

INSPECTION REPORT

Lord Street Primary School

Lord Street

Colne

Lancashire

BB8 9AR

LEA area: Lancashire

Unique Reference Number: 119171

Headteacher: Mr S Jackson

Reporting inspector: Mr A C Davies
T11717

Dates of inspection: 16 - 20 March 1998

Under OFSTED contract number: 511507

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

(to go inside the front cover)

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Basic information about the school

Name of school:	Lord Street County Primary	School
Address:	Lord Street Colne Lancashire BB8 9AR	
Telephone:	01282 865597	
Head:	Mr S Jackson	
Type of school:	Primary	
Age range:	5 to 11	
Status:	County	
Chair of governors:	Mr D Clamp	
Address:	As above	
Local Authority area:	Lancashire	
DfE LEA/School number:	923 / 2080	
Registered Inspector:	Mr A C Davies	
Dates of inspection:	16 - 20 March 1998	

Information about the inspection team

Team members	Subject responsibilities	Aspect responsibilities
Mr A C Davies Registered Inspector	Design & Technology Information Technology Physical Education	Attainment and Progress. Teaching. Leadership & Management.
Mrs J Farmer Lay Inspector		Equal Opportunities. Attendance. Support, Guidance and Pupils Welfare. Partnership with Parents and the Community.
Mr W Sloan Team Inspector	Mathematics Religious Education	Curriculum & Assessment.
Mr R O' Connor Team Inspector	Geography Art	Pupils' Spiritual, Moral, Social & Cultural Development.
Mr S Flood Team Inspector	Science History	Special Educational Needs. Attitudes, Behaviour and Personal Development.
Mrs A Allsopp Team Inspector	English Music	Efficiency Provision for children aged under five.

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REPORT CONTENTS

	Paragraph
Main findings	1-36
Key issues for action	37
Introduction	
Characteristics of the school	38-43
Key indicators	
 PART A: ASPECTS OF THE SCHOOL	
 Educational standards achieved by pupils at the school	
Attainment and progress	44-
60 Attitudes, behaviour and personal development	61-
70 Attendance	71
 Quality of education provided	
Teaching	72-84
The curriculum and assessment	85-96
Pupils' spiritual, moral, social and cultural development	97-106
Support, guidance and pupils' welfare	107-110
Partnership with parents and the community	111-114
 The management and efficiency of the school	
Leadership and management	115-122
Staffing, accommodation and learning resources	123-127
The efficiency of the school	128-132
 PART B: CURRICULUM AREAS AND SUBJECTS	
Areas of learning for children under five	133-151
English, mathematics and science	152-205
Other subjects or courses	206-290
 PART C: INSPECTION DATA	
Summary of inspection evidence	291-298
Data and indicators	

Main findings

1 Lord Street County Primary School provides a sound level of education for its pupils. Despite standards in the basic skills being below average on entry to the school, the majority of pupils make satisfactory progress. The school is very popular with parents and teaching is good or satisfactory, in nearly all lessons.

2 The school serves an area where traditionally, educational achievement is not prominent. Many pupils come from homes where there is a significant amount of disadvantage, in socio-economic terms. When children start school, in the Reception class, many have few basic skills. This is confirmed by the initial assessments undertaken by the staff.

3 Educational standards are satisfactory. Despite national test results at the end of both key stages, indicating that the school's performance is below average in the key areas of English and mathematics, progress is satisfactory throughout the school. Pupils' response to learning is also satisfactory and the school does well to achieve high levels of attendance.

4 An analysis of the initial assessments undertaken with Reception children show that there is a large percentage of children who start school with very low attainment in the basic skills of numeracy and literacy. Their personal and social skills are also very under-developed. During their time in the Reception class, pupils make good progress overall. Children who were initially reluctant to talk to the rest of the class show more confidence in speaking and listening. The children are also beginning to adopt good strategies for early reading. Writing skills are being extended, with some being able to accurately write quite a few words unaided before they start Key Stage 1. Similarly for mathematics, children are developing their understanding of number and learn how to count and how to carry out simple computations. However, by the time the majority of children start Key Stage 1, their attainment is still below, and in some cases well below, the levels expected for their age.

