects are being taught in the school.

105 There is a well-written School Development Plan which has evaluation, monitoring and financial procedures appropriately identified. The plan accurately identifies many of the areas requiring the most urgent attention. The priorities are drawn up after appropriately taking into account the action plans drawn up for each subject. This plan should help the school to develop its work but it needs to be more specific about the intended outcomes of each action in respect to raising standards. Targets are not identified in these terms and there is a need for the school to include these in the success criteria identified for each priority area.

106 The school's ethos has been adversely affected by the history of anti-social behaviour by a small group of pupils. The school is successful, to a certain extent, in dealing with this issue but behaviour management still takes up much of the school's energies. One of the school's strengths is the strong teamwork that is evident within the staff. The overall ethos of the school is also benefiting from the greater consideration being given to academic success.

107 The co-ordination of special education needs is one of the school's strengths. The deputy headteacher, who is the special educational needs co-ordinator works effectively with the named governor in ensuring that all procedures and systems are in place to support these pupils.

108 The school's mission statement is not supported by a set of school aims. The mission statement has not yet been adjusted to take full account of the greater attention being given to academic work. The lack of specific whole-school aims makes it difficult for the school to check that new policies and documentation produced are written to a set of appropriate criteria.

109 The school's management of the systems and procedures to support pupils with special education needs is very effective. The school has ensured that all the legal requirements are in place and that the Code of Practice is met in full. There is a very active governor who works well with the special educational needs co-ordinator to ensure that all procedures and systems are in place and they are being appropriately monitored.

Staffing, accommodation and learning resources

110 The school has a sufficient number of appropriately qualified staff with well-defined roles. The staffing profile shows that many teachers are at relatively early stages of their professional careers. They are generally enthusiastic but many have not yet acquired expertise for the subjects for which they have particular responsibility. Staff work well together, supporting each other in planning across the year and sharing expertise. Teaching staff, new to the school, feel well supported.

111 Staffing allocation for special educational needs is generous and a high level of effective support is evident, led by a well qualified and experienced member of the senior management team. The deployment of an unqualified member of staff, with withdrawal groups, means that there is additional support provided for pupils with special educational needs, of a level beyond that expected in most schools.

112 The school's appraisal system is well established. The number of recent appointments has delayed the process but a period of stability is beginning, during which the present cycle will be completed. Training needs have been identified and linked to the School Development Plan. A number of these have already been met but further training in science, information technology and design and technology to increase teachers' subject knowledge is a priority. The recent appointment of a member of staff with responsibility for staff development ensures that opportunities for training linked to the School Development Plan, will be made available to staff. A system to evaluate their effectiveness has yet to be developed.

113 The accommodation of the school is clean, bright and well-maintained with extensive grounds whose potential for enhancing pupils' leisure and learning activities is under-exploited. A high standard of hygiene is maintained in the toilet areas but they afford little privacy from the main corridors. Displays are generally of a high quality, relevant, stimulating and celebrating pupils' efforts.

114 There are plans to extend the present cramped and under-used library area. The unorganised storage of school bags creates a clutter on corridors. There is no access for disabled pupils.

115 There is an adequate number of computers and further resources are planned. All subjects have adequate resources except in the case of design and technology and religious education. Centrally organised resources are stored with care and clearly labelled.

116 Although further opportunities to enhance learning beyond the school environment are being sought, pupils already enjoy a variety of outings and many have the chance to take part in the 'Pendle Festival of Art'.

The efficiency of the school

117 The school manages its resources efficiently. The school receives a slightly below average income per pupil but it is in a position of having a

healthy budget reserve although this has been eaten into to maintain the staff ratio for this current year.

118 Financial control is good with the school monitoring spending carefully. The headteacher and bursar, with the support of the Local Authority's finance support team ensure that there are appropriate checks kept on spending. The school has dealt appropriately with the few minor issues that were raised after the last financial audit.

119 There is an governors' finance committee who play an active role in financial management. There are appropriate links made between the school's planned expenditure and the School Development Plan. The committee gathers all the relevant information together before putting together a draft budget proposal which is considered by the whole governing body. Measures to check on the effectiveness of their spending decisions are at a relatively early stage of development and the governors are not yet able to check on the extent to which their spending decisions have raised standards.

120 The school deploys its staff appropriately. There are quite a number of staff who are at a relatively early stages in their teaching careers. There is every attempt made to form effective teams across the school with each team having a leader. This ensures that planning arrangements are as effective as can be when taking account of the limited number of whole-school agreed schemes of work available to the staff. The school has taken the decision to pay for additional non-teaching support to work with pupils who have special educational needs. Effective use of this additional support is one of the reasons why such pupils make satisfactory progress. The deputy headteacher is non-class based and her skills are utilised by the school in several ways to improve the overall quality of teaching. Her specialist knowledge in music is used appropriately, throughout the school.

121 Effective use is made of most learning resources across the school. There are appropriate number of computers in place but these are not as effectively deployed as they might be. The available resources for design and technology and religious education are insufficient to meet the needs of all pupils. However, staff improvise with their own resources in many subjects. In

some classes, the reading books are not set out in an effective manner restricting pupils' access to them. Good use is made of the accommodation and the school is looking towards extending an area to improve the library. The shared areas situated outside the Key Stage 2 classes are sometimes effectively used to help pupils work independently.

122 When taking account of the overall standards achieved by the pupils and set against the slightly below average cost per pupil the school gives satisfactory value for money.

PART B: CURRICULUM AREAS AND SUBJECTS

Areas of learning for children under five

123 Children aged under five start school in one of two parallel Reception classes. Some children have had experience in a Nursery but the majority have not and many have only a few hours playgroup experience before they start school. The school has an appropriate link with feeder Nurseries and records are transferred over to the school when children start school. For many children when they start there is little background information available to staff.

