

INSPECTION REPORT

**GISBURN ROAD COUNTY PRIMARY SCHOOL
GISBURN ROAD
BARNOLDSWICK
COLNE
LANCASHIRE
BB8 5JX**

LEA: Lancashire

SCHOOL REGISTER NUMBER: 119265

HEADTEACHER: Mrs J Banks

DATES OF INSPECTION: 3 - 7 March 1997

REGISTERED INSPECTOR: Mr A C Davies

OFSTED REGISTRATION NUMBER: T11717

CONTRACT NUMBER: 505181

**INSPECTION UNDER SECTION 10 OF THE 1996
SCHOOLS INSPECTIONS ACT**

Contents

Section	Paragraphs
1. Main Findings	1-36
2. Key Issues for Action	37
3. Introduction	
3.1 Characteristics of the school	38-42
3.2 Key Indicators	
Aspects of the School	
4. Educational Standards Achieved by the Pupils	
4.1 Attainment and progress	43-55
4.2 Attitudes, behaviour and personal development	56-62
4.3 Attendance	63
5. Quality of Education Provided	
5.1 Teaching	64-71
5.2 The curriculum and assessment	72-83
5.3 Pupils' spiritual, moral, social and cultural development	84-88
5.4 Support, guidance and pupils' welfare	89-96
5.5 Partnership with parents and the community	97-102
6 The Management and Efficiency of the School	
6.1 Leadership and management	103-112
6.2 Staffing, accommodation and learning resources	113-117
6.3 The efficiency of the school	118-122
Curriculum Areas and Subjects	
7. Areas of Learning for Children Under Five	123-133
8. English, Mathematics and Science	134-183
9. Other Subjects	184-259
Inspection Data	
10. Summary of Inspection Evidence	260-267
11. Data and Indicators	

Basic information about the school

1 Name of school: Gisburn Road Primary

Address:	Gisburn Road Barnoldswick Colne Lancashire BB8 5JX
Telephone:	01282 812287
Head:	Mrs J Banks
Type of school:	Infant & Junior
Age range:	3 - 11 Year olds
Status:	County
Chair of governors:	Mrs D Carthy
Address:	As Above
Local Authority area:	Lancashire
DfE LEA/School number:	923 / 2238
Registered Inspector:	Mr A C Davies
Dates of inspection:	3 - 7 March 1997

Main Findings of the Inspection

1 Gisburn Road Primary School provides pupils with a sound standard of education, overall. The school has many strengths but there are also some weaknesses. The new headteacher, has successfully put in place many procedures and systems that are having a positive impact on pupils' attainment and quality of education.

2 Educational standards are satisfactory, with pupils attaining at the level expected for their age in the majority of lessons; pupils' attitudes to learning being generally satisfactory; and, attendance being above the national average. However, progress throughout the school does vary considerably. There is good progress made by children, under 5, in both the nursery and reception classes. Progress is generally satisfactory at Key Stage 1; unsatisfactory at the beginning of Key Stage 2 and good at the end of Key Stage 2.

3 Children in the Nursery and Reception classes are prepared very well for entry into Key Stage 1. Good teaching and a sound structure of well-planned activities contribute to levels of attainment improving when compared to the children's attainment on entry to the school. The majority of children are familiar with many key words and are using appropriate decoding skills in reading; write legibly with, or without, the aid of adult intervention; can count up to 20, and recognise numbers to 10; by the time they transfer to Key Stage 1. The pupils, Under 5, make good progress and their attainment is in line with that expected for their age, with a significant number of high attaining pupils moving beyond this.

4 At Key Stage 1, pupils make satisfactory progress overall, in English and mathematics and good progress in science. Although the progress does not match that made for the under 5's. Classroom observations show that attainment is at an average level for English, mathematics and science. The national test results and teacher assessment for 7 year olds show that pupils achieve above the national averages in English, mathematics and science.

5 In the foundation subjects, at the end of Key Stage 1, attainment is in line with national expectations for design and technology, history, geography, art, music and physical education. Attainment is also at the expected level for religious education. Progress is satisfactory for all these subjects, except design and technology, where it is unsatisfactory. For information technology attainment is below average and progress

is unsatisfactory.

6 At Key Stage 2, pupils' attainment and progress varies considerably between the older and younger pupils. In Years 3 and 4, progress is unsatisfactory overall and sometimes very unsatisfactory. This results in standards falling below national expectations in these years. However in Years 5 and 6, there is a remarkable improvement. Progress is good, and sometimes very good, particularly in poetry and art, and pupils' attainment is improved significantly.

7 By the end of Key Stage 2, classroom observations show that pupils' attainment is in line with national expectations for English and science and above average for mathematics. The national tests for 11 year olds, show that in English, mathematics and science pupils' attainment is above the national averages.

8 In the foundation subjects, at the end of Key Stage 2, pupils' attainment is in line with national expectations for design and technology, history, geography and music. Attainment is also at the expected level for religious education. For art, pupils' attainment is above average, but it is below average for information technology and physical education. Progress, throughout Key Stage 2, is good for art; satisfactory for all other subjects, except information technology and physical education where it is unsatisfactory.

9 Standards in reading, are satisfactory throughout the school. Most pupils read well showing accuracy and fluency. From early on, some pupils are very competent readers and are able to use a range of strategies to decode unknown words. High attaining pupils predict appropriately although some do not summarise the books read as well as one would expect. Low attaining pupils use only a limited number of strategies, mainly phonics, to help with their reading development. At the lower end of Key Stage 2, some lower attaining pupils, not on the special educational needs register, do not read to adults frequently enough.

10 Standards in writing are broadly satisfactory, but inconsistent, across the school. Some pupils,

particularly in Year 5 and 6, write with expression and sensitivity. These pupils write poetry using empathy, simile and metaphor. However, in some other Key Stage 2 classes pupils do not extend their writing beyond recording weekly news. At Key Stage 1 and the early years pupils write effectively as whole class groups and use good description. Standards in spelling and handwriting also vary from good to unsatisfactory. Some present work to a high standard but other pupils' handwriting is immature for their age. Different approaches to the development of spelling confuses many pupils.

11 Standards in speaking and listening are at least satisfactory. Most pupils are confident to speak to adults. They listen well, in most classes, and usually answer each other with consideration. Older pupils are able to discuss topical issues to mature levels, for example, the destruction of rain-forests. In some Key Stage 1 and lower Key Stage 2 lessons, some pupils do not listen as attentively as they do elsewhere.

12 Pupils, throughout the school, are competent in dealing with numbers to the levels expected. They are able to apply their numbers in other subjects, although this does not occur regularly in Years 3 and 4. Most pupils practise their mental agility frequently.

13 Pupils with have identified learning needs make good progress. The school has established effective procedures and systems which lead to these pupils receiving appropriate support. Individual educational plans are relevant to each pupil's needs, have realistic targets and are reviewed regularly. Pupils, identified with behavioural difficulties, are not effectively catered for. These pupils are not provided with a consistent approach and results in their progress being unsatisfactory.

14 Pupils' behaviour is satisfactory overall, and their response to teachers is generally good. Where lessons are well planned and appropriately targeted, pupils respond with interest and enthusiasm. Where behaviour in lessons is less satisfactory, it is as a result of the strategies used by teachers not being appropriate and the work not taking account of pupils' prior attainment. In some Key Stage 1 and

lower Key Stage 2 lessons, the disruptive influence of a few has an adverse effect on the ability of others to listen attentively. Behaviour, around the school, is good overall. Many older pupils respond with maturity to issues of personal development as is evidenced in their writing about special people and the environment.

15 Levels of attendance are above average. Pupils are punctual and lessons start promptly.

16 The quality of education is satisfactory overall. The school does have strengths in this area. However, the inconsistent approach to pupils' learning adversely affects the overall provision.

17 The quality of teaching is satisfactory in most lessons, but varies from outstanding to poor. In the Nursery, Reception and Years 5 and 6 teaching is consistently better than satisfactory and often good or very good. In Years 3 and 4, the teaching is often unsatisfactory and sometimes poor.

18 Teaching, for pupils Under 5, is a strength with appropriate activities being organised, which meets the differing needs of individual pupils. Teachers' preparation is good with good quality resources used in different areas of learning. Good assessment procedures are in place which are used effectively to inform future planning. Staff have a good understanding of the needs of Under 5's and set appropriate tasks which are stimulating and generate enthusiasm in pupils.

19 At Key Stage 1, although the teaching is satisfactory overall, there is some unsatisfactory teaching evident. However, there is also some good teaching, particularly in some of the Year 2 lessons. Where the teaching is at its best, high attaining pupils are appropriately challenged and a good range of artefacts are used to stimulate discussion and help pupils have greater understanding of the subjects studied. In unsatisfactory lessons, the activities set are either undemanding, or are not appropriately taking account of pupils' prior attainment. This results from either low, or unrealistic, expectations of some of the pupils.

20 At Key Stage 2, there is great variation in the quality of teaching. In Years 5 and 6, the teachers work effectively together to organise activities that are generally challenging to all pupils, irrespective of prior attainment. Good relationships have been established with the pupils which encourages them to discuss and debate issues at a mature level. The approach leads to pupils producing work of good quality, which is well presented, and has the effect of generating much pride amongst the pupils. This is particularly evident in the art work and poetry produced in Years 5 and 6. In Years 3 and 4, the teaching is often unsatisfactory and sometimes poor because some teachers use ineffective measures to control the pupils. This results in a few pupils having a disruptive influence on the work of the class. Some Year 3 and 4 teachers put too much reliance on undemanding worksheets which require pupils to spend a disproportionate amount of time colouring-in.

21 The quality of education provided for the pupils has been adversely affected by long-term absence of key members of staff. The school has, not yet, put in place effective procedures to support temporary teachers, and consequently, pupils' progression and continuity is badly affected by such absences.

22 The school is successful in meeting the National Curriculum requirements, except for information technology, where some aspects of the subject are not taught. The curriculum is broad and balanced, and in most cases, appropriate. The curriculum for pupils Under 5, is very well organised and the planning is good, so as to meet children's needs in the appropriate areas of learning. At Key Stage 1 and Key Stage 2 there is insufficient detail in long term planning, which, together with a lack of schemes of work for most subjects, which are in the process of developing, makes it difficult to achieve the level of progression and continuity expected in pupils' learning.

23 There is a lack of consistency across the key stages, and within the key stages, in teachers' planning. Programmes of Study are not always securely embedded within the planning for some of the foundation subjects, especially geography. Short term planning sometimes lacks sufficient

detail and learning objectives are not always clearly identified.

24 There are very effective assessment systems in place for the Under 5's and for identifying pupils with special educational needs. Assessment arrangements in Key Stage 1 and 2 are not as effective with much of it being at an informal level. This results in assessment not always informing future planning.

25 Lower attaining pupils, not identified on the special needs register, are insufficiently provided for in many classes. There is a lack of detailed planning to meet their needs and limited teaching strategies employed to support them.

26 Pupils are well supervised at breaktimes and lunchtimes. Welfare assistants have had recent training and are clear about procedures in the event of a fire or accident.

27 There are effective systems and procedures in place to involve parents in the education of their children. This is a particular strength in the nursery and reception classes. The school has an effective reading scheme for encouraging a dialogue between the school and parents. The Parent Teacher Association is very active and provides the school with extra funding. The annual reports to parents, about their child's progress, does not meet statutory requirements because there is no separate comment on all the foundation subjects.