5 Throughout Key Stage 1, pupils make good progress in the core subjects of English, mathematics and science. In English, pupils' writing is much improved as a result of the emphasis placed on developing skills in a progressive manner. This, together with good teaching, results in pupils, irrespective of their prior attainment, making gains in their reading and writing. Low attainers benefit from the support provided by classroom assistants. High attainers are challenged by the appropriate standards that are set for them. In speaking and listening, pupils are improving their levels of confidence but the majority still do not use standard English appropriately. Many are still mixing up their tenses and therefore their explanations remain unclear. Pupils listen well throughout the key stage. In mathematics, the pupils consolidate on the improvement made throughout the Reception and their progress is good throughout Key Stage 1. Pupils are beginning to widen their range of mathematical knowledge and carry out more complex computations. In science, pupils are responding positively to the opportunities provided for them to learn about plants and animals and the way things grow. Low attaining pupils, in particular, are making good progress, although there are occasions when high attaining pupils are not sufficiently challenged.

6 By the end of Key Stage 1, there is evidence of much improvement in the skill level of pupils, due in the main, to the teachers putting emphasis on raising the achievement of pupils. However, this has only served to take pupils from a level of well below, to below, the national expectations for English and mathematics, by the end of Year 2. The 1997 national test results and teacher assessments for 7 years olds show that the percentage of pupils who achieve the expected level for their age is well below the national expectation for English and mathematics. However, recent improvements suggest that these results are not a true indication of future attainment. In science, the 1997 teacher assessments show that the percentage of pupils who achieve the expected level for their age does not differ significantly from the national average. This is in line with the inspection's findings.

7 In other subjects, in Key Stage 1, there is much improvement evident for design and technology and religious education where progress is good. Pupils are able to develop their 'making' skills in design and technology to very proficient levels. In religious education, pupils develop secure understanding of many different religions and can talk about them with some knowledge. In history and geography, where progress is satisfactory, there is good use of artefacts and photographs to help pupils consolidate their understanding of the past and of the local environment. In all other subjects progress is satisfactory.

8 This good attention to developing specific skills, in these other subjects results in pupils' attainment being in line with national expectations, for all subjects, at the end of the key stage. This is not however the case for information technology. Despite satisfactory progress being made, pupils' attainment is still below that expected for their age, at the end of Key Stage 1. This is due to a limited number of computers being available for pupils to have regular opportunities to develop their skills.

9 As pupils move on into Key Stage 2, progress is more varied. There is a lack of progression and continuity in pupils' learning. This is due to a lack of rigour being evident in some aspects of their work and levels of teacher expectation being low. However, there are key areas in Key Stage 2 where there is much demand made of the pupils. This is particularly evident in some parts of Year 4 and throughout Year 6.

10 Throughout Key Stage 2, progress is unsatisfactory in some aspects of English. This is most evident for writing, throughout the key stage, and in some cases for reading. The pupils are not able to build on the developments made throughout Key Stage 1. This is because compositional writing skills are not being taught in a systematic way and too many pupils are engaged in low level English exercises that are not sufficiently challenging. In reading, there is some insecurity in teachers' assessment procedures which results in pupils not being helped to develop their reading at an appropriate pace. However, in contrast to this, in Year 4 and Year 6 there is greater rigour in pupils' learning and this helps to improve standards. In mathematics, where progress is satisfactory, the unevenness is still apparent but more so in the lower part of Key Stage 2, with better progress being made in Years 5 and 6. In science, although progress is satisfactory overall, not enough time is allocated to the subject to enable pupils to build on the good progress made earlier in the school. Again, the

exceptional work carried out in Year 6, redresses some of the shortcomings in the progression and continuity of the pupils' scientific knowledge and understanding in Years 3 to 5.

11 As a result of the uneven progress, pupils' attainment at the end of Key Stage 2, is well below average for English and below average for mathematics. However, pupils' attainment in science is broadly in line with national expectations although few pupils are moving on to higher levels. This is better than the levels of attainment indicated for the 1997 national test results. These show that standards in English and mathematics are well below average. Standards in science, according to the 1997 national test results, are in line with national expectations.

12 In other subjects, in Key Stage 2, there is some remarkable work evident for design and technology, art, physical education and music. In these subjects, the pupils are sometimes producing exceptional work. Progress is good for art, resulting in pupils' attainment being above average at the end of Key Stage 2. In physical education, there is also good progress, because of the way skills are systematically taught. In all other subjects, except religious education, there is satisfactory progress throughout the key stage. In history, geography and religious education, pupils' low standards in writing are inhibiting the progress being made. In religious education, progress is unsatisfactory because of the writing and because there is some evidence of insecurity in teachers' subject knowledge. In line with the core subjects, progress in Year 6 is often responsible for improving the overall standards in each subject.