124 Many children start school with relatively low skill levels in literacy, language and numeracy. Many children require special help particularly related to speech therapy. Many have limited communication skills and find it difficult to express themselves clearly. Statements like, 'I want to go', are common. Few children can write their own names so that they can be recognised and approximately a half of the children can count to ten.

125 Progress in language and literacy development is good. Pupils are particularly good at listening and understanding what is said to them. Their speech improves considerably over the period of time they spend in the Reception classes and there are fewer immature patterns of speech apparent by the time they move onto Key Stage 1. Much work is done to help pupils' fine motor control and most are able to work appropriately in this area by the time they have completed their first year at school. The range of pupils' attainment is very wide, and despite the good progress made, the majority are still attaining levels that are slightly below that expected for their age by the time they start Key Stage 1.

126 Progress in mathematical development is satisfactory. By the time they finish their Reception year most pupils are able to count to ten. All high attaining pupils are able to recognise all these numbers and many can talk about much larger numbers. However, many experience difficulties with precise mathematical language, such as, 'bigger than' or 'less than', including using colour. However, many find it difficult to sequence in threes. There are few

examples of pupils using or applying their mathematical knowledge in other situations, such as, in domestic play.

127 Progress in knowledge and understanding of the world is satisfactory overall. Scientific knowledge tends to be a little better than aspects relating to understanding about the environment in which they live. Before they move to Key Stage 1, most pupils can name parts of their bodies and know about smell, sight and taste. However, few are confident about how they would walk home from school or begin to relate to living in or outside Nelson. Pupils use the computer but few have appropriate skills so as to control the mouse without help. In the early years, pupils have a growing understanding of right and wrong issues. They are learning reverence and respect.

128 Children make good progress in their physical development. In the school hall, children move confidently with increasing control and imagination. They can devise a sequence of movements and enjoy moving to music. They use large and small apparatus with confidence and show good balancing techniques and can roll their bodies in different directions. They link these moves in different ways and can demonstrate this to others. They use a range of tools, including scissors, with confidence and have an awareness of safety.

129 Children's creative development is unsatisfactory. Little opportunity is provided for children to develop their speaking and listening skills in small groups where there is an emphasis on creative or imaginative play. Better use is made of creativity in dance or music but this is not carried over into appropriate situations set up in the classroom.

130 Children's attitude to learning is satisfactory. They are developing in confidence although many have restricted language to help them to express themselves appropriately. Children show that the majority clearly enjoy coming to school. There are examples where children are independent but, too often, children who are not directly supervised end up with the same apparatus, for example, construction apparatus. Behaviour is good in both classes.

131 The quality of teaching for children aged under five is satisfactory overall and ranges from very good to unsatisfactory. Very good teaching is

predominant when the teacher works with the whole group, as in physical education or music lessons. In these situations the teachers inspire children and give them added confidence. Teaching is also effective when an adult works directly with a small group. In these situations, the adults are clear about their objectives and they challenge the children in an appropriate manner. However, in the same situation the teacher often fails to cater for the group that is not working directly under adult supervision. This results in these children not being challenged or moving away from their original task.

132 The curriculum is planned to the desirable learning outcomes expected for children aged under five. The teachers in both classrooms work together to plan different tasks but are considering new ways of meeting the outcomes using a different range of topics. An early-years scheme of work is in the process of being developed and an attempt is being made to produce aims and objectives linked to each activity identified within the desirable learning outcomes.

133 The school has recently started to analyse the attainment of children on entry by taking part in a Local Education Authority initiative that is attempting to trace pupil progress as they move through their primary years. The school has recognised that this process is helping them to target effectively those areas that pupils may need additional support from early in their school life.

English, mathematics and science

English

134 Pupils' attainment, at the end of Key Stage 1, is average, and in line with national standards. However, very few pupils achieve beyond the national standards. Girls consistently achieve better results than boys. Progress, throughout Key Stage 1, is satisfactory.

135 At the end of Key Stage 1, pupils are able to listen attentively and carry out complex instructions but they display little confidence in situations where they are required to express themselves orally, often speaking softly and

monosyllabically. Progress in speaking is unsatisfactory. Verbal interactions are often hesitant and brief. Many pupils lack clarity and fluency and a significant proportion of these require special help.

136 Progress in reading is satisfactory. By the end of Key Stage 1 most pupils have developed a range of strategies to read unfamiliar words from simple texts and can correct themselves without prompting. They are able to talk about stories they have read and a few high attaining pupils can express opinions and tackle demanding texts. A significant proportion of pupils are progressing satisfactorily with the benefit of extra support from special needs staff.

137 Progress in writing is satisfactory. The emphasis on spelling and handwriting is reflected in accurately formed letters and pupils' confidence in spelling some simple words by the end of the key stage. The development of appropriate technical vocabulary was observed in a science lesson on materials. Pupils used suitable descriptive words to explain what they had been looking at.

138 At the end of Key Stage 2 pupils' attainment remains in line with national standards but the progress made through Key Stage 1 is not maintained and is less than satisfactory.

139 Although pupils are generally polite both in speaking and listening and are able to listen attentively for sustained periods, progress in speaking remains unsatisfactory. Pupils are often unwilling to respond in question and answer sessions and rarely adapt their speech to suit their audience. By the end of the key stage, speech is frequently ungrammatical and lacking in clarity with little evidence of development of ideas or sustained expression of points of view. Some pupils are not science, design and technology and information technology.