28 Cultural development in the school is a strength. The use of other cultures in art, history, geography and music is particularly successful in enriching the lives of pupils. The school presents Christian faiths in an appropriate manner and good use is made of a range of artefacts to help in this respect.

29 Spiritual development is satisfactory. The school meets its statutory requirements by ensuring that pupils have a daily act of collective worship, which is mainly Christian in character. Good use is made of visitors to help pupils develop a wider understanding of different Christian faiths.

30 Social and moral development are satisfactory.

The headteacher and infant deputy headteacher take a prominent role in emphasising moral principles. Pupils, from the Nursery onwards, are provided with some opportunities to take responsibility and in the main, know right from wrong. Pupils are encouraged to give careful consideration to their immediate environment as well as discussing areas relating to wider aspects of conservation, including Third World issues.

31 The school and its resources are managed efficiently.

The school has high salary costs which limits the amount of money available for learning resources. Most experienced staff have now taken on additional responsibilities which is commensurate with their salaries. However, for some, this is a recent initiative and the impact of their new role is only beginning to be effective.

32 The new headteacher provides strong leadership and gives the school clear educational direction. She has been able to restore staff morale following a period of uncertainty within the school. She has put in place effective procedures and systems which are beginning to have a positive impact upon the work of the school. Her initial audit of provision has recognised that there is much to do but she has put in place effective plans to ensure that all issues are being dealt with. She is very ably supported by the infant deputy headteacher who has had a positive impact on the curriculum for under 5Os and is beginning to have the same impact on the Key Stage 1 curriculum.

33 The School Development Plan, drawn up as a result of the headteacher's audit, is an appropriate document which outlines the way the school intends to improve in several areas, including curriculum, finance and school environment. This interim document has been effective in setting a precedent that enables staff and governors to deal with these issues.

34 The governors take an active interest in the running of the school and are frequent visitors or helpers in classrooms. They have established appropriate committees, each having clear terms of reference. They meet regularly and provide the

school with effective support.

35 Many subjects have only recently been allocated co-ordinators. The roles and responsibilities undertaken by the co-ordinators vary greatly. Many are beginning to have a positive influence on the provision for their subject, for example in, English, science and history. However, some have, not yet, embraced the role fully. Few are appropriately experienced, at present, to take on a wider monitoring role.

36 Financial control in the school is now satisfactory. The new headteacher and the governors' finance committee have worked hard to put in place appropriate procedures to enable them to have an overview of spending trends. The governors are now in a position to consider putting in place appropriate procedures to check on how effective their spending decisions have been. When taking account of the relatively low income received per pupil and judged against the average attainment of pupils the school provides satisfactory value for money.

Key Issues for Action after the Inspection

37 The school has recently gone through a period of change and staff morale has been badly affected. However, the new headteacher has provided the school with clear direction and staff are positive about the future. The new procedures and systems already put in place by the new headteacher are beginning to make a positive impact on the work of the school. In order to support this work and improve the quality of education, in particular, the governors, headteacher and staff now need to:

- ensure that the National Curriculum requirements, for information technology, are fully in place by checking that all the aspects outlined in the Programme of Study are being taught and by improving the resource level so that pupils, particularly at Key Stage 2, have greater access to computers;

- ensure that future annual reports to parents, about the children's progress, fully comply with statutory requirements by commenting separately on each of the foundation subjects and, as from this year, help parents know what their child needs to do next;
- improve the quality of teaching at Key Stage 1 and the lower end of Key Stage 2, by: ensuring that teachers are more effective in class control; disseminating the good practice that already exists in the school; extending the range of teaching methods used, particularly with lower attaining pupils; by monitoring the provision regularly and provide appropriate support to help teachers be more effective; provide appropriate support for temporary teachers;
- develop schemes of work for, initially, the three core subjects of English, mathematics and science, so as to ensure greater consistency and progression across the school;
- improve the quality of planning by ensuring that: there is more detail in long term planning; learning objectives are clearly identified in short-term plans; the Programmes of Study are securely embedded in teacher's planning for foundation subjects;
- improve the assessment arrangements in the school so that pupils' prior attainment is taken into consideration when planning future work;
- review the behaviour policy so that it is more consistently applied throughout the school, putting particular emphasis on the management of the few pupils who are likely to disrupt the work of others;
- develop the role of subject co-ordinators by providing appropriate opportunities for them to improve their skill level and by putting greater emphasis on their role to develop schemes of work and to provide support for colleagues.

Introduction

Characteristics of the school

38 Gisburn Road Primary school is situated in the town of Barnoldswick and has 385 pupils on roll in the main school with another 52, attending the nursery, on a part-time basis.

39 There are thirteen classes in the main school and an additional class for the nursery, which is situated across the road from the main building. Classes are organised into National Curriculum year groups and the school is a two form entry except for Years 5 and 6 which are organised into three vertically grouped classes.

40 There are four pupils with statements for special educational needs and approximately 15% of pupils at some stage of the Code of Practice register. No pupils have been excluded, either permanently or temporarily, in the recent past.

41 The school is situated in the town of Barnoldswick which is to the north of Colne and Burnley. There are five primary schools in the town and each is within reasonable walking distance of each other. The town serves the needs of a mixed community and this is reflected by the most recent statistics which indicate that the socio-economic circumstances of the population in the immediate vicinity of the school is slightly lower than national averages.

42 The headteacher is in only her second term at the school. The school has undergone many changes in the recent past. The headteacher aims to restore stability, improve the financial planning and improve the levels of resourcing.

Key Indicators

Attainment at Key Stage 1

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

Year	Boys	Girls	TOTAL
1996	24	26	50

National Curriculum	Test/Task Results	Reading	Writing	Mathematics
Number of pupils at NC Level 2 or above	Boys	21	19	24
	Girls	24	24	25
	Total	45	43	49
Percentage at NC Level 2 or above	School	90%	86%	98%
	National	78%	79%	82%

Teacher Assessments	English	Mathematics	Science	
Number of pupils at NC Level 2 or above	Boys	19	24	24
	Girls	24	25	25
	Total	43	49	49
Percentage at NC Level 2 or above	School	86%	98%	98%
	National	79%	82%	84%

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

Year	Boys	Girls	TOTAL
1995	27	37	64

National Curriculum	Test/Task Results	Reading	Writing	Mathematics
Number of pupils at NC Level 2 or above	Boys	23	22	25
	Girls	33	34	33
	Total	56	56	58
Percentage at NC Level 2 or above	School	88%	88%	91%
	National	78%	80%	79%

Teacher Assessments	English	Mathematics	Science	
Number of	Boys	24	24	25

pupils at NC Level 2 or above	Girls	34	32	36
	Total	58	56	61
Percentage at NC Level 2 or above	School	91%	88%	95%
	National	80%	79%	84%

Attainment at Key Stage 2

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

Year	Boys	Girls	TOTAL
1996	36	28	64

National Curriculum	Test/Task Results	English	Mathematics	Science
Number of pupils at NC Level 4 or above	Boys	18	16	18
	Girls	23	17	18
	Total	41	33	36
Percentage at NC Level 4 or above	School	64%	52%	56%
	National	58%	54%	62%

Teacher Assessments	English	Mathematics	Science	
Number of pupils at NC Level 4 or above	Boys	20	16	21
	Girls	24	18	21
	Total	44	34	42
Percentage at NC Level 4 or above	School	69%	53%	66%
	National	60%	60%	65%

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

Year	Boys	Girls	TOTAL
1995	28	38	64

National Curriculum	Test/Task Results	English	Mathematics	Science
Number of pupils at NC Level 4 or above	Boys	15	15	17
	Girls	26	22	21
	Total	41	37	38
Percentage at NC Level 4 or above	School	64%	58%	59%
	National	48%	44%	70%

Teacher Assessments		English	Mathematics	Science
Number of pupils at NC Level 4 or above	Boys	17	24	22
	Girls	27	18	18
	Total	44	42	40
Percentage at NC Level 4 or above	School	69%	66%	63%
	National	56%	54%	64%

Attendance

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

		%
Authorised	School	4.24%
Absence	National Comparative data	5.38%
Unauthorised	School	0.02%
Absence	National Comparative data	0.52%

Exclusions

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

	Number
Fixed period	NIL
Permanent	NIL

Quality of Teaching

Percentage Number of teaching observed which is:

	%
Very good or better	10.3
Satisfactory of better	74.1
Less satisfactory than	25.9

Educational Standards Achieved

Attainment & Progress

43 Pupils in the Nursery and Reception make good progress. They receive a good start to school life

and are well prepared for entry to Key Stage 1. Standards of attainment are in line with those expected for their age and many high attaining pupils move beyond this.

44 Levels of attainment for pupils under five have improved significantly when compared with their attainment when they start school. By the time they move to Key Stage 1 the majority of children are able to demonstrate good early reading skills. Many are able to recognise a range of key words and use decoding skills appropriately when reading. They are able to write legibly, many without help from adults. Most can write their names and many are able to write words which they recognise from their reading books. Most are able to count to 20 and many are able to recognise all numbers to 10.

45 The pupils in the Nursery and Reception make good progress across the range of experiences appropriate for under-fives. They respond well to the good teaching and to the structure of well-planned activities provided for them.

46 At Key Stage 1, the good progress evident for under fives is not maintained, although there is satisfactory progress overall, in the core subjects of English and mathematics, and good progress, in science. The inspection evidence indicates that attainment in these three subjects is average. The national test results and teacher assessments for 7 year olds indicate that more pupils than average attain the expected level with the number moving beyond this level being about the same as national averages for all three subjects.

47 In the foundation subjects, attainment at the end of Key Stage 1 is in line with national expectations in design and technology, history, geography, art, music, and physical education as well as for religious education. Progress is satisfactory throughout Key Stage 1 for all of these subjects, except design and technology, where it is unsatisfactory. Attainment at the end of the key stage is below average in information technology with progress being unsatisfactory.

48 At the end of Key Stage 2, pupils' attainment is above average in mathematics, and in line with

national expectations in English and science. The national test results for 11 year olds indicate that for English and mathematics more pupils achieved the expected level than in other schools nationally, but the number of pupils who achieved beyond the expected level was not significantly different to the national average. In science, the national test results indicate that the number of pupils achieving the expected level was about in line with national averages and that the 1996 results showed significant improvements compared with the previous year. Throughout Key Stage 2, pupils make satisfactory progress in these three core subjects.

49 In the foundation subjects, pupils' attainment, at the end of Key Stage 2, is in line with national expectations in design and technology, history, geography and music and also for religious education. Progress, throughout Key Stage 2, is satisfactory for all these subjects. However, in art, pupils' attainment is above average at the end of Key Stage 2 and they make good progress throughout the key stage. In information technology and physical education, pupils' attainment is below average and their progress is unsatisfactory.

50 Standards in reading are satisfactory throughout the school. Most pupils read well for their age and are able to read with accuracy and fluency. Very young pupils quickly become competent in reading and use appropriate strategies to help them deal with unknown words. The high attaining older readers are able to predict and talk about favourite authors and plots but sometimes do not summarise as well as one would expect. Some low attaining pupils, at the lower end of Key Stage 2, do not read to adults as frequently as they should.

51 Standards in writing are broadly satisfactory although there is greater variation in these standards. Older pupils write with sensitivity and expression. The high attaining Year 5 and 6 pupils effectively use a range of skills to help them describe events and to write poetry. Children in the reception are able to write with understanding for different purposes using key words for assistance. Many work together to create class books on different themes studied. At Key Stage 1, many are able to write legibly with accurate spellings.