13 As a result of the mainly satisfactory progress in these subjects, pupils' attainment, at the end of Key Stage 2, is above average for art, and in line with national expectations for all other subjects, except information technology and religious education, where it is below average.

14 Pupils with special educational needs are making satisfactory progress. However, there is no formal additional support provided for pupils in Years 5 and 6 although the staff in these classes liaise appropriately with the special needs staff.

15 Pupils' response to learning is satisfactory overall. It is slightly better in Key Stage 1, where it is good overall for history, art, music and religious education. Many children start school finding it difficult to concentrate for long periods, or to listen attentively. However, they make great strides in a relatively short time and show appropriate maturity in lessons. Throughout the school, behaviour is good, although there are a few pupils who need careful handling. Pupils' levels of confidence vary greatly, some are keen to talk about their work but others are quite reluctant to do so. In some physical education lessons pupils were reluctant to demonstrate their sequences. When provided with the opportunity to do so, pupils are able to show initiative for their learning. This is most apparent amongst the musicians, who practise at breaktimes, and when Key Stage 2 pupils are designing in art, or design and technology.

16 Overall, the school does well to achieve good levels of attendance. Registers are completed appropriately and the majority of pupils are punctual, resulting in lessons starting on time.

17 The quality of education is satisfactory overall.

18 Teaching is at least satisfactory in the vast majority of lessons. It is good in over a third of all lessons, occasionally being very good. It is unsatisfactory in only six percent of all lessons. In Years 1 and 6 the teaching is often exceptional.

19 The teaching, for children aged under five, is satisfactory overall, with a significant amount of good teaching being evident. The teachers, in this area, are establishing new systems and have effectively put in place an appropriate planning programme that is carefully managed to meet the needs of the children. The teachers are successful in raising the levels of achievement of the children from the low starting point on entry.

20 In Key Stage 1, the teaching is good overall. This due to the rigour that is given to the basic skills. The teachers are not prepared to accept low-level work and set high standards for the pupils. There is a strong sense of unity in this key stage, with all staff working to a common purpose and led most effectively by a talented teacher. Teachers have good subject knowledge in English, music and physical education and this helps to raise achievement in these areas. There is some insecurity in teachers' knowledge in information technology. Overall, teaching is good for design and technology, music, art and religious education, in this key stage. Teaching is satisfactory for all other subjects.

21 In Key Stage 2, the teaching is satisfactory overall. However, there is much more variation in this key stage. Teaching is good in more than a quarter of all lessons and satisfactory in all but a tenth of other lessons. There is very effective teaching in Year 6 and in one Year 4 class. Overall, there is not enough rigour in the teaching of writing in this key stage. This has the effect of lowering teacher expectations and pupils sometimes produce low-level work. In other subjects, such as design and technology, art, physical education and music, there is good progression evident because teachers are secure in their subject knowledge. This is in contrast to the insecurity evident in teachers' knowledge of religious education. A lack of a good short-term planning format, which outline what pupils need to know and learn, is detracting from the quality of the teaching, in several subjects, in this key stage. Overall, teaching is good for art, music and physical education. However, it is unsatisfactory for writing and religious education.

22 The National Curriculum requirements are being met for all subjects. However, there is a lack of appropriate time being provided for science, and a lack of progression evident in writing, in Key Stage 2. Policies are in place for each subject but schemes of work are not yet providing progression and continuity in pupils' learning. Short-term planning is inconsistent and teachers do not clearly identify what pupils need to know and learn, in each lesson. There is an appropriate curriculum provided for children aged under five.

23 Arrangements for assessing pupils' work is weak. There is little consistency in day-to-day assessment and some teachers feel insecure about the levels that pupils are working at. This is particularly evident for reading, in Key Stage 2. There are no whole-school agreed portfolios in place, to help teachers assess pupils work against set criteria. This results in teacher assessments being insecure. The school is aware of its shortcomings in this area and has started to analyse its national test results with a view to targeting areas requiring improvement.

24 The school provides many extra-curricular activities in which pupils may participate. These include numerous sporting activities, musical activities, drama club, chess club, and gardening club.

25 The school has a caring ethos where pupils are provided with much support. There is much attention given to aspects of health and safety which is very evident during physical education lessons. One pupil who is disabled is very effectively integrated into all lessons, including physical education, and his needs are dealt with very sensitively.

26 The school has formed a good and effective partnership with its parents. There is much mutual support, and parents appreciate the additional time given by staff to provide an effective extra-curricular programme for their children after school.