140 Progress in reading is satisfactory overall, but is less satisfactory for those pupils who have become fluent and accurate readers and need to develop comprehension of more demanding texts. There is little evidence of pupils reading for information and many pupils are unfamiliar with contents pages and

indexes. Many do not understand library systems. Most pupils enjoy reading. The few pupils for whom English is an additional language make rapid progress because of the extra time and help given to reading.

141 Progress in writing in Key Stage 2 is unsatisfactory. Pupils improve handwriting skills, moving to greater clarity and joining letters. Increasing accuracy is displayed through spelling exercises but these skills are only partially transferred to other work. Similarly, despite correctly completed punctuation exercises, this skill is not transferred to other subjects. For example, an exercise requiring punctuation of speech was completed almost entirely correct but was followed by pupils writing an imaginative dialogue wholly unpunctuated. Re-drafting and revising skills in writing are under developed. There was little evidence of pupils developing their word-processing skills. Progress is least satisfactory for older, and high attaining pupils in mixed age classes. Pupils with special educational needs make satisfactory progress.

142 Attitudes to learning are good at Key Stage 1 and satisfactory at Key Stage 2. At Key Stage 1, where pupils listen well and apply themselves to different activities with enthusiasm, the response to learning is consistently good. In both key stages, behaviour is generally good although a small group of boys in Key Stage 2 find settling to work difficult. Pupils work well with each other and high attaining pupils frequently support others. They often read out questions for another pupil and help and advise a weaker reader in their choice of books.

143 Where opportunities are given, pupils are able to take responsibility for themselves and each other. However, there were some negative attitudes to learning observed at Key Stage 2.

144 Teaching, at both Key Stage 1 and Key Stage 2, is satisfactory. Discipline is generally good throughout. Although planning for the needs of different year groups and high attaining pupils is unsatisfactory, pupils with special educational needs are well supported. In Key Stage 2, marking of work is constructive. Where there is a heavy reliance on commercial schemes this leads to an imbalance of activities and some pupils cannot make sufficient progress if left to their own devices, for example, in an exercise involving

understanding prefixes and suffixes. Reading homework is encouraged but there is little dialogue between teacher, pupil and home in this area. There is little evidence of poetry being used as a vehicle for learning and limited opportunities for any form of drama exists. In Key Stage 2, the pace of lessons is sometimes leisurely. Although many displays are bright and attractive they do not always demonstrate the value and variety of pupils' written and word-processed work.

145 Although medium and short-term planning across a year is good, there is little curriculum provision for continuity and progression and a lack of overview of English, throughout the school, means that work is unco-ordinated.

146 Learning resources, although mainly reliant upon commercial schemes, are adequate. The lack of a functional library is a handicap which needs urgent attention. A scheme of work for English, which has breadth as well as balance, now needs to be developed. Greater attention needs to be given to assessment.

Mathematics

147 Pupils' attainment, at the end of Key Stage 1, is average. Results of national tests and teacher assessments indicate that the majority of pupils attain the national standard with a significant improvement evident in 1997 by comparison with previous years. At the end of the key stage, most have an understanding of place value, and are acquiring some skill in mental calculation. They are able to apply mathematical skills to the solution of simple problems.

148 Progress, throughout Key Stage 1, is always satisfactory and often good. In numeracy, the majority of pupils are competent with number and able to count sets of numbers and understand the operations of addition and subtraction. There was evidence of good progress in shape, space and measures with children in Year 2 using non-standard units to measure length and investigate area.

149 Pupils' attainment at the end of Key Stage 2 is broadly average.

Results of national tests for 11 year olds, in 1996, indicate that the percentage of pupils achieving the national standards is average, although the number of pupils moving beyond the national standard was below average. However, the results in 1997 showed that the number of pupils achieving the expected level was below the national average. By the end of Key Stage 2, pupils show a good understanding of number concepts and possess a good range of computational skills. Pupils demonstrate a good knowledge of fractions and a secure understanding of co-ordinates.

150 Progress overall, throughout Key Stage 2, is satisfactory, but varies throughout the key stage with elements of unsatisfactory progress. Where progress is satisfactory, pupils are engaged by mathematics activities which are appropriate to their prior attainment and take account of what they already know. There is appropriate pace and challenge within the lessons. Where progress is unsatisfactory, pupils of different attainment all attempt the same work and lessons lack pace and appropriate challenge with few pupils feeling the need to achieve something within a given period e.g. pupils in upper Key Stage 2 spent long periods of time measuring the perimeter of simple shapes, practising already consolidated skills and competencies.

151 Pupils with special needs, although working below the national average, make satisfactory progress as a result of additional provision. The progress of high attaining pupils is unsatisfactory and often lesson activities are not matched to pupils' prior attainment.

152 In both key stages, pupils' attitudes to learning are satisfactory overall. The majority of pupils respond with interest particularly during the introduction to lessons. They are keen to answer questions and willing to apply themselves to the planned activities. This is most apparent when pupils are presented with stimulating and challenging work. There are some instances, particularly in upper Key Stage 2, where pupils' response is less than satisfactory. This usually occurs when pupils lack motivation and challenge.

153 The quality of teaching in Key Stage 1 is good overall. Teachers are secure in their knowledge of mathematics, medium and short-term plans are

detailed and identify appropriate learning objectives for pupils of differing attainment. Teacher expectations are high and there is a demanding pace to lessons with effective pupil/teacher interaction and good relationships.

154 The quality of teaching in Key Stage 2 is satisfactory overall with some instances of unsatisfactory teaching. Although the majority of teaching takes account of pupils' prior attainment this is not consistent throughout the key stage. There is much attention given to numeracy and in most cases the teachers feel secure in this area although there are examples of all mathematical computations being described as 'sums'. Unsatisfactory teaching is characterised by: insecure teacher knowledge; short-term plans which do not clearly identify learning objectives; planned work which does not take account of pupils' prior attainment. In these cases, teacher expectation is low and the slow pace of lessons and lack of appropriate intervention leads to unsatisfactory progress and practice of already consolidated skills.