However, this is not consistent with many not making the expected progress in their writing.

52 Standards in speaking and listening are at least satisfactory. Most pupils listen well in classes and usually answer with consideration. Older pupils are able to discuss topical issues with maturity and are able to develop their thoughts into writing. There are some examples, in the lower end of Key Stage 2, where pupils do not listen as attentively as they might.

53 Standards in numeracy are satisfactory. Pupils, throughout the school, are competent in dealing with numbers to the expected level. They are able to apply their numbers to practical situations and use numeracy in other subjects. Most pupils regularly practise their mental agility.

54 Pupils with special education needs make satisfactory progress with many, identified as having learning needs, making good progress. There are well established procedures and systems in place which lead to these pupils receiving appropriate support. Realistic targets are set for these pupils and they are able to feel secure about the progress they make. Pupils identified with behaviour problems are not as well provided for. This is due to the lack of consistency in the way they are dealt with in some classes which leads to their progress being unsatisfactory.

55 The progress made by low attaining pupils, who are not on the special needs register, is sometimes unsatisfactory. These pupils' needs are not well identified in some classes, especially in the lower end of Key Stage 2.

Attitudes, behaviour and personal development

56 In the majority of lessons, pupils' attitudes to

learning are satisfactory or better, and this contributes positively to their attainment and progress.

57 In the Early Years, pupils are secure in their relationships with staff and join in with great enthusiasm and interest in the activities provided. Behaviour is good and much emphasis is placed on personal development and developing self confidence. This contributes to the good personal and social development of children, aged under five.

58 This positive level of response is maintained, in the main in both Key Stage 1 and Key Stage 2. In the relatively mobile situation of the 'science circus' pupils cope well with the range of activities and are developing self discipline as they work in groups co-operatively and move from one activity to another sensibly. In general, they enjoy their learning, listen attentively to the teacher and follow instructions well.

59 At the end of Key Stage 2, a degree of independence is being developed. Pupils respond in a friendly manner to adults and have good relationships with, and respect for, their class teachers and work co-operatively together. They approach their work industriously and take care in its presentation.

60 On occasions, where pupils response is less satisfactory, tasks are often not well matched to prior knowledge, learning objectives are not clear in lessons and tasks are repetitive and demand little 'real' effort from pupils. Some of the photocopied worksheets do little other than occupy pupils which is when several move off task in some lessons and behaviour deteriorates.

61 For a number of pupils on the special needs register, who have behaviour difficulties, this area is not being consistently addressed because of a lack of well targeted behaviour management plans. Overall, the response from special needs pupils with learning difficulties is good. They try hard with their work and most concentrate on the task in hand. They enjoy the attention and support received in the small withdrawal groups. Behaviour, around the school, is usually satisfactory both within the

building and on the playground. Pupils play sensibly together and show respect for one another. The school has recently produced a behaviour management policy but this is not yet being implemented consistently by all the staff.

62 Older pupils respond well to issues relating to their personal development. An example of them considering the life styles of different people in past societies shows them beginning to consider and understand the way of life of other people. Pupils in Year 5 and 6 are beginning to become aware of moral issues through discussion about the ethics of returning the stolen treasures of Benin.

Attendance

63 Attendance is good. Parents are very supportive of attendance and attendance figures are above the national average with levels of unauthorised absence below national averages. Throughout the school the majority of lessons start on time and registers are completed according to legal requirements.

Quality of Education Provided

Teaching

64 The quality of teaching is satisfactory overall, but varies from outstanding to poor. In the Nursery, Reception and Years 5 and 6 teaching is consistently better than satisfactory and often good or very good. In Years 3 and 4, the teaching is often unsatisfactory and sometimes poor.

65 Teaching, for pupils Under 5, is a strength with appropriate activities being organised, which meet the differing needs of individual pupils. Teachers' preparation is good with good quality resources used to ensure that pupils are provided with the full range of experiences anticipated for their age. The assessment procedures are very comprehensive and are used effectively to inform future planning. Staff have a good understanding of the needs of Under 5's and set appropriate tasks which are stimulating and generate enthusiasm in pupils.

66 At Key Stage 1, although the teaching is satisfactory overall, there is a significant amount of good and unsatisfactory teaching. Good teaching is particularly evident in some of the Year 2 lessons. Where the teaching is at its best, high attaining pupils are appropriately challenged, with good use made of research or problem solving type activities. A good range of artefacts is used to stimulate discussion and help pupils have greater understanding of the subjects studied. In unsatisfactory lessons, the activities set are either undemanding, or are not appropriately taking account of pupils' prior attainment. This leads to either low or unrealistic expectations of some of the pupils.

67 At Key Stage 2, teaching is satisfactory overall but there is great variation in the quality of teaching. In Years 5 and 6, where the teaching is almost always good and sometimes very good, the teachers work effectively together to organise

activities that are generally challenging to all pupils, taking account of all pupils' prior attainment. Good relationships have been established with the pupils which encourages them to discuss and debate issues at a mature level. The approach leads to pupils producing work of good quality, which is well presented, and has the effect of generating much pride amongst the pupils. This is particularly evident in the art work and poetry produced in Years 5 and 6. In Years 3 and 4, the teaching is sometimes satisfactory, often unsatisfactory and sometimes poor because some teachers use ineffective measures to control the pupils. This results in a few pupils having a disruptive influence on the work of the rest of the class. Many Year 3 and 4 teachers put too much reliance on undemanding worksheets which require pupils to spend a disproportionate amount of time colouring-in or copying out.

68 Teachers, in the Early Years, are very secure about the areas of learning that young pupils should experience and their planning is very good reflecting the range of activities needed to stimulate pupils' learning. The quality of planning is also good in the upper end of Key Stage 2. This results in teachers being clear about their learning objectives and being able to plan interesting and stimulating tasks which engage the pupils. There is insecurity in some teachers' knowledge of some subjects, notably information technology, physical education and music.

69 The teaching of pupils with special educational needs is well targeted during small withdrawal groups which take place twice a week. Teaching, for these pupils, in other lessons is more variable. In some lessons, there is a good level of support for pupils but in others they are merely asked to complete the same tasks as other pupils. Those pupils who are low attainers but not on the special needs register are not supported appropriately in some classes. This includes the lack of opportunity provided for some pupils to read regularly to adults.

70 Teachers generally respond positively to pupils' work with encouraging remarks being very prominent in exercise books. This could be improved even

further by setting targets for pupils. The lack of a marking policy limits teachers' day-to-day assessment opportunities which would enable them to identify what pupils need to do to improve their work and to make good progress.

71 Pupils are set appropriate homework with reading systems in place which encourage parents to take an active role in helping their children. Older pupils carry out individual research at home and pupils are often asked to find out specific information about areas that they are studying.

Curriculum and Assessment

72 The curriculum in the Early Years is based on the relevant areas of learning. It is broad and balanced and offers children a good foundation for work in the National Curriculum. All the children, including those with special educational needs, have equal access to the curriculum. The team approach to planning is good and staff make good use of assessment to inform future planning. Activities are well planned, structured and developed appropriately with effective adult intervention. The Nursery has developed good liaison with the four other receiving schools and prepares all pupils well for transfer to Reception. The management and organisation of the Early Years is a strength in the school.

73 At Key Stages 1 and 2, the staff has worked hard to provide a curriculum that is broad and balanced and reflects the school's stated aims. The school has calculated subject timings to ensure a balance of subject coverage and these are appropriately identified on weekly timetables. There is an appropriate emphasis on English, mathematics and science with sufficient time being allocated to the other subjects of the National Curriculum. The school uses an integrated approach to curriculum delivery based on a series of topics identified in key stage plans. Curriculum discretionary time is effectively used to support pupils' personal and social development and to raise pupils' self esteem through collective worship and assemblies.

74 The school is meeting statutory requirements to teach the subjects of the National Curriculum and religious education, except in information technology, where there are insufficient resources to meet the needs of pupils. Sex Education, Health and Drug Education are taught through specific topics of "Health Week" and "My Body". The curriculum effectively promotes pupils' intellectual, physical and personal development and pupils are well prepared for the next stages of education.

75 The curriculum provides equality of access and opportunity for the majority of pupils to learn and make progress particularly in the Early Years and in Years 5 and 6. However, from observation of lessons low attaining pupils not on the special educational needs register are not sufficiently provided for, due to both the lack of detailed curriculum planning and the absence of successful teaching strategies to support pupils of differing needs. In the lower end of Key Stage 2 there is some evidence that higher attaining pupils are not always challenged sufficiently. There is an over reliance on the filling in of worksheets with the higher attaining pupils being given undemanding worksheets to complete.

76 All pupils with special educational needs have access to all areas of the curriculum including those pupils with statements. Systems are in place to meet the "Code of Practice" for special educational needs. The teaching targets on pupils' individual learning plans are relevant and are taught through regular withdrawal sessions. These teaching targets focus mainly on the development of basic skills. There is regular assessment of these targets, with assessment informing planning of individual education plans. Progress is reported through regular review meetings where targets are revised and amended.

77 The planning process is an area of development within the school. The school has produced key stage plans which identify themes to be taught each half term for each year group. Teachers translate these themes into activities. However, many of these activities aim to increase pupils' knowledge and

understanding but insufficient attention is paid to the development of skills. This is particularly evident in the lower part of Key Stage 2. There are no schemes of work to guide planning and to ensure continuity and progression within year groups and across key stages. Long-term planning needs to be more detailed to show the coverage of the Programmes of Study particularly in the foundation subjects. Short-term planning is still at an early stage of development and lacks sufficient detail to ensure effective day to day teaching and assessment. Short-term planning needs to clearly identify teaching objectives, activities matched to pupils' differing needs and methods of delivery. Assessment would then be easily linked to the teaching objectives.

78 The collaborative planning of teachers is effective in providing pupils, in parallel classes, with similar experiences.

79 The school meets the statutory requirements for assessment at the end of both key stages and recognises the value of teacher assessment. The system for ongoing assessment of pupils is not yet fully developed. There is a need to link planning with assessment. Teachers need to clearly identify specific teaching objectives in their planning. These objectives then need to be assessed to check pupils' learning and to inform future planning.

80 The curriculum is effectively enhanced by a range of extra curriculum activities in music and physical education. The range is extensive and provides opportunities for younger as well as older pupils to be involved. The attendance rates for these activities are very good.

81 The assessment and recording of reading does not provide enough information to improve pupils' reading performance.

82 The school is in the process of developing an appropriate system which records achievement for each pupil across the National Curriculum and personal and social development.

83 The school has identified assessment and record keeping as an area of development and needs to

establish closer links with teachers' planning. Assessment can then be used more effectively to implement curriculum development, inform future planning and therefore improve the quality of teaching and learning.

Pupils' Spiritual, Moral, Social and Cultural Development

84 The school makes satisfactory provision for the spiritual, moral and social development of the pupils. The cultural provision is a strength of the school.

85 The daily act of worship always provides satisfactory, and sometimes very good, opportunities for the pupils to reflect on their own lives. It is also used to celebrate good work and behaviour and consider aspects of the world at large. Opportunity for prayer and reflection also occurs each lunch time. Through the curriculum, the pupils are able to compare other peoples' lives, experiences and beliefs with their own. They are encouraged to recognise the place of religion and different faiths within society.