27 The provision made for pupils' spiritual, moral, social and cultural development is satisfactory.

28 Pupils' moral development is good, with pupils clearly understanding what is, and is not, acceptable behaviour. They also know right from wrong, and the majority of pupils show consideration towards the needs of others. Cultural development is also good with pupils being very aware of the way other people, in different parts of the world live. They also appreciate why people have different beliefs and why their culture differs from their own. There is good emphasis on cultural development in art and geography.

29 Social development is satisfactory, with pupils being able to take on wider responsibilities, as they get older. Older pupils play a prominent role in helping to look after younger pupils, especially during wet lunch times. Although, spiritual development is satisfactory, there are missed opportunities for pupils to reflect on issues that arise during assemblies and pupils' spiritual awareness is under-developed in many subjects.

30 The school manages its resources efficiently.

31 The school is soundly led by a hard working and dedicated headteacher. He has been successful in amalgamating the two separate schools and in creating a sense of teamwork amongst the staff. The senior management team is beginning to develop the curriculum so that there is more emphasis being placed on the basic skills of literacy and numeracy.

32 There is a well written School Development Plan, which has been prioritised appropriately after taking account of information received from co-ordinators. There are appropriate statements in place which will help the school to evaluate its effectiveness in meeting the planned developments. However, monitoring is still at a relatively informal stage. Few co-ordinators are in a position to check on how effectively their subject is being taught, and in checking the standards being achieved by the pupils. Both the Key Stage 1 and 2 co-ordinators are exceptional practitioners, but they are not yet in a position to have an overview of the provision for pupils in their respective key stages.

33 Financial planning is sound. The school uses its School Development Plan appropriately to target financial need. Priorities and in-service needs are therefore supported by careful planning. The budget is well used to provide additional support staff in most areas in the school. This is effective in helping to raise the levels of achievement of lower attaining pupils. However, the governors have few procedures in place to help the school measure how effective its financial decisions have been, in relation to raising standards.

34 Financial control and administration are good. The school secretary and headteacher are effective in ensuring that appropriate checks are in place to keep track of their spending.

35 The governors do not have many opportunities to be involved in the curriculum of the school. They have few procedures which help them to monitor the standards that are being achieved, and the quality of education provided for the pupils.

36 Although standards are below average, the school helps most pupils to make satisfactory progress in most areas, with the important exception of English, in Key Stage 2. When taking this into account, alongside the below-average amount of money the school receives per pupil, the school gives satisfactory value for money.

Key issues for action

37 The school has done much to ensure that there is much consistency and continuity afforded to pupils in Key Stage 1. Many of these issues have been, or are about to be, addressed in Key Stage 2. However, there is much work to be done to achieve the level of continuity and progression that the school desires. As the governors, headteacher and staff strive for further improvements they need to:

- **improve the provision for English in Key Stage 2 so that:**

- there is more attention given to the quality of pupils' writing, giving emphasis to the composition of the writing;
- the amount of time spent on undemanding English exercises is reduced;
- teachers' confidence in assessing pupils' reading is increased; and
- the levels of teacher expectations is raised, so that there are greater demands made on pupils;

- **ensure that there is more consistency in short planning, so that:**
 - teachers clearly indicate what pupils need to know and learn, in each lesson;
 - teachers are able to make more consistent use of schemes of work when planning their work; and
 - the school makes use of the good practice that already exists amongst some of the staff;

- **improve assessment arrangements by:**
 - ensuring that there is more consistency in day-to-day assessments;
 - developing portfolios to help teachers with their assessments;
 - ensuring that all staff are secure about their own teacher assessments; and
 - making use of national test results to identify areas that may need attention;

- **increase the opportunities for the headteacher and co-ordinators to monitor teaching and the curriculum by:**
 - ensuring that outcomes of the monitoring of teaching are shared with the teachers;
 - ensuring that co-ordinators are able to link their monitoring with gaining an overview of standards being achieved;

- **develop the role of the governors so that:**
 - they are more actively involved in the curriculum; and
 - they have more awareness both of standards being achieved, and the quality of education being provided, for the pupils.

Introduction

Characteristics of the school

38 Lord Street County Primary School is situated in the town of Colne in Lancashire and is serviced by Lancashire Local Education Authority. The school has a two form entry with fourteen classes in total. The present school was formed in 1981 after the amalgamation of the separate Infant and Junior schools.

39 There are 418 pupils on roll, aged between 4 and 11. Class sizes vary between 25 and 33. There are approximately equal number of boys and girls. The school has no Nursery class.