154 Curriculum provision overall is satisfactory, however, number dominates the mathematics curriculum. There are few examples of pupils using number in other subjects although Key Stage 1 pupils use and apply their number much more regularly than do Key Stage 2 pupils. Medium-term planning for mathematics is in place, and teachers with the same Year groups plan effectively together. Some short-term plans, however, lack clear learning objectives and are not matched to pupils' differing attainments.

155 There is no mathematics scheme which has been developed by staff, and which has staff 'ownership'. There is an over-reliance on the use of published schemes, which leads to some insecurity of teacher knowledge. There is a need for the school to go through the process of developing its own scheme of work for mathematics. Assessment arrangements are unsatisfactory. There are few assessment procedures in place, standardisation meetings are not currently held and there is no school portfolio of work against which to compare teacher assessment. This has led to teacher assessment at the end of key stages varying considerably from national test results.

156 The co-ordinator for mathematics has a limited background in mathematics. She is, however, hard working, committed and is, at present,

undertaking a significant level of in-service to enhance her expertise. The role of the co-ordinator is largely undeveloped at this stage. There is a lack of clarity regarding her roles and responsibilities. At present, the co-ordinator has no overview of the mathematics curriculum and is unable to monitor continuity and progression, particularly in Key Stage 2. Mathematics is, however, identified as a priority in the School Development Plan which identifies the need for the co-ordinator to be released from her class so as to enable her to co-ordinate the mathematics curriculum more effectively.

157 There are adequate and appropriate resources which are well used. The school needs to develop its own scheme of work to enable coverage, continuity and progression across the key stages to be more effective. There is a need for a range of assessment procedures to be developed so that individual pupil progress can be monitored and so that planning will effectively take account of prior attainment. There is a need for the role of co-ordinator to be developed and responsibilities and expectations clarified.

Science

158 Pupils' attainment at the end of Key Stage 1 is in line with national expectations. This is confirmed by teacher assessments which show that the number of pupils attaining the expected level is in line with national averages and the number of pupils who move beyond this level is also in line with national figures. There is little significant difference between 1996 and 1997 results.

159 At the end of Year 2, many pupils know that it is necessary to have different properties for different uses and that sometimes products need more than one material, for example, bicycle. Some pupils, however, find it difficult to explain why this is so. Pupils are also able to use their senses and find out about different materials. They recognise similarities and differences in them and some are beginning to evaluate why certain materials may be more effective in a product than are others.

160 Key Stage 1 pupils spend more time experimenting and investigating than do Key Stage 2 pupils and as a result some become proficient at

hypothesising and checking out results to see if their original hypothesis was correct. However, many other pupils are unclear about predicting and are more confident in situations where they are not given open-ended tasks to complete.

161 Progress overall, throughout Key Stage 1, is good. There are examples of pupils of differing attainment being appropriately challenged and of tasks being adapted to take full account of the range of interests within the group. In one lesson, a pupil who brought in a metallic robot to show to the group was able to pursue an interest that had originated from the focus on materials. Pupils with special educational needs are supported effectively within classrooms. Although the scheme of work has only recently been developed for science the staff work effectively together to plan appropriate tasks relating to their topics. This results in progression being better in Key Stage 1 than in Key Stage 2.

162 Pupils' attainment at the end of Key Stage 2 remains in line with national expectations. The national test results and teacher assessments show that the number of pupils who achieved the expected levels did not differ significantly from the national averages. Similarly the number who moved beyond the expected level was about in line with national averages.

163 By the end of Year 6, most pupils have knowledge and understanding about physical properties, materials and their properties, and life and living properties, to the levels expected for their age. However, they are not as proficient in experimenting and investigating.

164 Many pupils know that light travels at incredible speeds and that sound travels in vibrations and have some understanding as to what this means. They know that sound can be measured in decibels and have some knowledge about how different sounds can be measured. In another lesson, pupils know that two colours fused together can make a third and different colour. Few pupils are able to demonstrate setting up their own investigations to find things out during experimentation.

165 Progress, throughout Key Stage 2, is satisfactory although progress relating to investigating and experimenting isn't as good as that in

travels around the sun. They also know that the moon travels around the Earth at the same time. They begin to understand about day and night and why there are times when there is a full moon in the sky and other times when there is no moon. However, overall progress is inhibited by the lack of implementation of the recently produced scheme of work.

166 Pupils' attitudes to learning are good in Key Stage 1 and satisfactory in Key Stage 2. In Key Stage 1, more pupils have confidence and willingness to try and find things out for themselves. There is also more independence demonstrated during sessions when the investigative work occurs. In Key Stage 2, there is greater reliance on the teacher to lead the sessions and less commitment to try and find out for themselves. Behaviour in most lessons is generally good.

167 The quality of teaching is good in Key Stage 1 and is satisfactory in Key Stage 2. In Key Stage 1, the confidence level of teachers is higher and planning is more securely embedded in the National Curriculum's Programmes of Study with due attention given to investigating and experimenting. When teaching is at its best, the teacher ensures that the tasks are interesting and challenging. In a Year 1 and 2 lesson where pupils were experimenting to find the most suitable roof to put on a 'lego' house, the teacher was careful not to give too much help to the pupils thus increasing the challenge in the activity. In a Year 3 and 4 lesson the teacher demonstrated the relationship between the Earth, moon and the sun, effectively using an improvised model to do so.

168 Where the teaching is less than satisfactory it is usually due to some insecurity in teacher knowledge. In these situations, the teacher is usually reduced to working directly from a book or worksheet and most of the class are provided with the same task irrespective of prior attainment.