86 The school generally places a strong emphasis on moral issues and social behaviour. The headteacher and a deputy head teacher take a prominent role in clearly stating moral principles. Teachers generally encourage courtesy, calmness and mutual self respect by their own example within the school community. Pupils are encouraged to give careful consideration of their own environment, the wider community and other countries, including the Third World.

87 There are a limited number of opportunities for the older pupils to take responsibility for helping

younger pupils. When these occur they help the pupils to relate well to each other. Other positions of responsibility, good use of outside speakers, fund raising for charities and extra-curricular activities help to support the work done in classrooms to ensure that the pupils develop a strong sense of right and wrong. Pupils with special educational needs are well integrated into the whole of school life.

88 The school offers a rich environment relating to both their own and different cultures. The displays and use of artefacts, throughout the school, are particularly effective. During the inspection, good displays were observed of Britain in the 1950's; specific non-Christian religions; other countries, including their language; uniforms of people in the community. Opportunities are presented to the pupils to develop an appreciation of their own and other cultures through assemblies and through the curriculum particularly in art, music, aspects of geography and history as well as Religion.

Support, Guidance and Pupils' Welfare

89 There are satisfactory procedures in place which promote the health, safety and well being of pupils. The liaison between the Nursery and the Reception classes, and the excellent induction programme for new pupils means that children in the early years have very good support. Support for pupils, as they progress through the school, is provided through the generally effective relationships between pupils and staff.

90 Pupils with special educational needs are given good support both from within the school and from visiting specialists. Pupils with sensory and physical needs are well supported within the school and by visiting specialists who contribute effectively to review meetings. Overall, the educational support and guidance that the school gives to pupils makes a sound contribution to their achievement.

91 There is an ethos in the school which encourages

good behaviour. The 'sticker awards' and 'certificates' which are presented to pupils when they have behaved well, acknowledges and rewards good behaviour. There is a behaviour policy document which has recently been adopted, but it is not applied consistently by teachers. There are good systems in place to monitor poor behaviour and record the few incidents of bullying.

92 There is no attendance policy document but the school is effectively promoting attendance and is well supported in this by the educational social worker who follows up unauthorised absence.

93 Pupils are well supervised at breaktimes and lunchtimes. Welfare assistants have had recent training and are clear about procedures in the event of a fire or accident. The new arrangements for wet lunchtimes, whereby welfare assistants are allocated to classes, is enabling welfare assistants to take on a pastoral role.

94 The school uses the Local Authority guidelines for child protection and staff have had training within the last year on child protection issues.

95 There are effective systems to monitor health and safety issues which are generally working well. However, the surface of the Junior playground has cracked in places and is in a poor state of repair.

96 Health education is promoted through the science curriculum and through initiatives such as the Infant Health Education Week. Although the school addresses issues such as bullying and drugs there is not a structured, progressive approach or monitoring to ensure implementation. The school has a very good relationship with the health visitor and has established a good relationship with the educational psychologist.

Partnership with Parents and the Community

97 Under the direction of the new headteacher the school is working hard to develop a good relationship with parents and to encourage parents

to help in school. As part of this initiative, the "Infant" door is open from ten minutes before the school start time and this is giving parents and teachers a good opportunity to talk informally, and for parents to see the work in the classrooms.

98 The effective use of reading cards in the lower part of the school is enabling parents and teachers to work together to support reading. A number of parents and some grandparents help in the Early Years and Key Stage 1 departments and parents are involved with, and support, the after school dance/drama group. The home visits for Nursery and Reception pupils provide the basis for a good relationship between staff and parents. Parents whose children have special needs are involved with, and kept well informed of, the work their child is doing.

99 Parents of Nursery children are given information to enable them to support reading at home and information about the curriculum for parents of Nursery children is good. The recent practice in the Infant department of attaching the teachers' plans to the classroom door, so that they can be seen by parents and visitors, is an example of the way in which the school is beginning to involve parents more appropriately with what is happening in the classroom. The quality of information in the school prospectus is satisfactory.

100 Pupil reports focus mainly on attitudes to work and behaviour and information about progress and attainment is generally unsatisfactory. In many instances the foundation subjects are not reported individually.

101 The Parent Teacher Association works very hard organising many different activities and gives the school very good financial support.

102 The school's links with the community are good. The playground project has not been completed but the school has been effective in attracting sponsorship at local and national level and the improvements made have begun to enhance playtime provision. The school makes good use of the local shops and amenities to support the curriculum,

either by visiting them or inviting representatives to school to talk about their work. Pupils have participated in a number of events in the town which include Maypole dancing and involvement in the Pendle Festival. Various speakers have been invited to assemblies. The contribution that the school's involvement with the community makes to pupils' attainment and personal development is good.

The Management and Efficiency of the School

Leadership and Management

103 The school has recently undergone a period of instability with the changes in headship causing some lack of morale amongst some members of staff. The new headteacher has worked hard and successfully to bring about stability and to raise staff morale. She provides the school with clear education direction. She has put in place effective procedures and systems which are beginning to have a positive impact upon the pupils' progress and the quality of education.

104 After her appointment she initiated an audit of provision which included management and organisation; curriculum; finance; premises and community. Her audit has been effective and indicated that there is much to do but she has put in place effective plans to ensure that all issues

are being dealt with.

105 She is very ably supported by the infant deputy headteacher. She has put in place procedures which have had a positive impact on the curriculum for under 5's. She is also beginning to have the same impact on the Key Stage 1 curriculum, although this is still at a relatively early stage of development. The overall management of Key Stage 2 curriculum is not as effective although the provision for pupils in Years 5 and 6 is good.

106 The School Development Plan, drawn up as a result of the headteacher's audit, is an appropriate document which outlines the way the school intends to improve in several areas, including curriculum, finance and school environment. This interim document has been effective in setting a precedent that enables staff and governors to deal with these issues. The Development Plan identifies the strengths and weaknesses in each curriculum area and recognises where there is a need to improve the resource allocation. The interim document is about to be replaced by a comprehensive Development Plan which outlines priorities, identifies how the school will measure its success and has appropriate financial implications.

107 Many subjects have only recently been allocated co-ordinators. The roles and responsibilities undertaken by the co-ordinators vary greatly. Many are beginning to have a positive influence on the provision for their subject, for example in, English, science and history. However, some have, not yet, embraced the role fully. Few are appropriately experienced, at present, to take on a wider monitoring role.

108 The school is beginning to be effective in monitoring the provision for pupils by examining teacher planning and by monitoring undertaken by the headteacher since her appointment. The headteacher has sound systems and procedures ready to put in place to increase this monitoring so that the school is in a better position to check on the quality of education and the standards achieved by the pupils.

109 The governors take active interest in the running of the school and are frequent visitors or

helpers in classrooms. They have established appropriate committees with each having clear terms of reference. They meet regularly and provide the school with effective support.

110 The school ethos which had been adversely affected by the recent changes and the lowering of staff morale is improving and the school is working hard to ensure that pupils' academic and pastoral needs are well catered for. This is evident by the strength of the relationships between the pupils and the members of staff.

111 The school aims are ambitious and are far reaching. They put much emphasis on ensuring that all pupils are provided with opportunities to achieve their best and recognise that they are all unique. The recent changes have gone a long way to help the school achieve these aims but there is still some way to go before they are embedded in the school culture. However, they are achievable and the school is putting in place effective measures to help ensure that they are used in an effective way to give clear direction for future development.

112 The co-ordinator for special education needs is a member of the senior management team and oversees the provision for non-statemented pupils. The system she has established works effectively and the processes used for developing individual plans and reviews works well. The work with special needs pupils is well coordinated and systems are in place to provide support for them. Less detailed information has been provided for behaviour management programmes and there is not an overall coordinated and consistent approach to this area.

Staffing, Accommodation and Learning Resources

113 Most staff are experienced and qualified to deliver the National Curriculum but they are not always deployed to ensure they will be at their most effective. Some staff are lacking specific subject knowledge, notably in information technology and

religious education. An appraisal system is in place. In-service is linked to the School Development Plan and there is a system of support for newly qualified teachers. Good use is made of parent and governor support within the classrooms.

114 Good examples of staff working collaboratively and sharing expertise was seen at both key stages. However, liaison between the staff of the two key stages is sometimes unsatisfactory. Liaison between Nursery and Key Stage 1 is good. Co-ordinators have only recently been appointed to some subjects and this is a recognised area for development. Overall co-ordination of the curriculum is poor.

115 The school's environment is developing significantly with changes to the Infant playground and the development of the nature area, including a pond. The buildings are in a satisfactory state of repair and decoration and the governors have a rolling programme of work, but it is limited by the constraints of the budget. Displays around the school are generally impressive and often include a celebration of pupils' work. Where they are particularly well presented they encourage pupils to aspire to produce high quality work. In a few classrooms the displays are at an inappropriate height for the pupils to access them usefully.

116 Some classrooms lack a sink. The entrances to both buildings are unsatisfactory and the Governing Body have plans to address this. In particular, the lack of privacy around the Key Stage 1 toilets is a concern.

117 Resources are very variable between poor and good for National Curriculum subjects. The use of outside resources, i.e., people, equipment, artefacts and some visits, is good. The Parent Teacher Association is very supportive and has raised money to purchase school equipment. However, there are significant weaknesses in the resources for the Library, mathematics, design and technology, information technology and geography at Key Stage 2, which significantly effects pupils' learning. Resources for art are good. All class teachers are involved in taking small groups for additional basic skills work. This is done well on a regular basis and resourced with appropriate material.

The Efficiency of the School

118 The school's budget is managed effectively by the headteacher, with the able support of the finance committee of the governors. The school, in the recent past, has undergone a period when spending priorities had not been secure. However, this is an area that the new headteacher prioritised and, with the effective support of her governors, has now put in place measures which ensures that future decisions regarding spending are carefully considered and monitored.

119 Staff are generally well deployed according to their expertise and experience. However, the impact of long-term absence of some members of staff is causing concern, both in terms of the overall provision for pupils and overall financial planning. The school did have high salary costs which limited the amount of money available for learning resources. Most experienced staff have now taken on additional responsibilities which is commensurate with their salaries. However, for some, this is a recent initiative and the impact of their new role is only beginning to be effective.

120 The school is not well resourced in several areas, notably information technology. This is, in part, due to the recent insecurity in spending decisions and to the high salary costs that the school carried. The building is costly to maintain and this contributes to the reduction in available money for learning resources.

121 Financial control in the school is now satisfactory. The new headteacher and the governors' finance committee have worked hard to put in place appropriate procedures to enable them to have an overview of spending trends. The governors are now in a position to consider putting in place appropriate procedures to check on how effective their spending decisions have been. The school has dealt effectively with the recent financial audit and have ensured that all the recommendations have been acted upon.

122 When taking account of the relatively low income received per pupil and judged against the average attainment of pupils the school provides satisfactory value for money.