40 There are 11 pupils with statements for special educational needs. 121 pupils are at some stage of the school's register for special needs. This is approximately 28 percent of the pupils which is above average. One pupil has a wheelchair and the accommodation has been adapted to take account of this.

41 The majority of pupils are white with twelve pupils, whose families originate from non-British countries. All but seven pupils come from homes where English is the main language. For these seven, Urdu is the main language spoken at home.

42 34 percent of pupils are entitled to school meals free of charge. This is above average by national comparisons. It also serves to illustrate that the school is serving a mixed community, with large numbers experiencing a significant amount of disadvantage, in socio-economic terms. The majority of children start school with low levels of basic skills. This is confirmed by the Local Education Authority's initial assessments.

43 The school is keen to ensure that it is in a position to incorporate the new national proposals involving literacy and numeracy. The School Development Plan gives priority to this. The school is also keen to develop its assessment procedures and again, this is emphasised in its future plans.

Key indicators

Attainment at Key Stage 1¹

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

Year	Boys	Girls	Total
1997	33	27	60

National Curriculum	Test/Task Results	Reading	Writing	Mathematics
Number of pupils at NC Level 2 or above	Boys			
	Girls			
	Total			
Percentage at NC Level 2 or above	School	--45	60	66
	National	75	80	83

Teacher Assessments	English	Mathematics	Science	
Number of pupils at NC Level 2 or above	Boys			
	Girls			
	Total			
Percentage at NC Level 2 or above	School	53	64	83
	National	80	83	85

Attainment at Key Stage 2²

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

Year	Boys	Girls	Total
1997	23	35	58

National Curriculum	Test Results	English	Mathematics	Science
Number of pupils at NC Level 4 or above	Boys			
	Girls			
	Total			
Percentage at NC Level 4 or above	School	29	45	60
	National	63	62	68

Teacher Assessments	English	Mathematics	Science
Number of pupils	Boys		

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

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

at NC Level 4 or above	Girls			
	Total			
Percentage at NC Level 4 or above	School	40	48	53
	National	63	64	69

Attainment at Key Stage 3³

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

Year	Boys	Girls	Total

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

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

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

Attainment at Key Stage 4⁴

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

Year	Boys	Girls	Total

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

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

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

Attainment in the Sixth Form⁵

--	--	--

--	--	--

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

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

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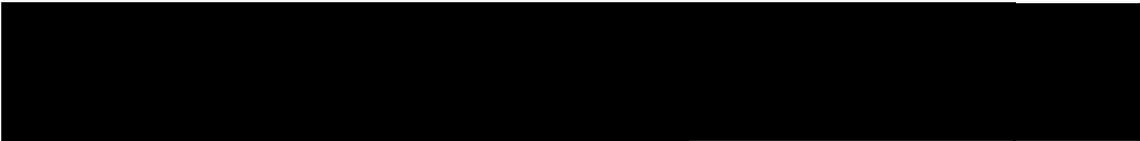
<i>such students</i> who achieved this qualification:	National		-- (--)
---	----------	--	---------

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

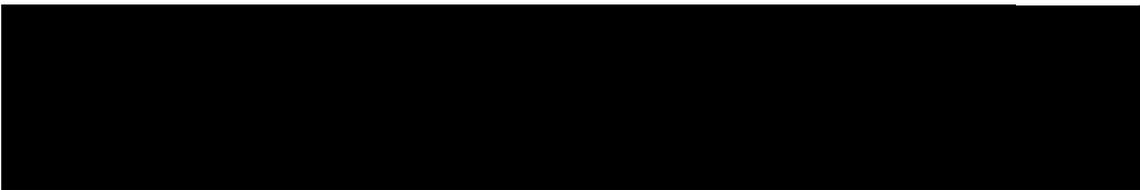
Attendance



Exclusions



Quality of teaching



PART A: ASPECTS OF THE SCHOOL

Educational standards achieved by pupils at the school

Attainment and progress

44 In two thirds of all lessons, the majority of pupils attain levels which are expected for their age. However, in only a few do the majority of pupils move beyond this point. In a third of lessons, therefore, pupils are attaining at levels which are below those expected for their age.

45 When children start school, in the Reception class, many have acquired only a few basic skills. An analysis of the initial assessments undertaken with Reception children show that there is a large percentage of children who start school with very low attainment in the basic skills of numeracy and literacy. Their personal and social skills are also very under-developed.