169 There is a very committed co-ordinator for science who has recently developed a scheme of work for the school. This is in its early stages of implementation and the co-ordinator recognises that there is much work still to be done to help generate more confidence in the staff. There is little subject specific monitoring happening and the results of the national test for 11 year olds have not been appropriately analysed so as to target future improvement.

170 Some staff feel insecure about conducting investigations and experiments with pupils because of the potential of disruption from a few. This restricts equality of opportunity for those other pupils whose behaviour is appropriate. Resources are adequate and used effectively in Key Stage 1.

171 The school recognised its strengths and weaknesses in the subject despite the lack of formal monitoring. There is a need to ensure that the recently produced scheme of work is effectively implemented and that more emphasis be placed on investigation and experimentation in Key Stage 2.

Other subjects or courses

172 Pupils' attainment, at the end of Key Stage 1, is in line with national expectations and pupils make satisfactory progress throughout the key stage.

173 By the end of Year 2, the majority of pupils are beginning to clarify ideas through discussions. A group of pupils looking at a range of different handbags are able to consider different ways in which the bags might be carried and about the materials that have been used to make them. They are able to talk about the types of bags that are necessary for different situations, for example, plastic supermarket bag, handbag, sports bag, etc. They are then able to take these into consideration when they design their own bags for specific purposes.

174 Pupils' attainment, at the end of Key Stage 2, is below average and progress made, throughout Key Stage 2, is poor.

175 There is much misunderstanding of the National Curriculum's Programmes of Study which results in the subject not being taught to the National Curriculum's requirements. There is an imbalance between making teacher-directed models and getting pupils to develop their own models based on knowledge and understanding of other designs. There is very little emphasis on evaluation in Key Stage 2.

176 In Years 3 and 4, pupils are being taught specific making skills relating to design and technology. However, this is done in a very teacher

directed way so that all pupils end up with the same model. In another situation, pupils were being taught incorrect use of tools.

177 Pupils' attitudes to learning are satisfactory in Key Stage 1 and in Key Stage 2. When given the opportunity pupils work independently and with enthusiasm. In a Year 3 and 4 class all pupils were very proud of the chassis they had produced and were keen to see their models completed. Year 1 and 2 pupils were very ready to discuss and put forward suggestions about the different bags and they were confident enough to have designed their own. Behaviour is good in all design and technology lessons.

178 The quality of teaching is satisfactory in Key Stage 1 but unsatisfactory in Key Stage 2. Where the teaching is at its best, the teacher is able to engage the pupils sufficiently so they are enthusiastic about offering suggestions and they are willing to experiment even though they may make mistakes. There is good use of resources, as in the lessons on bags where a range of different bags helped pupils' understanding of the task. In Key Stage 2, there is some insecurity about the subject and this results in teachers being too dominating. There is also a lack of knowledge about using tools resulting in incorrect usage of certain tools.

179 The staff are in need of professional development and this needs to take place in the near future so that teachers are more secure about teaching the subject. The recently adopted scheme of work has not benefited from whole-staff discussion and is therefore limited in its usefulness. The policy is not appropriate and needs to be reviewed. There is little monitoring taking place and the co-ordinator lacks expertise in Key Stage 2 to enable her to lead the subject effectively. Some new resources have been bought recently but there is a need to continue to improve the resource level so that more effective work can take place as staff confidence and expertise improves.

Information technology

180 The requirements of the National Curriculum are not securely embedded in teacher planning which results in pupils' attainment, at the end of both key stages, being below the levels expected for their age.

181 A very small number of lesson observations were possible during the period of the inspection. Pupils were observed using computers, usually in pairs, during a number of other lessons. Very little direct teaching of computer skills was observed. In many classrooms, and on many occasions, computers were switched on but not used. A small amount of computer generated work was seen around the school together with a little evidence of pupils' previous work done on computers. It is apparent, on this evidence, that there are shortcomings in the way that the school is presently providing for information technology and that the requirements of the National Curriculum are not being met.

182 Pupils, at both Key Stage 1 and Key Stage 2, make unsatisfactory progress.

183 In Key Stage 1, some pupils use computers to store data and retrieve information in graph form. Previously, pupils had surveyed the local area and counted houses, shops, schools and Churches. These pupils were making very good progress in developing mathematical and computer skills. However, across Key Stage 1 there was not a consistent approach to the teaching of computer skills. Pupils were observed unable to understand the connection between the "mouse" and the screen arrow. Elsewhere in Key Stage 1, pupils were unable to "save" their work.

184 At Key Stage 2, there is limited use of the computers. Most work observed was limited to producing graphics. There is limited use of databases and word processors. At both key stages, the school is not providing control technology and does not meet National Curriculum requirements. The school has purchased resources to support the development of control technology.

185 Pupils' response to information technology is satisfactory, at both key stages. All pupils have access to computers but their use is still

infrequent and often unplanned. When pupils were observed using computers they are enthusiastic and eager to develop their skills. Some pupils, when working in pairs, are too dependent on partners who were more skilled in using computers. Consequently, little skill development was evident for these inactive pupils. Pupils are capable of sustaining concentration whilst working on computers and are extremely trustworthy.

186 Overall, at both Key Stage 1 and Key Stage 2, the teaching of information technology is unsatisfactory. Little direct teaching of information technology was observed during the period of the inspection but the planning does not securely embed the National Curriculum's requirements within it. All teachers have attended an evening in-service session but subject knowledge is not sound and generally teachers lack confidence in their own computer skills.