Areas of learning for children under five

123 The Nursery, which has 52 pupils attending on a part time basis, is popular and over-subscribed. It has five feeder schools, therefore, many of the children who attend the Nursery do not move on to the main school. The Nursery is situated across the road from the main school but still manages to retain very good links with the Reception classes and they work effectively together to form an Early Years department. The children who attend the Nursery and Reception have varying attainment on entry, this is confirmed by the initial assessments that are carried out. Not many demonstrate skills

that are beyond those expected for their age but many are attaining below the expected level when they start either the Nursery or Reception. **However, by the time pupils formally start Key Stage 1, the majority are attaining standards that are in line with their age. This is due to the good progress that they make, both in the Nursery and Reception classes.**

124 Pupils' language and literacy development is good. They are able to listen with concentration, communicate with confidence and apply early literacy skills across the curriculum. Attainment at the end of the Reception year is in line with national expectations. Children listen attentively during speaking and listening activities. They use language skilfully, when involved in role play activities and communicate confidently with adults and peers. They have a positive attitude to reading and respond confidently to reading activities and can use a range of strategies to decode unknown vocabulary. Young pupils are eager to discuss their reading and can answer questions related to the text. Children in the Nursery and Reception are able to write with understanding for different purposes with Reception children using key words to assist them. They are able to write legibly with or without adult assistance and can write collaboratively to create class books which they enjoy sharing.

125 Pupils' mathematical development is good. Assessment of children, in the Nursery and in Reception, in mathematics shows that they develop a sound knowledge of number recognition, counting skills, mathematical vocabulary and knowledge about shape. The pupils make good early progress, achieving good levels of attainment. In Nursery and Reception the pupils' response is always satisfactory and often good.

126 Pupils' knowledge and understanding of the world is satisfactory. The progress they make in this area is good. Children in both the Nursery and Reception classes have developed good skills in designing and making models and have been introduced to a variety of materials and techniques. Children in the Nursery are able to cut and stick simple shapes in paper and thin card. They are able to create simple designs with construction kits and use

a toy hammer to nail shapes on fibreboard. Children in Reception are able to choose and assemble boxes to make vehicles and cut circles to make wheels. They are able to talk about their design drawings and make models according to their designs.

127 Children in the Nursery are able to talk about their families and, with the help of photographs, compare similarities and differences between themselves as babies and as they are now. Children in Reception are able to talk about events past and present in their own lives and are developing a sense of chronology through the reading and discussion of stories.

128 In the Nursery, pupils are developing a good awareness of the world. Last term they compared their home environment with the North and South Poles and they know how weather affects the clothes people wear. They are able to talk about where they live and show an awareness of the purpose of some features of the area, such as the shops. They know and understand appropriate terms relating to climate and record the weather each day. In the Reception classes, children are developing a greater awareness of the community in which they live, considering why some features are located where they are and how they could be improved. During inspection this was demonstrated in the building of model towns, when children discussed the location of certain features, providing appropriate reasons for their choices. They followed this by drawing plans of their town.

129 Pupils' creative development is good. Pupils within the Nursery and Reception are enthusiastic during music activities and respond well to the structure of the lesson. They sing well, are taught the names of percussion instruments, how to play them correctly and use them to make rhythm. They are able to use paint effectively to create pictures which record what they have done or when representing things they have been looking at, eg, flowers.

130 Pupils' physical development is satisfactory. In the Nursery children demonstrate good fine motor skills when cutting out flower patterns and when gluing. The outdoor play provides opportunities for

them to develop their gross motor skills and this they do by showing competence with a wide range of large apparatus that has been set out for them. In the Reception, during a dance lesson children were able to demonstrate that they could listen to instructions, were able to work with a partner and persevere with a task. These pupils moved with confidence showing good control and co-ordination.

131 Children, under five, have positive attitudes to learning. They are keen to learn and they are able to work for a sustained period of time. Relationships between young pupils and teachers are good and pupils demonstrate a high level of independence. Behaviour in the Nursery and Reception class is good.

132 The quality of teaching in both the Nursery and Reception classes is good. The teachers are well prepared and provide the correct match of task to pupils' prior attainment. Activities are stimulating, interesting with imaginative use of resources and appropriate to the age of the pupils. Support staff are well deployed and relationships between adults and pupils are good. The quality of teaching for these pupils is always satisfactory and often good or very good. It is typified by good planning, good organisation and a warm, but firm, relationship between staff and children.

133 Planning arrangements are very good with a deep commitment to liaison ensuring that there is good continuity and progression in pupils' learning despite the physical distance between the Nursery and Reception. Assessment arrangements are particularly effective with the staff having devised a very innovative and helpful framework to record and monitor pupils' progress.

English, mathematics and science

English

134 Pupils' attainment, at the end of Key Stage 1, is in line with national expectations. The national test and teacher assessments results show that the number of pupils who achieve the expected level for

their age is above the national average.

135 The progress of pupils throughout Key Stage 1 is satisfactory overall but varies between classes and year groups because of an inconsistency of approach to the acquisition of key words, spelling and handwriting skills. Throughout the key stage, pupils' reading shows understanding and is generally accurate. Individual, group and class book making, which is a strength throughout the school, enables pupils to apply and consolidate reading and writing skills.

136 Pupils' attainment at the end of Key Stage 2 is in line with national expectations. According to the national test results for 11 years olds and teacher assessments, the number of pupils who achieve the expected level for their age is slightly above the national averages.

137 Progress throughout Key Stage 2 is satisfactory but very uneven. In Years 3 and 4, pupils do not make the expected progress in relation to prior attainment and therefore progress is unsatisfactory. Whilst pupils in Years 3 and 4 display knowledge and understanding during discussion, the outcome of their written work does not reflect the expected acquisition of skills.

138 In Years 5 and 6 pupils make much better progress and attainment at the end of key stage is in line with national expectations. The progress pupils make in Years 5 and 6 is used effectively in their application of English skills across the whole curriculum.

139 Progress in speaking and listening is satisfactory throughout the school and standards of attainment are in line with national expectations.

140 At Key Stage 1, most pupils listen attentively but within classes there is a small core of pupils whose behaviour sometimes has a detrimental effect on the development of speaking and listening skills. These children have not yet acquired the skill of listening to what others say. The majority of pupils are able to speak with confidence. Higher attaining pupils are developing a good range of vocabulary which they can apply effectively when

communicating ideas.

141 Most pupils at Key Stage 2 listen attentively and can express themselves fluently using standard English. However, as at Key Stage 1 there is, within Years 3 and 4, a small group of pupils whose listening span is brief and subsequently they are affecting the progress and attainment of other pupils. Progress and attainment improves considerably in Years 5 and 6 when pupils have learned to be responsive to the ideas of others. Pupils are able to develop ideas thoughtfully within a range of contexts.

142 Throughout the school, progress in reading is satisfactory and standards of attainment are in line with national expectations.

143 At Key Stage 1, there is a wide range of reading ability. Pupils enjoy reading and are able to discuss the story and express opinions. They read regularly and the system of communicating reading progress between home and school is working well. Higher attaining pupils are able to read a range of reading material independently using their own methods to establish meaning. They can discuss their reading, are accurate in their answers to questions but do not summarise the book with skill. Some pupils of lower attaining ability are not reading books which are appropriate to their level of attainment and are using a limited range of strategies, mainly phonics, to help them with their reading development.

144 At Key Stage 2, the variation in attainment and attitude continues. Most pupils express interest in reading and are reading from a range of books. They are able to read with expression and can discuss characters and plots with understanding. Pupils of lower attaining ability express little interest in reading and frequently do not have the requisite skills to cope with reading material which is part of curriculum tasks. In Years 3 and 4, lower attaining pupils, who are not on the special educational needs register, do not read to adults frequently enough.

145 Across the school standards in writing are satisfactory but progress throughout the school is

uneven.

146 At Key Stage 1 pupils vary in their level of attainment. Higher attaining pupils in Year 2 are able to write legibly using a joined script. Their spelling is generally accurate and they can work independently. Within both Years 1 and 2, some pupils are not as skilled and their writing tends to be immature both in composition and in presentation.

Throughout the key stage, most pupils are able to write appropriately but there are inconsistencies in their use of spelling, grammar and punctuation. Not all pupils complete their work.

147 At Key Stage 2, the standards in handwriting and spelling are broadly satisfactory but variable from pupils who write in a limited style using poor spelling and handwriting to pupils who use legible, joined handwriting and accurate spelling when writing for a wide variety of purposes. In all year groups, pupils are able to develop their writing to a well presented level for display. However, in the lower end of Key Stage 2 there are few examples of pupils being able to plan, draft and redraft their own work.

148 Pupils, especially in Years 5 and 6, are able to write imaginatively and creatively on a variety of subjects. Some high attaining pupils produce pieces of writing which show a depth of understanding for the subject as well as a good grasp for the process of writing in a sensitive and descriptive manner.

149 During the sessions in which they work in small groups with a teacher, pupils with special educational needs make satisfactory progress in their acquisition of key English skills. This satisfactory progress is not consistently built upon in all classes. All pupils have equality of access to the English curriculum. However, in some classes, particularly within Years 1,2,3 and 4, the match of tasks to prior attainment is sometimes inappropriate, and subsequently, lower attaining pupils do not receive the support or opportunity to consolidate skills.

150 Overall the attitude of pupils to learning is satisfactory. At Key Stage 1 most pupils have positive attitudes towards learning especially when

they are set tasks which are well matched to prior attainment and they understand the expectations of teachers. This is evident in one class within Year 2 where pupils are challenged by the activity of turning facts into questions. In each class there is a small group of pupils who have difficulty staying on task and in some instances display bad behaviour. The resulting increase in noise level has a distracting effect on other pupils and interferes with the quality of learning.

151 At Key Stage 2, pupils' attitudes to learning is inconsistent. Some pupils in Years 3 and 4 are unable to apply themselves to a task with sustained concentration. They seek too much teacher attention and display noisy, inappropriate behaviour. Within these classes there is too much time wasting. Pupils' attitude and behaviour is best during discussion when they are interested and imaginative, as was evident during discussion about describing an object to a person who has never seen one before. However, in written work many pupils display an immature attitude in their approach to work.

152 Pupils' attitudes are much improved in Years 5 and 6. In these classes pupils are well behaved and keen to do well. They are able to work collaboratively, show respect for each other and relationships are good.

153 Teaching is good for pupils under five and satisfactory for Key Stages 1 and 2 although there is a great deal of variation with a significant amount of unsatisfactory teaching.

154 Teaching at Key Stage 1 ranges from good to unsatisfactory. Teaching was at its best in one of the Year 2 classes where the teacher had clear learning objectives with the purpose and audience for writing well established. The classroom was well organised and the teacher supported lower attaining pupils. Relationships within the class are good.

155 Teaching is sometimes unsatisfactory in Year 1. This is when the teaching methods employed are inappropriate for the age of the pupils. These lessons lack clear learning objectives and poor behaviour is displayed by some pupils. Teachers

take insufficient account of pupils' prior attainment in their provision of activities for differing levels of ability.

156 At Key Stage 2 teaching is much better in Years 5 and 6 where teachers plan well and have higher expectations of their pupils. The teaching style offers an appropriate balance of teacher input and pupil management. Teachers in Years 5 and 6 successfully use the school system of year group planning to provide a broad range of English activities which extend throughout the curriculum.

157 Teaching in Years 3 and 4 is often unsatisfactory. Teachers do not provide activities which sufficiently challenge pupils at the appropriate ability level and valuable teaching points are frequently missed. The pace of the lesson is often slow and the organisation of the classroom inefficient.

158 Throughout the school, teachers plan the delivery of the English curriculum in year groups. There is no established scheme of work and the current system based on assessing pupils' work and identifying learning through National Curriculum statements is not ensuring a consistent approach to the acquisition of skills. In some classes, there is evidence of the targeting of a particular skill but it is not sufficiently developed or reinforced. Between key stages and year groups there are differing approaches to the teaching of key words, spelling and handwriting. Support structures for enabling pupils to improve their writing are not adequately addressed.