46 During their time in the Reception class, children aged under five make good progress in many of the areas of learning that they experience. Good progress is most evident for language and literacy. Children make gains in their competence and confidence to speak out in front of the rest of the class. The children are also beginning to adopt good strategies for early reading. Writing skills are being extended, with some being able to accurately write quite a few words unaided before they start Key Stage 1. In mathematics, although children are developing their understanding of number and learn how to count and how to carry out simple computations, the high attainers are not sufficiently challenged. In scientific knowledge and understanding, children make good progress. Despite the good progress in language, literacy and scientific knowledge and the satisfactory progress in mathematical development, this only serves to move children from a position of being well below national expectations on entry to the school to one of being below national expectation when they start Key Stage 1, in English, mathematics and science.

47 In some aspects of their knowledge and understanding of the world, creative development and physical development children make satisfactory progress in the Reception class and start Key Stage 1 with their attainment in these areas being approximately in line with that expected for their age.

48 Throughout Key Stage 1, pupils make good progress in the core subjects of English, mathematics and science. In English, pupils' writing is much improved as a result of the emphasis placed on developing skills in a progressive manner. This, together with good teaching, results in pupils, irrespective of their prior attainment, making gains in their reading and writing. Low attainers benefit from the support provided by classroom assistants.

High attainers are challenged by the appropriate standards that are set for them. In speaking and listening, dence but the majority still do not use standard English appropriately. Many are still mixing up their tenses and therefore their explanations remain unclear. Pupils listen well throughout the key stage.

49 In mathematics, the pupils consolidate on the improvement made throughout the Reception and their progress is good throughout Key Stage 1. High attaining pupils are more appropriately challenged. All pupils are beginning to widen their range of mathematical knowledge and carry out more complex computations. In science, pupils are responding positively to the opportunities provided for them to learn about plants and animals and the way things grow. Low attaining pupils, in particular, are making good progress, although there are occasions when high attaining pupils are not sufficiently challenged.

50 By the end of Key Stage 1, there is evidence of much improvement in the skill level of pupils, due in the main, to the teachers putting emphasis on raising the achievement of pupils. Despite the good or satisfactory progress evident, pupils' attainment in English and mathematics remains below average, at the end of Key Stage 1. The 1997 national test results and teacher assessments for 7 years olds show that the percentage of pupils who achieve the expected level for their age is well below the national expectation for English and mathematics. However, recent improvements suggest that these results are not a true indication of future attainment. In science, the 1997 teacher assessments show that the percentage of pupils who achieve the expected level for their age does not differ significantly from the national average. This is in line with the inspection's findings.

51 In other subjects, in Key Stage 1, there is much improvement evident for design and technology and religious education where progress is good. Pupils are able to develop their 'making' skills in design and technology to very proficient levels. In religious education, pupils develop secure underout them with some knowledge. In history and geography, where progress is satisfactory, there is good use of artefacts and photographs to help pupils consolidate their understanding of the past and of the local environment. In all other subjects progress is satisfactory.

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are key areas in Key Stage 2 where there is much demand made of the pupils. This is particularly evident in some parts of Year 4 and throughout Year 6.

54 Throughout Key Stage 2, progress is unsatisfactory in some aspects of English. This is most evident for writing, throughout the key stage, and in some cases for reading. The pupils are not able build on the developments made throughout Key Stage 1. This is because writing skills are not being taught in a systematic way and too many pupils are engaged in low level English exercises that are not sufficiently challenging. In reading there is some insecurity in teachers' assessment procedures which results in pupils not being helped to develop their reading at an appropriate pace. However, in contrast to this, in Year 4 and Year 6 there is greater rigour in pupils' learning and this helps to improve standards. In mathematics, the unevenness is still apparent but more so in th made in Years 5 and 6. In science, although progress is satisfactory overall, not enough time is allocated to the subject to enable pupils to build on the good progress made earlier in the school. Again, the exceptional work carried out in Year 6, redresses some of the shortcomings in the progression and continuity of the pupils' scientific knowledge and understanding in Years 3 to 5.

55 As a result of the uneven progress, pupils' attainment at the end of Key Stage 2, remains below average for English and mathematics. However, pupils' attainment in science is broadly in line with national expectations although few pupils are moving on to higher levels. This is better than the levels of attainment indicated for the 1997 national test results. These show that standards in English and mathematics are well below average. Standards in science, according to the 1997 national test results, are in line with national expectations.