187 The recently appointed co-ordinator is keen to develop this subject and seven new computer systems have been put in place during last term. Resourcing levels are presently inadequate but the school plans to purchase four more computers next year. There is a year overview in place and the co-ordinator intends to use the Local Education Authority's guidelines to develop schemes of work. The co-ordinator does get release time to support colleagues and to start monitoring the subject.

188 The school should develop schemes of work and provide further training in computer skills for all teachers. The school should ensure full coverage of the National Curriculum for information technology and thus meet legal requirements.

History

189 It was only possible for three lessons to be observed in history. The evidence from these, discussions with pupils and scrutiny of pupils' work and teachers' planning showed that **pupils' attainment at the end of Key Stage 1 is broadly in line with national expectations.** Pupils at the end of the key stage are beginning to develop a sense of the past and are able to identify some differences from the present.

190 Progress throughout Key Stage 1 is satisfactory. Pupils develop an awareness of the differences between the past and the present and some understanding of chronology.

191 Pupils' attainment at the end of Key Stage 2 is in line with national expectations. Pupils at the upper end of the key stage are able to describe major events and changes and recognise the characteristic features of the Victorian period. Pupils at the lower end of the key stage begin to distinguish differences between ways of life at different times and discover aspects of the past using artefacts, visual sources and books.

192 Progress throughout Key Stage 2 is satisfactory. Pupils at the upper end of the key stage demonstrate factual knowledge and understanding of aspects of history and can describe characteristics of past periods and societies. Progress would be enhanced if more attention were paid to the development of research skills.

193 Pupils' attitudes to learning are satisfactory at both key stages. They listen well to the teacher and respond to questions enthusiastically. They concentrate for appropriate periods and show consideration and respect towards others. They begin to show that they have some understanding of the life of people who lived a long time ago and appreciate that it was different to their own. Behaviour is appropriate in most classes. Pupils listen well, are keen to answer questions and willing to apply themselves to planned activities. The majority of pupils behave well, even when teaching is unch

194 The quality of teaching in Key Stage 1 is satisfactory. Teacher subject knowledge is secure, work is well planned. However, there is limited evidence of work being specifically planned for high attaining pupils. Short term plans do not always clearly indicate learning objectives. **The quality of teaching in Key Stage 2 is satisfactory with examples of good teaching.** Where teaching was good, pupils were stimulated by the use of good quality artefacts which were put into a historical context by the teacher. Teachers' good subject knowledge enabled challenging questioning to be asked which engaged the pupils' interest.

195 Curriculum provision lacks the influence of a clear scheme of work, which would ensure continuity and progression. There are occasions when the two year cycle of work, coupled with the fact that each class contains two year groups, leads to inconsistency of approach and a lack of clear learning objectives. Assessment procedures are at an early stage in their development, and the absence of a clear process affects the ability of teachers to match work to pupils' prior attainment.

196 The co-ordinator is enthusiastic and committed but has no background in history and has been in post less than a term. History has been identified as a priority and the co-ordinator has stated an intention to produce a scheme of work through consultation with staff, and to begin monitoring procedures. As yet, no time scale has been identified for the above initiatives.

197 Resources are adequate, and the school benefits from having access to a range of good quality artefacts, on a loan basis. There is a substantial budget allocation to further enhance resources provision.

Geography

198 The school timetable presented only few opportunities to observe geography lessons. No observation took place of Key Stage 1 geography and there was insufficient work available for scrutiny to enable a judgement to be made on geography at Key Stage 1.

199 Pupils' attainment at the end of Key Stage 2 is in line with that expected for the pupils' age. Pupils at the end of Key Stage 2 are beginning to understand the human and physical features which give localities their character. They have developed understanding of how settlements develop and change through the study and comparison of maps of the locality made in 1848 and more recently. Pupils, at the lower end of the key stage, are developing geographical skills and vocabulary and a knowledge and understanding of places and themes. They are beginning to use symbols and keys in map making.

200 Pupils make satisfactory progress throughout the key stage. They develop skills and knowledge in the context of different geographical themes and places. Differentiation of work is evident within classes which contain more than one year group, however this could be developed to ensure a closer match of work to attainment. Pupils with special needs make satisfactory progress.

201 The pupils' attitudes to learning are satisfactory overall. The majority of pupils respond with interest and are keen to undertake planned activities. This was particularly evident in lower Key Stage 2 where pupils demonstrated a very purposeful approach in retrieving information from maps placed around the classroom. Some examples of unsatisfactory responses were seen in upper Key Stage 2 where some pupils were disruptive.

202 The quality of teaching is satisfactory overall with some examples of good teaching in the lower key stage. Good teaching is characterised by pace and challenge within the lesson, appropriate activities which take account of pupils of different attainment and clear learning appropriate demands on pupils in relation to the time they had to finish activities. There were examples of teachers giving undue attention to the small group of pupils that were disruptive.

203 Curriculum provision is satisfactory. There is a scheme of work which details geographical skills to be acquired and themes to be studied across the key stage. This represents a good beginning in ensuring continuity and progression. Collaborative planning takes place within a year group and is good but would benefit from the identification of clearer learning objectives and assessment opportunities.

204 The co-ordinator is enthusiastic, committed and working hard to develop the geography curriculum. The role of co-ordinator is largely undeveloped at this stage and would benefit from clarification of roles and responsibilities. At present, the co-ordinator has no clear overview of the geography curriculum and is unable to monitor continuity and progression.

205 Geography resources are adequate. They are audited by the co-ordinator each year. School possesses a good number of Ordnance Survey and local maps of varying scale.

Art

206 Pupils' attainment, at the end of Key Stage 1, is in line with national expectations with some very mature examples of drawing evident. Throughout Key Stage 1 pupils make good progress in their art work.