159 Assessment methods are variable. At Key Stage 1 assessment is mainly diagnostic but there is no clear pattern of assessment at Key Stage 2.

160 The English curriculum is broad and balanced and there are strengths in book making and poetry writing. The provision of a dance / drama club reinforces speaking and listening skills and is well attended and enthusiastically received by many pupils.

161 However, teachers, particularly in Years 3 and 4, pay insufficient attention to the provision of a

curriculum which takes account of all learning abilities. Information technology is under used and few examples of work using information technology were seen during the inspection.

162 The school recognises that the continued development of the English curriculum is a priority and that reviewing the policy, writing a scheme of work and ensuring that assessment is practical and consistent is necessary in order to enable all pupils to make progress in line with their ability.

163 The co-ordinator has started to have a positive influence on the development of English but acknowledges that many developments are still necessary. She has received up to date training and is confident in leading colleagues. Currently, there is limited opportunity for her to monitor and evaluate English throughout the school. To date, most development and evaluation has been within Key Stage 1. The co-ordinator is keen to continue work with the English working party to ensure continuity and progression between year groups and key stages.

164 Recently the school has audited the range and quality of reading materials. Plans are now in place to refurbish the library. Currently, the library has an inadequate range and supply of fiction and non-fiction material. Systems and procedures to encourage correct use of the library are not evident.

165 The breadth and quality of reading material has been improved, particularly at Key Stage 1. Evaluation of expenditure indicates that the introduction of a core reading scheme is having a positive impact on reading standards.

166 In order to ensure that the English curriculum is matched to the learning needs of all pupils, the school needs to agree on a progressive scheme of work in which learning objectives are matched to National Curriculum Programmes of Study. Attention should be paid to developing a consistent approach to assessment which is manageable, practical and purposeful.

Mathematics

167 By the end of Key Stage 1, pupils' attainments are in line with national expectations although the standard assessment tests and teacher assessments indicate that more pupils achieve the expected level than in other schools nationally. Most pupils are able to interpret basic mathematical diagrams, have a secure knowledge of the number system and are able to use standard metric units. Overall, their progress is satisfactory. However, the high attainers fail to build appropriately on their prior attainments.

168 By the end of Key Stage 2, pupils' attainments are above average and this is confirmed by the standard assessment tests and teacher assessments. By Year 6 most pupils are able to handle the four operations of number, draw common 2D shapes, variously orientated, on grids and find out information and present the results in variety of ways. Although attainment is above average, progress is variable, between poor and good, across the whole key stage. Progress is unsatisfactory and sometimes poor at the lower end of Key Stage 2 but is considerably better at the upper end leading to progress overall being satisfactory.

169 Pupils' response to learning is satisfactory. At Key Stage 1, pupils' response is generally satisfactory and sometimes good. Pupils work enthusiastically, can work both collaboratively and independently, and are keen to produce good quality work. At Key Stage 2, the response varies from good to poor, with the majority satisfactory. A significant number of pupils expressed that mathematics was their favourite subject and this was reflected in classes where they applied themselves well and concentrated for extended periods of time. Where the response was poor this was usually reflected in poor behaviour and significant numbers of pupils being off task.

170 The attitude to learning was at its best when it reflected good relationships between the teacher and the pupils. Extension work for high attainers and teacher support being available for low attainers often enhanced the pupils' response.

171 The quality of teaching is satisfactory overall in both key stages. At Key Stage 1, it is generally satisfactory but is occasionally unsatisfactory. Where the teaching is best the work is carefully planned, sometimes in collaboration with other teachers, good use is made of support staff and the activities match the breadth of ability levels in the class. In Key Stage 2 the quality of teaching varies between good and poor. At the lower end of the key stage often inappropriate classroom management techniques prevents the teachers from focusing attention on pupils' progress. Appropriate standards of discipline are not applied and pupils become badly behaved and off task. At the upper end of the key stage appropriate teacher control and preparation ensures the pupils make progress. Good relationships and clearly understood expectations mean that there is a calm, working environment. However, for both key stages a lack of a precise scheme of work and formal assessment procedures make continuity and progression difficult to monitor and present significant problems for temporary teachers.

172 There are a lack of resources in mathematics. Teachers are too dependent on producing their own worksheets. There is little use of information technology to support the development of concepts. There are some good examples of mathematics skills being used in other subject areas, for example geography. There are a number of well presented mathematics displays in classrooms which celebrate pupils' achievements.

Science

173 At the end of Key Stage 1, pupils' attainment is in line with national expectations and the progress made by the pupils is good. The teacher assessments for 7 year olds indicate that many more pupils achieve the expected level than in other schools nationally but not many move beyond this level.

174 Pupils at Key Stage 1 can identify a range of materials and sort them by their properties. They can carry out simple investigative tasks and make comparisons between high and low sounds, those which are the same and those which are different. They can make simple predictions and record their findings.

175 By the end of Key Stage 2, standards of attainment are in line with the national expectations and the progress made by pupils is satisfactory overall but less than satisfactory in a significant number of lessons.

176 The results of national tests in 1996 for eleven year olds are slightly below the national average, both in terms of the numbers achieving the expected level and for those who are achieving beyond this level. These results show a slight fall from the previous year's tests results.

177 Key Stage 2 pupils can name the parts of the body and say how they work. They are able to complete investigations and record their findings and they understand the principles of a 'fair' test.

178 Pupils with identified special needs are well catered for and make satisfactory progress in the majority of lessons.

179 At Key Stage 1, pupils' attitudes to learning are good, and are satisfactory at Key Stage 2. They are generally interested and well behaved and work purposefully on the tasks set for them. They work co-operatively in groups and can share equipment and resources sensibly. Many work well independently and take great care with the presentation of their work. In some lessons, where the tasks set do not challenge pupils appropriately, small numbers become bored and move off task but the great majority enjoy their work in science and are interested.

180 Teaching is good at Key Stage 1 and satisfactory overall at Key Stage 2 but a small amount of teaching is unsatisfactory. In the best lessons, teachers are secure in subject knowledge and challenge pupils' thinking by good use of questions. Teaching is lively and interesting and tasks are well suited to pupils' prior attainment.

The 'science circus' sessions available to the youngest pupils are well managed and promote great interest and excitement in the subject. The lessons reflect the requirements of the National Curriculum but, as yet, there is no overall scheme of work.

181 The lack of this documentation does little to enhance the learning experiences for pupils where teachers are less secure in subject knowledge. This often results in the tasks being restricted to copying out or worksheets being used which require pupils to spend too much time colouring in

182 The co-ordinator is a science specialist and has produced a draft science policy and supportive notes on approaches to investigative learning. He has a brief development plan for the subject and has begun to draw up a scheme of work which is directly linked to the National Curriculum's Programmes of Study. There is currently no consistent approach to assessing and recording pupils' progress and this needs co-ordination. There is currently no opportunity to formally monitor the teaching of science and those teachers less secure in their knowledge of the subject need further support.

183 Resources have been recently purchased and levels are now adequate but further investment will be needed if the subject is to be consistently well taught. There is limited use of information technology to support learning in science.

Other Subjects

Design and technology

184 At Key Stage 1 standards of attainment are in line with the national expectations but the progress pupils make is unsatisfactory. Across the key stage, the work on display, shows that pupils are developing appropriate skills in technology and using a range of materials. The display shows that pupils are able to assemble wooden frames using square corners, put axles on wheels, make moving windmills using split pins and choose fabrics to design curtains, cushions and patchwork quilts. Lessons observed in Year 2, however, show that some activities in design and technology lack challenge and do not develop the skills appropriately. Many activities, such as the assembly of the 2 pieces of wood for a sundial using plasticine and glue, do not build up on previous learning.

185 At the end of Key Stage 2, standards of attainment are in line with the national expectations and progress is satisfactory overall but is good towards the end of the key stage. At the beginning of the key stage, some of the activities are narrow, for example, making plasticine monsters provided very little opportunities for the development of design and technology skills. In Years 5 and 6, pupils have acquired good skills and knowledge in designing and making techniques. This is shown in the making of a container for an Easter egg. Pupils are able to generate designs and adapt the design to the need of the user.

186 At both key stages, there is little evidence of

pupils being able to evaluate everyday things and take them apart to see how they are assembled. Discussions with teachers and pupils indicate that these aspects are not being sufficiently developed.

187 Pupils with special educational needs make satisfactory progress in design technology, particularly with the support given by outside helpers. From observations in some lessons, the low attaining pupils, not on the special needs register, are not sufficiently provided for due to the lack of identification of successful teaching strategies to support pupils of differing needs.

188 Pupils, in the main, have satisfactory attitudes towards design and technology. They concentrate and cooperate well and work productively on their tasks. Older pupils take pride in their work and the quality of the finished product. They show creativity in designing products to meet particular needs and show confidence in using skills and techniques. All pupils use equipment safely with children in the Early Years developing an awareness of hygiene for food technology.

189 Overall the quality of teaching is unsatisfactory at Key Stage 1 and is satisfactory at Key Stage 2. However, the quality of teaching in the Early Years and in Years 5 and 6 is good. In these classes, lessons are well planned with teachers making the aims of the lesson clear to pupils and setting targets for the completion of tasks. Teachers use effective questioning skills where pupils are encouraged to evaluate their work and to look for improvements. At the end of the lessons pupils are encouraged to share their learning with others. At Key Stage 1, and the lower end of Key Stage 2, where some lessons are unsatisfactory, the planning is not securely rooted in the National Curriculum Programmes of Study and sometimes the attempts to make links with other subject areas is not developing appropriate design and technology skills.

190 The lack of a policy and a scheme of work for design and technology hinders the development of this subject. There is no guidance in the development of skills, knowledge and understanding to ensure continuity and progression within the key stage and

across the key stages. Individual activities are planned by year group teachers which in itself is valuable but in some cases the activities do not always build upon previous experiences. There is no indication that assessment of pupils' learning informs future planning.

191 Resources are inadequate with some classrooms not having a sinks or sufficient power points. There is no co-ordinator to take on the responsibility for design and technology but the school has identified the need to develop this subject. It now needs to identify a co-ordinator who will work with staff to produce a policy and scheme of work, and to ensure there is a consistent approach to the development of skills, knowledge and understanding in design and technology.

Information technology

192 The requirements of the National Curriculum are not being met and pupils' attainment in information technology is below national expectations at both key stages. Pupils are not being given sufficient opportunities to develop and apply their information technology capability in the study of National Curriculum subjects. Very little information technology took place during the inspection, and there was very little evidence of pupils using information technology tools and information sources to communicate and handle information or to control, monitor and model.

193 The range of opportunities outlined in the Programmes of Study for Key Stages 1 and 2 are not available for all pupils. Some pupils are confident in the use of personal computers (generally those who have access to one at home) but they are not being given appropriate opportunities to extend and develop their skills. In the absence of such opportunities, **the progress of all pupils, including those with special educational needs, is unsatisfactory at both key stages.**

194 As a consequence of the limited amount of information technology taking place during the inspection, it is not possible to make judgments

about pupils' response to information technology lessons.

195 The lack of information technology teaching, or of appropriate evidence in pupils' work, means that, in the school as a whole, teaching is unsatisfactory. There is some expertise and enthusiasm amongst the staff. This needs to be harnessed to improve the quality of provision for pupils to develop their information technology capability.