56 In other subjects, in Key Stage 2, there is some remarkable work evident for design and technology, art, physical education and music. In these subjects, the pupils are sometimes producing exceptional work. Progress is good for art, resulting in pupils' attainment being above average at the end of Key Stage 2. In physical education, there is also good progress, because of the way skills are systematically taught. In all other subjects, except religious education, there is satisfactory progress throughout the key stage. In history, geography and religious education, pupils' low standards in writing are inhibiting the progress being made. In religious education, progress is unsatisfactory because of the writing and because there is some evidence of insecurity in teachers' subject knowledge. In line with the core subjects, progress in Year 6 is often responsible for improving the overall standards in each subject.

57 As a result of the mainly satisfactory progress in these subjects, pupils' attainment, at the end of Key Stage 2, isns for all other subjects, except information technology and religious education, where it is below average.

58 Pupils with special educational needs are attaining at levels below those expected for their age. However, they make satisfactory progress towards the targets set for them. However, there is no formal additional support provided for pupils in Years 5 and 6, although the staff in these classes liaise appropriately with the special needs staff.

59 Standards in speaking and listening, reading and writing are below average although pupils in Key Stage 1 make good progress in reading and writing. A significant number of pupils enter school with poor communication skills and a lack of confidence. This makes it difficult for them to attain at the levels expected in reading and writing. The good progress evident in reading and writing is not maintained throughout Key Stage 2, where there is uneven progression. The lack of pupils' competence in writing is inhibiting their attainment in religious education, and to a lesser extent, in history and geography.

60 Standards in numeracy are below average although pupils make satisfactory progress throughout the school. Good use is made of number in design and technology and to some extent in science.

Attitudes, behaviour and personal development

61 Pupils' attitudes to their learning are satisfactory, in most circumstances. Most pupils are attentive to adults and to each other and are determined to make the most of their schooling.

62 Children aged under five have good attitudes to their work. They co-operate well in class discussions and in group work. Relationships between adults and these young children are good and children respond very well to adults showing good behaviour. In the vast majority of lessons, children show interest in what they are asked to do and concentrate well.

63 In Key Stage 1 and the Reception classes, pupils are particularly interested in 'big book' story times and class discussions. Pupils, in Year 4, confidently shared with each other their answers to mental calculations. Year 6 pupils showed high levels of concentration during mathematics, science and art lessons. Some pupils found it difficult to maintain interest and concentration during a Year 5 science lesson, due to the lesson lacking pace and insufficient challenge being provided for some pupils. Some pupils in a Year 3 physical education lesson, lacked the confidence to demonstrate exercises to other pupils.

64 Overall, pupils are not provided with enough opportunities for independent learning. During music lessons, instruments were often handed to pupils rather than allowing pupils to choose their own. However, pupils do participate in drawing-up 'codes of conduct' within classrooms and the wind band organise their own rehearsals during break and lunchtimes. Pupils were very engaged in dance activities in Year 6 and during a

symmetry lesson in Year 1. Pupils responded appropriately and made relevant contributions when discussing the function of historical artefacts in Year 4. Good listening skills were observed during 'circle time' in Reception classes. Most pupils across the school responded with enthusiasm to teacher questioning.

65 Pupil behaviour in classes, the corridors, hall areas and outside play areas is generally good. Pupils are kind to each other and, in most cases, courteous to adults. Incidents of poor behaviour are dealt with firmly by the staff and the school's discipline policy is operated by all members of staff. Most pupils are co-operative and easily managed by classteachers. Pupils enjoy winning merit awards and other awards in the classrooms. The house system is also helping to promote high standards of behaviour. Poor behaviour was exhibited by a few pupils in Year 5 lessons, where lessons lacked sufficient pace and challenge.

66 Overall, pupils respond very well to school rules both in, and out of classrooms. Pupils were observed on many occasions taking a keen interest in the welfare of other pupils. Pupils are particularly caring towards a disabled pupil. No incidents of racial discrimination were observed and all races mixed well during break and lunchtime periods. There are many examples of mixed race friendship groups. Any incidents of bullying are dealt with promptly and firmly by the school. Relationships throughout the school are good.

67 Relationships between adults and pupils promote good attitudes to school. Pupils work well together and there is an atmosphere of mutual trust amongst pupils. They co-operate and collaborate effectively, notably during history lessons, in Years 1 and 4, and during science lessons, in Reception classes. Consistent good manners are a common feature both in lessons and around the school. Pupils display an appreciation of school property and take great care of equipment and resources. Pupils were observed taking responsibility for clearing away equipment in the main hall and in surrounding areas. The school caretaker receives enthusiastic help from pupils before school starts and after school finishes. The school has a calm environment where noise levels, within classrooms, are appropriate. The level of activity in the main school hall does, at times, increase the noise levels impinging on classroom activities.