207 By the end of Year 2, some pupils have benefited from using a range of pencils and by being encouraged to look at different types of lines and textures to develop their own work. They are familiar with the work of a range of famous artists from different cultures. Their painting work is not as well developed however, with pupils in different classes using different systems for mixing paint.

208 Pupils' attainment, at the end of Key Stage 2, is below average and they make unsatisfactory progress throughout the key stage.

209 By the end of Year 6, many pupils are not using line, tone and texture to help them bring an added maturity to their drawings. They do draw in correct proportion and some show good creativity in imaginative drawings. Painting is not well developed with pupils demonstrating quite an immature level of attainment in respect of applying a wash or adding fine brush work to the foreground of their paintings.

210 Pupils' attitudes to learning are good in Key Stage 1 and satisfactory in Key Stage 2. In Key Stage 1, pupils are able to concentrate for very long periods and apply themselves to the tasks without distraction. They are confident that their results will be pleasing. In Key Stage 2, this is not maintained and many openly confess that they find it difficult to paint or draw. Pupils' in Key Stage 1 show more confidence in working independently than do Key Stage 2 pupils. Behaviour in all lessons is appropriate.

211 The quality of teaching varies from being good overall in Key Stage 1 to being unsatisfactory in Key Stage 2. In the best lesson, the teacher was exceptionally secure in her subject knowledge. She used the work of David Hockney in a very effective manner to help pupils develop line, tone and texture in their drawings. She sets high standards and ensures that pupils do not copy the original artist's work but rather develop their own in an appropriate manner. She is quick to use praise when it is deserved and the pupils respond by producing excellent sketches. However, this level of teacher expertise is not prevalent throughout the school. In contrast to this very good teaching, in one of the Year 3 and 4 lessons pupils were completing work which made little demand on their artist's prowess. Pupils in this class were setting out a collage using seeds, beans and pasta. The teacher made few demands on pupils and although they worked enthusiastically the results were similar to that expected from very much younger pupils.

212 Iphasis on line, tone and texture. She also helped the pupils understand the difference between the qualities of different pencils. However, the lesson was at a similar level to the Year 2 class. This serves to which emphasise the need to monitor progress throughout the school.

213 The school has not got a scheme of work for art but has benefited from recent in-service work. There is a need for the staff to consider appropriate skills and techniques, when they develop the scheme of work, because at present, there is an inconsistent application of these throughout the school. Some Year 2 pupils are producing more competent work than Year 6 pupils at the moment. There is also a lack of attention to close observation work and some teachers lack confidence in their own ability to develop art work appropriately.

214 There is some use made of information technology for developing art work but this is at a very early stage. Resources are generally adequate. The co-ordinator has only recently started to oversee this area of the curriculum and has drawn up an action plan after an initial audit. However, there is a need to provide more in-service work to raise staff confidence and

expertise and to use this experience to develop an appropriate scheme of work.

Music

215 By the end of Key Stage 1, pupils' attainment is in line with national expectations. Pupils' progress throughout Key Stage 1 is good. They can demonstrate an understanding of some of the elements of music and can control sounds made by the voice and a variety of untuned instruments. They can recall previously learned songs and sing tunefully.

216 Only a limited number of lessons were observed in Key Stage 2 and none at the end of the key stage. From the limited number of observations and discussions with pupils pupils' attainment is in line with national expectations. Pupils are able to sing songs from memory, are sometimes able to demonstrate further understanding of the musical elements and use appropriate musical vocabulary.

217 In Key Stage 1 pupils' response is good. Pupils listen attentively and eagerly, use resources well and with respect. They sustain concentration and develop consideration for each other as they make music together. **At Key Stage 2, pupils' response is satisfactory overall but there are some examples of unsatisfactory behaviour.** Some pupils fail to take part in the musical activity and a lack of enthusiasm is apparent.

218 Where music is taught in large assembly groups, there is very good response from all pupils who show high standards of listening and participation. They make very good progress in memorising songs and movement and there is a significant contribution to their social and cultural development.

219 Teaching at Key Stage 1 is good, demonstrating a lively and inventive approach. The teacher ensures all pupils are actively involved. A brisk pace is maintained and a balance of activities sustains pupils' interest. Lesson planning is good, linking the work to the National Curriculum.

220 Teaching, by the class teacher at Key Stage 2, is satisfactory overall. Teachers' own level of proficiency in music is good but this is not always transferred out giving due consideration to National Curriculum's Programmes of Study. Teachers rely on work previously learnt and some fail to build upon it appropriately.

221 The co-ordinator has been effective in providing an outline scheme of work and resources. There is a clear action plan looking towards a scheme of work which recognises continuity, progression and assessment, training of staff, extra-curricular provision and acquiring a peripatetic music teacher. With these in place the profile of music in the school will be raised.

Physical education

222 Pupils' attainment at the end of Key Stage 1 is in line with national expectations and progress made throughout the key stage is satisfactory. When working in the hall, pupils use the space imaginatively and with due consideration for other pupils. Pupils can perform a variety of travelling actions and can devise complex sequences. Progress was particularly good when pupils had to memorise a variety of signals to initiate changes in movement sequences. Special needs pupils are well supported during physical education lessons and ancillary help is focused on developing physical co-ordination.

223 At the end of Key Stage 2, pupils' attainment is in line with national expectations and progress made is satisfactory. Younger pupils have a good understanding of stretching and curling movements which they can build into sequence work making good use of floor space. Pupils are taught to evaluate their own work and subsequently personal performances are improved by enhanced stretching. Progression was good when pupils were able to perform a complex series of movements to music. They showed rhythm well matched to the beat of the music. Progression was unsatisfactory where lessons were too short and pupils had no opportunity to extend the complexity of their movements.