196 There is no policy or scheme of work for information technology and no evidence of any planning related to covering the National Curriculum Programmes of Study. The subject lacks leadership and co-ordination.

197 The school has a very poor level of resourcing and provision for information technology. There are insufficient computers, in working order, to meet the needs, both of the curriculum and the number of pupils in school. There is a lack of appropriate, up-to-date software for those computers which are in working order. However, the headteacher is aware of these problems and has plans to improve the quality of provision. Already funds have been raised and two multi-media personal computers have been purchased.

198 The school must bring resources up to an appropriate level to ensure that the National Curriculum Programmes of Study is covered and each pupil receives their information technology entitlement. There is also a need for staff development and training to raise the level of staff expertise and confidence in teaching and using information technology. The co-ordinator needs to provide effective curriculum leadership, and, in particular, a policy and scheme of work to inform teachers' planning.

History

199 At the end of Key Stage 1, attainment is in line with national expectations and progress through the key stage is satisfactory. Pupils are developing a good sense of chronology as they make comparisons

between their own lives and times past. Pupils in Year 2 are able to compare methods of washing clothes a hundred years ago with the automated methods used today. Pupils are developing the appropriate skills needed to study history in that they are able to use pictures and artefacts to find information about the past. This was seen in the display about clothes worn a hundred years ago and in the use of pictures of the Bayeux Tapestry to find information about life in Norman England.

200 At the end of Key Stage 2 attainment is in line with national expectations and progress remains satisfactory overall, though better progress is made in Year 5 and 6. Pupils have a good awareness of British and local history as shown through discussion about life in the 1950s and the celebrations for VE Day. The work on the African state of Benin shows that Year 5 and 6 pupils are able to select and combine information from different sources. Good progress in research skills is evident from observations of work done across the key stage. However, there is no evidence of pupils asking and researching their own questions.

201 Pupils, across both key stages, with special educational needs generally make satisfactory progress. Pupils of differing needs, i.e., lower attaining pupils not on the special needs register and some high attaining pupils are not given work matched to their prior attainment. However, there was good use of different material to support research skills for the low attaining pupils in Year 5 and 6.

202 Pupils' attitudes to history are satisfactory at both key stages. Most pupils are attentive during teachers' introduction particularly when classroom management is good. Some pupils in Year 1 and Year 3 tend to lose concentration and move off task. Pupils are keen and enthusiastic as they look for evidence in the pictures and artefacts provided. There is not the same enthusiasm when pupils work through worksheets. Opportunities are provided for pupils' personal development by considering the life styles of different people in past societies and pupils are beginning to show consideration and understanding for other people's way of life. Pupils in Year 5 and 6 are beginning to become aware of

moral issues through discussion about the ethics of returning the stolen treasures of Benin.

203 The quality of teaching in the Early Years is good and at Key Stage 1 is satisfactory overall.

Teachers work hard to make history interesting and relevant to pupils. This is apparent in the displays in both the Nursery and Key Stage 1 building. The introduction to the topic of washing clothes a hundred years ago by a Year 2 teacher showed imagination and skill. Effective questioning techniques were used as pupils were encouraged to find more information about the artefacts on display.

204 Overall the quality of teaching at Key Stage 2 is satisfactory with good teaching seen in Year 5 and 6.

Teachers' knowledge is sound and they are confident in the teaching of history. Where teaching is good pupils are finding information from pictures, artefacts and from outside sources such as the family and the community. Class discussion time is used effectively where all pupils contribute to the lesson and pupils are encouraged to share their ideas and communicate their knowledge and understanding of history.

205 Where teaching is unsatisfactory there is over reliance on worksheets which tend to inhibit pupils' development of skills. These tasks require little from the pupils other than copying or colouring in.

206 Throughout the school, history tends to be taught as part of a topic and there are good links made with other areas of the curriculum. However, there are no schemes of work to support the development of skills as required in the National Curriculum. Planning for history tends to lack detail and is related to the activities the pupils will do rather than the development of skills or teaching strategies needed for pupils of differing needs.

207 The school has worked hard to involve the community in their history projects and to make use of the local environment. The co-ordinator is keen and committed and knowledgeable in the subject. She makes good use of resources from the community and from the 'Schools' Loan service. Displays

throughout the school are good.

208 There is now a need to develop a scheme of work to support the planning and assessment of history throughout the school. This lack of scheme is inhibiting continuity and progression throughout the school. The role of the co-ordinator is insufficiently developed in that it does not allow for effective monitoring and evaluation of the subject or for the provision of support.

Geography

209 Pupils' attainment is broadly in line with the national average, at both key stages.

210 In lessons at Key Stage 1, pupils' attainment varies from above the national average to below. Where standards are unsatisfactory, it is generally because the lesson is not matched to the age or experience of the pupils. However, pupils show a growing awareness of places beyond their own environment. Many understand the effects of temperature and climate on people and can relate climate to location on a globe or world map. The majority handle maps confidently, can draw simple maps and plans and a few have some understanding of grids. Pupils are developing a vocabulary of the appropriate geographical terms for features and climate. **Over the key stage as a whole, pupils make satisfactory progress.**

211 Pupils' attainment at the end of Key Stage 2 is in line with national expectations. However, standards vary considerably within the key stage. There is a marked difference in standards between the early and later years of the key stage, with the good standards achieved in the latter. In the early part of the key stage pupils' progress is unsatisfactory. Much of the geography in Key Stage 2 relates to mapping and map skills. By the later years of the key stage, pupils know how to use four

figure grid references and can apply their knowledge to locate features and explain location. Pupils' progress over the key stage as a whole is satisfactory and, by the end of Key Stage 2, pupils have attained the standards expected nationally.

212 The attainment of pupils with special educational needs is below the national average. However, they make good progress and there are gains in their knowledge and understanding of places and their geographical skills and vocabulary. There are some occasions when high attaining are not sufficiently challenged by the work presented and they do not attain standards appropriate to their abilities.

213 Pupils' attitudes to geography are generally satisfactory. There is a wide variation in the way pupils respond in geography lessons. Once again, there is a strong relationship between the quality of teaching and pupils' response. When pupils are engaged in the lesson, they listen well, respond appropriately to questions and in discussions. They concentrate well and carry out their work even when not directly supervised. Where teaching is unsatisfactory or poor, pupils are noisy and inattentive and there are instances of bad behaviour.

214 Over the school as a whole the quality of teaching is satisfactory, but it varies from very good to poor. At Key Stage 1, this picture is reflected, with teaching satisfactory overall, but ranging from very good to unsatisfactory. Lessons are generally well planned. In the best lessons, teachers have a good knowledge and understanding of geography and lessons are well matched to pupils' prior attainment and experience. Teachers manage their classes well and maintain good discipline. Their questioning is good, extending pupils' thinking and encouraging them to express their ideas clearly. Teachers manage time well and lessons have a brisk pace. Unsatisfactory lessons are characterised by tasks which are not appropriate to pupils' abilities or experience, poor questioning and inadequate class control, which impedes learning.

215 At Key Stage 2, teaching is satisfactory over

the key stage as a whole, varying from good to poor.

The better teaching is in the latter part of the key stage; the poor and unsatisfactory teaching is in the early part. Lessons in the latter part of the key stage are well planned with clear objectives and generally take account of pupils' prior experience. However, there were some instances when high attaining pupils were not presented with sufficiently demanding work to extend their knowledge and skills. Teachers are well organised and maintain high standards of discipline and control. In the unsatisfactory lessons, there is a lack of clear planning linked to the National Curriculum Programme of Study and lessons are often not well matched to pupils' prior knowledge and experience. Low level tasks, often based on textbooks or worksheets, provide little challenge for most pupils and this results in lessons which lack pace or purpose. Across the school there is a strong link between the quality of teaching and standards: with good teaching generally promoting average or above average standards, while unsatisfactory teaching promotes below average standards.

216 There are a number of strengths in the school's geography curriculum. In particular, the whole school's involvement in the project to improve the school grounds provides a real focus for exploring environmental improvement. The school's particular strength is mapping and the development of mapping skills. Staff have planned across the key stages to ensure continuity and progression in this aspect of geography.

217 In general, however, the school needs to take more account of the Programme of Study at Key Stage 2; more emphasis should be placed on an enquiry-based approach. More attention should be given to pupils investigating themes and places from a geographical perspective.

218 There is no policy or scheme of work, though there is a detailed programme for the development of mapping and mapping skills. The co-ordination of the subject between the under-fives and Key Stage 1 is good, but the lack of clear co-ordination between Key Stages 1 and 2 and across the Key Stage 2 Programme of Study needs to be addressed.

219 The school has sufficient resources to support geography for the under-fives and Key Stage 1. There are also sufficient resources to support the development of mapping skills across the school, though these could be improved by more up-to-date texts and maps, which meet the needs of pupils of differing abilities. However, at present there are insufficient high quality resources, which cater for the needs of pupils of differing abilities, to support an enquiry-based approach at Key Stage 2.

220 The school must develop a scheme of work related to the National Curriculum Programmes of Study to underpin teachers' planning. The quality of curriculum planning needs to be improved by reference to the Programmes of Study, the identification of clear learning objectives and assessment criteria. Teachers need to establish effective assessment procedures to ensure that assessment informs planning and work is appropriately matched to pupils abilities and experience. Subject co-ordination should be improved.

Art

221 Pupils' attainment at the end of Key Stage 1 is in line with national expectations. Progress throughout the key stage is satisfactory.

222 Pupils in Year 2 are able to use the work of famous artists in an appropriate manner to help them mix colours and blend pastels. They show good observation skills in re-creating colour closely resembling that in the artists' paintings. They are able to mix paint to an agreed method and show that this is something that they had learned previously. The pupils in Year 1 are taught to mix paint appropriately and they also learn to interpret the work of artists rather than merely copying.

223 Pupils' attainment at the end of Key Stage 2 is above average and they make good progress overall. The work in the three mixed Years 5 and 6 is particularly impressive and this is a strength in the school.

224 Pupils' progress is good but very uneven at Key

Stage 2, with some of the work in the lower end of Key Stage 2 being of a poor quality. However, the outstanding provision for this subject at the upper end of the key stage ensures that pupils make very good progress in Years 5 and 6 and this is reflected in above average attainment being evident at the end of the key stage.

225 In one class where pupils had been reading Dickens's novels the pupils had used chalk and charcoal to create an excellent eerie effect to depict Marley's ghost. These pupils were able to draw to good proportions and use different techniques with the chalk to create the ghostly effects. In another class, where clay was being used, the pupils showed very good skills in joining clay and sculpturing clay to produce good examples linked to their African work. In the same class, the pupils ability to draw and use a range of media was seen to good effect in the art work based on the slavery in the Old Kingdom of Benin.

226 The high quality of work is not as evident in Years 3 and 4 although pupils do demonstrate good skills with paint and pastels. However, in some cases, pupils did not mix paint as effectively as other pupils had done in Key Stage 1 classes.

227 Pupils's attitudes to learning are satisfactory at Key Stage 1 but good at Key Stage 2. In the best lessons pupils showed patience and perseverance. One girl typified the attitudes of pupils in Years 5 and 6. She showed great perseverance in the making of a clay rhinoceros of outstanding quality. Attitudes were seldom less than satisfactory, although in one Year 3 class there was a rather negative approach to their work by some pupils which resulted in low quality paintings being produced.