224 In Key Stage 1 pupils' attitudes to learning are very good. Pupils listen carefully to teacher instructions and respond immediately to direction signals. They are enthusiastic and energetic and enjoy their lessons. **In Key Stage 2 pupils' attitudes to learning are satisfactory.** Most pupils manage to sustain activities with concentration and they show interest in each other's work. They are keen to contribute ideas and suggestions particularly when teachers used story themes to promote sequences of movements. Pupils perform movements with confidence. On occasions when pupils' behaviour is inappropriate, suitable teacher strategies are effective in maintaining order.

225 The quality of teaching at Key Stage 1 is good and ranges from good to excellent. Where teaching was excellent, the lesson moved at a lively pace and pupils were constantly challenged to improve the quality of their travelling movements. The teacher demonstrated and participated in all activities with enjoyment and humour. Pupils were given an opportunity to warm down and relax.

226 The quality of teaching at Key Stage 2 is satisfactory and ranges from unsatisfactory to very good. Where teaching was good, the teacher had devised. Pupils were used to demonstrate their work and the teacher actively participated in all aspects of the lesson. Where teaching was unsatisfactory, the oldest pupils were not sufficiently challenged by the movement activities and they were disinterested. Insufficient time was allocated and the lesson had limited scope.

227 An enthusiastic and appropriately trained co-ordinator has been co-ordinating the subject since the start of this academic year. A policy and year overview are in place and teachers are producing good quality lesson plans. The school is planning to develop their own schemes of work. Two residential visits to outdoor pursuits centres provide pupils with an opportunity to experience a variety of adventure activities. The school is well resourced for physical education but resources, particularly those in the school hall, are under used. Extra-curricular clubs are provided for gym, football and dance. There are extensive grounds around the school but they

are under-used. The physical education co-ordinator is planning to introduce an orienteering course.

228 The school should devise schemes of work to ensure progression and continuity across the school. Better use should be made of resources particularly to provide more challenging activities for the oldest pupils. The co-ordinator should be given time to monitor the subject and share expertise with colleagues. Limited time allocation for physical education lessons at the end of Key Stage 2 should be reviewed.

Religious education

229 Pupils, at the end of both key stages, reach levels of attainment that are in line with national expectations. They make satisfactory progress overall.

230 Pupils, at both key stages, gain access to an understanding of a wide range of religious beliefs. They can reflect on their own experiences and those of other people, exploring feelings and attitudes. They are gaining a knowledge of different forms of worship and prayer. Pupils are able to distinguish between good and evil and are encouraged to debate right and wrong actions. Older pupils have an appreciation of their own responsibilities to the world and to each other. They can participate in class and whole school prayer sessions reverently but do not have enough opportunities for pupil generated prayer.

231 Pupils with special educational needs and those of differing abilities participate fully in all activities and make satisfactory progress.

232 Pupils' overall attitudes to learning are satisfactory. They do, however, show some very good features. Pupils, at both key stages, listen attentively and answer questions enthusiastically. They work well together in small groups within lessons offering each other support and listening to opinions with respect. They enjoy sharing information with each other and, in general, were courteous. Pupils enjoyed singing within lessons and

during assemblies. School assemblies are well received by all pupils and make a strong contribution to the spiritual development of the pupils. Pupils easily relate elements of religious education into areas of personal and social development. Behaviour of pupils during lessons was generally satisfactory.

233 The quality of teaching is satisfactory at both key stages and ranges from satisfactory to very good. Lessons are appropriately planned with clear objectives. Explanations are given in a level of English which is generally equal to the pupils' own levels of ng, asked open-ended questions and gave pupils enough time to participate in discussion. In the best lessons, high standards of behaviour were encouraged and maintained. The quality of written exercises in lessons do not provide pupils with enough opportunities to express their own thoughts and feelings, for example, in one class pupils had copied large sections of work. Other classes had little previous written work to show.

234 There are year overviews in place and the school is implementing the Local Authority's Agreed Syllabus. Good use has been made of secondary pupils to talk to the school about Islam. The co-ordinator has developed many resources to support the syllabus and these are being used by colleagues. A policy is in place. The co-ordinator is enthusiastic and has undertaken training. She has a clear idea of how the subject needs to be developed.

235 Resources are being developed but the school is particularly short of text books for this subject. More use could be made of the surrounding community to give the pupils more first-hand experiences of other traditions and cultures.

236 The school should develop its own schemes of work and ensure coverage of the Agreed Syllabus. The quality of pupil written work should be reviewed to ensure greater opportunities for personal expression. The co-ordinator's monitoring role should be further developed and resource needs should be more accurately targeted. Provision for this subject in the school library should be upgraded.

PART C: INSPECTION DATA

Summary of inspection evidence

237 The inspection was carried out by a team of five inspectors. During the inspection all, or part, of 97 lessons were inspected and a total of over 63 hours was spent in lessons. A range of assemblies, registration sessions and extra-curricular activities were also inspected.

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

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

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

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

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

242 10 Parents attended a meeting with the Registered Inspector to give their views on the school and the team considered 180 responses to a questionnaire for parents about the school, with some parents providing additional written comments.

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

Data and indicators

PUPIL DATA

--	--	--	--

TEACHERS AND CLASSES

Qualified teachers (YR - Y13)

--

Education support staff (YR - Y13)

--

[Where applicable]

Qualified teachers (Nursery school, classes or unit)

--

[Where applicable]

Education support staff (Nursery school, classes or unit)

--

[Primary and nursery school]

--

[Secondary schools]

--



FINANCIAL DATA

A large rectangular area of the page is completely blacked out, indicating that the financial data has been redacted. The redaction covers the entire content area below the header.

PARENTAL SURVEY



Responses (percentage of answers in each category):