228 The quality of teaching is satisfactory at Key Stage 1 but it is good at Key Stage 2. However, there is great variation in the overall teaching with a marked difference within Key Stage 2 where teaching ranged from very good to poor. At Key Stage 1, teachers use agreed processes to ensure that pupils have an opportunity to develop techniques and skills in a progressive manner. Teaching does not fall below satisfactory in this key stage but there is a significant amount of good teaching evident.

229 At Key Stage 2, the teaching in the lower end of the key stage is very different to the high quality teaching seen in the upper end. Where the teaching is very good or good, the teacher puts a great deal of emphasis on the use of a variety of appropriate techniques to be used. Teachers ask appropriate questions and pupils know that there is an expectation that they will produce work of high quality. In other lessons where the teaching is poor or unsatisfactory, there is little demand made of the pupils and low quality work is accepted indiscriminately. The teacher provides little by way of direction and sometimes class control is poor resulting in some pupils moving around the room and disturbing others.

230 The school has a good tradition for the quality of its art work and this is evident by the high quality of displayed work in classrooms and around the school. However, the inconsistency in teaching, particularly at Key Stage 2, is causing the progress of pupils to be uneven.

231 The school ensures that pupils experience a good range of art work in three dimensional activities and in the use of paint, pastels, chalk and charcoal. There is a good range of resources available to the pupils and they are provided with opportunities to work from first-hand experiences in the better lessons.

232 The school now needs to develop a scheme of work to help the teachers who lack confidence in this area and to ensure that there is greater progression in pupils' learning. They need also to provide opportunities for the staff to share expertise and influence the work of the teachers who are insecure in this subject.

Music

233 By the end of Key Stage 1 pupils' attainment is in line with national expectations and throughout Key Stage 1 pupils make satisfactory progress. Pupils can control sounds using untuned percussion instruments and are able to compare and record

graphically, simple compositions. They enjoy listening to music and through discussion and drawings are able to compare different styles of music.

234 Attainment at the end of Key Stage 2 is in line with national expectations and progress is satisfactory throughout the key stage. Pupils sing a range of complex songs with enthusiasm and confidence. During lessons which offer opportunities to appraise, pupils are able to express ideas about musical characters and mood.

235 Staff ensure that all pupils have equality of access to the music curriculum. However, there is rarely variation of task for pupils of differing ability.

236 Pupils' attitudes to learning are satisfactory at both key stages. Throughout Key Stage 1 and 2, most pupils participate in music lessons and their attitude is satisfactory. Pupils, particularly those in Years 5 and 6, listen attentively and behave well. However, within other year groups there is a minority of pupils whose behaviour is quick to deteriorate and this has a detrimental effect on the remainder of the class.

237 During extra-curricular music activities the behaviour and attitude of pupils are good. They are polite, eager and display a keen interest in extending their musical skills.

238 Overall, the quality of teaching is satisfactory at both key stages. Teaching for the under fives is good. Lessons are well-planned and teachers have effective class control which ensures that appropriate behaviour is reinforced. At Key Stage 1, where teaching is satisfactory most teachers are secure in their delivery of the subject and teach with confidence. On occasions lessons are over-planned. At Key Stage 2, teacher participation in media broadcasts offers opportunities to improve pupil performance.

239 The school meets the National Curriculum requirements for music but currently has no music policy or scheme of work. Teaching has benefited from the provision of commercial schemes but staff

need to have increased opportunities to develop their expertise. The breadth of the music curriculum would benefit from a policy statement and consistent scheme of work which would develop the use of information technology and ensure the balance of curriculum delivery.

240 Staff express a willingness to teach music and different approaches to the teaching of music are employed throughout the school. Currently, Listening and Appraising is under-addressed throughout the school. Assessment occurs within lessons and is generally through teacher observation. There is no formal assessment system in place.

241 Extra-curricular activities, which are open to all pupils, provide additional opportunities for performance. Pupils regularly share their skills at school performances and assemblies. A peripatetic teacher visits school each week to teach violin.

242 Throughout the school, there is very limited use of information technology being integrated into the music curriculum.

243 The school has a separate music room which is of a good size and well resourced with a broad range of percussion instruments.

Physical education

244 By the end of Key Stage 1, standards of attainment in physical education are in line with the national average and progress is satisfactory.

245 Pupils can travel in different directions using different body parts producing a range of shapes. Most are able to produce contrasting pieces of movement in response to music and contrast fast and slow movement.

246 By the end of Key Stage 2, pupils' attainment is below national expectations and the progress made is unsatisfactory overall.

247 In some lessons, a significant number of pupils merely play on the apparatus and do not focus on the

task set for them. Movement becomes mechanical and repetitive and pupils do not develop ideas nor practise to improve them. In some lessons, pupils work thoughtfully and listen to coaching points from teachers. These pupils produce finished sequences of movement of improved quality.

248 Pupils with special educational needs participate fully in physical education but need more supportive teaching and more direct coaching.

249 Pupils' attitudes to learning are satisfactory. Overall, the majority of pupils participate with enthusiasm and obviously enjoy using the apparatus. They work co-operatively in groups. They listen carefully and are happy to try out their ideas and improve their sequences. In some lessons, the behaviour of some pupils is less than satisfactory and their work is not developed sufficiently.

250 The quality of teaching is satisfactory at Key Stage 1 but unsatisfactory overall at Key Stage 2. The teaching varies from good to unsatisfactory. In just over half of the lessons teaching is satisfactory or good. In these lessons, teachers take pupils through good warm up activities and there is a development of their skills through direct coaching and encouragement to practise. Relationships and behaviour are good. The pace of the lessons is good and both teachers and pupils are appropriately dressed. Demonstration and observation are used well to help pupils develop their own skills. Teachers emphasise safety points in the moving of apparatus. In just under half of the lessons, teaching is unsatisfactory. There is a lack of clarity from the teacher when tasks are set and no direct coaching takes place. Mediocre pieces of movement are praised and pupils are not encouraged to raise their standards. In these lessons a lack of teacher knowledge in the subject is apparent.

251 There is no full scheme of work available in physical, education and no formalised assessment of pupils progress. For teachers who are less confident in subject knowledge, this leaves them insufficiently supported which in turn leads to a lack of coaching and a lack of development in pupils' performance and skill levels.

252 Overall, plans indicate that all areas of the National Curriculum for physical education are covered at various times throughout the year, including swimming and outdoor activities but again there is little documentation available to support teachers. There is a need for co-ordination, monitoring and training in the subject to be further developed.

253 Resources are adequate and the two halls available afford good working environments. The sloped nature of the playgrounds are coped with well by the pupils in the games situations.

Religious education

254 During the inspection a small number of religious education lessons were observed. However additional evidence in the acts of worship, some displays, in pupils' work and in talking to pupils, indicates that the pupils' attainment is in line with national expectations and progress across the school is satisfactory. Pupils have a sound understanding of the moral issues that relate to their daily lives. They are able by the end of Key Stage 2 to identify how their behaviour affects others and accept the importance of offering good role models to younger pupils.

255 Pupils are aware of the reasons for prayers and hymns and generally show an appropriate response to both. Pupils know some of the important religious festivals and celebrations, both Christian and non-Christian.

256 Pupils regularly take part in assemblies, for example the theme of Creation was portrayed by a large number of pupils in dance, mime, music, reading and prayer to reflect the Christian and the Aboriginal traditions. This was presented movingly and

reverentially to the school community, including parents and Governors. Another group were preparing a dramatic enactment of parts of Christ's life leading up to Easter. These events add significantly to the pupils' knowledge and understanding. The Collective worship is broadly Christian and is effective in supporting pupils' spiritual and moral development.

257 Pupils' attitude to learning is satisfactory overall but ranges from unsatisfactory to very good, with the majority sound or better. When it is at its best the pupils are keen to answer questions, prepared to offer comments and work collaboratively. They are well behaved and have a genuine interest in the subject. Where the attitude is unsatisfactory, the pupils are distracted by a small number of poorly behaved pupils.

258 The quality of teaching is satisfactory overall, and is often good and sometimes very good. The best teaching is identified by a good subject knowledge, good relationships with the pupils and enthusiasm for the topic which is conveyed to the pupils. In one particular lesson, on the Denials of Peter, the enthusiasm was sufficient to lead to some pupils continuing the work at home. However, not all staff have the subject knowledge to deliver this curriculum area satisfactorily.

259 The co-ordinator, while being appropriately qualified and enthusiastic, has only recently been appointed. She has identified the need for in-service for staff which will lead to well developed schemes of work to ensure continuity and progression. This will be a necessary development of the recently adopted Local Education Authority's Agreed Syllabus.

Summary of Inspection Evidence

260 The inspection was carried out by a team of 7 inspectors. During the inspection all, or part, of 159 lessons were inspected and a total of over 77 hours was spent in lessons. A range of assemblies, registration sessions and extra-curricular activities were also inspected.

261 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.

262 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.

263 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.

264 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.

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

266 45 Parents attended a meeting with the Registered Inspector to give their views on the school and the team considered 210 responses to a questionnaire for parents about the school, some parents providing additional written comments.

267 The school's accommodation, resources and storage were inspected during and after the school day.

PUPIL DATA

	Pupil on Roll	Stats of SEN	No. on SEN Reg	Free Meals
YR-Y6 Nursery Unit/School	385	4	52	36

**TEACHERS
AND CLASSES**

Qualified teachers (YR - Y6)	
Total number of qualified teachers (FTE)	14
Number of pupils per qualified teacher	26

Education support staff (YR - Y6)	
Total number of education support staff	6
Total aggregate hours worked per week	87

**QUALIFIED
TEACHERS**

Nursery school, classes or unit	
Total number of qualified teachers (FTE)	1
Number of pupils per qualified teacher	26

**EDUCATION
SUPPORT
STAFF**

Nursery school, classes or unit	
Total number of education support staff	2
Total aggregate hours worked per week	48

Primary and Nursery Schools	
Average Class Size	30

FINANCIAL DATA

Financial Year	1996 -7
	£
Total Income	504766.00
Total Expenditure	507612.00
Expenditure per Pupil	1291.63
Balance brought forward from previous year	10373.00
Balance carried forward to next year	7527.00

Response to Parents' Questionnaire

Number of questionnaire sent out : 320
 Number of questionnaire returned : 210
 Percentage return rate : 65.6%

Responses (percentage of answers in each category)

	Strongly Agree	Agree	Neither	Disagree	Strongly Disagree
I feel the school encourages parents to play an active part in the life of the school.	23.3	67.1	8.1	1.4	
I would find it easy to approach the school with questions or problems to do with my child(ren).	22.4	65.7	7.1	4.3	0.5
The school handles complaints from parents well.	8.6	51.5	26.8	11.1	2.0
The school gives me a clear understanding of what is taught.	12.1	56.3	17.5	13.1	1.0
The school keeps me well informed about my child(ren)s progress.	13.0	59.1	15.4	11.1	1.4
The school enables my children to achieve a good standard of work.	19.8	62.3	11.1	6.8	
The school encourages children to get involved in more than just their daily lessons.	18.4	57.5	15.5	8.2	0.5
I am satisfied with the work that my children are expected to do at home.	11.4	47.0	22.3	18.3	1.0
The school's values and attitudes have a positive effect on my children.	17.7	62.2	14.4	3.3	2.4
The school achieves high standards of good behaviour.	14.9	57.7	13.9	10.1	3.4
My children like(s) school.	43.3	41.8	6.3	6.3	2.4