68 Pupils respond well to the schools' provision for their personal development. The provision for moral development is good and pupils are clearly aware of right and wrong behaviour. Opportunities for spiritual growth and development within religious education lessons and school assemblies are limited. Pupils do have some opportunities to explore their own feelings, particularly in a music lessons, where pupils shared their responses to classical music. In classrooms, pupils are very keen to help and take responsibility for completing jobs during breaktimes and lunchtimes. The school has a good programme for Personal Social and Health Education. This has raised older pupils' awareness of healthy eating habits and drug abuse. School reports and personal files give pupils an opportunity to record their

own achievements. A residential visit for Year 6 pupils provides further opportunities for pupils to show initiative and take responsibility for themselves and other pupils.

69 Pupils are open, friendly, welcoming and confident. Their attitudes, behaviour and personal development are good and make a positive contribution to all aspects of learning.

70 Pupils with special educational needs respond well to the extraHowever, when pupils are withdrawn for additional support the response is more varied. Inappropriate responses occur when pupils are withdrawn in groups of twelve, or more. In these circumstances the teacher finds difficulty in addressing all the needs of pupils.

Attendance

71 Attendance is good, at both key stages. Unauthorised absence is in line with the national average and there have been no exclusions. Most registrations are taken fairly promptly at the start of each session and the majority of pupils are punctual. Registers are conscientiously completed and comply with statutory regulations.

Quality of education provided

Teaching

72 Teaching is at least satisfactory in the vast majority of lessons. It is good in over a third of all lessons, occasionally being very good. It is unsatisfactory in only six percent of lessons. In Years 1 and 6 the teaching is often exceptional.

73 Teaching benefits from the high level of commitment of staff, in both key stages. There is a potentially exciting team which has just been formed in Key Stage 1. These teachers have good levels of expertise across the curriculum. In Key Stage 2, where there is an equal amount of commitment, the new and relatively inexperienced teachers are working hard to profit from working with the more experienced and expert teachers around them.

74 The teaching, for children aged under five, is satisfactory overall. There is good teaching evident in a third of all lessons. This newly formed team, is working together for the first time this academic year. They are establishing new systems and have effectively put in place an appropriate planning programme that is carefully managed to meet the needs of the children. The teachers are using appropriate strategies which are successful in improving children's basic skills.

75 In Key Stage 1, the teaching is good overall. Teaching is never unsatisfactory and is good, or very good, in more than a half of all lessons. Very good teaching is evident in a tenth of lessons. The teachers, in this key stage, continue to work hard to develop pupils' basic skills. They are not prepared to accept low-level work and set high standards for the pupils. The staff, in this key stage, work to a common purpose and are led most effectively by a talented teacher. Teachers have good subject knowledge in English, music and physical education and this helps to raise pupils' attainment in these areas. There is some insecurity in teachers' knowledge in information technology. Overall, teaching is good, for design and technology, music, art and religious education, in this key stage. Teaching is satisfactory for all other subjects.

76 In Key Stage 2, the teaching is satisfactory overall. However, there is much more variation in the quality of teaching in this key stage. Teaching is good, in more than a quarter of all lessons and satisfactory, in all but a tenth of other lessons. There is very effective teaching in Year 6, and in one Year 4 class. Teaching is at its most effective, in these classes, in design and technology, art, physical education and music. This is because there is good progression evident aided by teachers' secure subject knowledge. However, in other lessons in this key stage, there is not enough rigour in the teaching of writing. There is some insecurity evident in teachers' knowledge of religious education. A lack of a good planning format, which would outline what pupils need to know and learn, is detracting from the quality of the teaching in this key stage. Overall, teaching is good for art, music and physical education. However, it is unsatisfactory for writing and religious education.

77 In most cases, teachers' good subject knowledge enhances the quality of teaching. There are many examples in Key Stage 1, where this is seen its best. In an English lesson in Year 1, the teacher had a range of strategies to help pupils who needed more support in their reading and writing. In Year 6, the teacher had secure knowledge of the function of the heart and respiratory system. Such subject knowledge is used effectively to help pupils' understanding. Development work that has taken place and the interest of individual staff members has raised the quality of teaching. In contrast to this, there are examples where teachers' knowledge is insecure. This was prominent in Year 3 and Year 5 lessons in writing. Here the teachers were not able to call on a range of strategies to help pupils improve their original pieces of writing.

78 Throughout Key Stage 1, good teaching is characterised by the ability of teachers to set appropriate expectations of their pupils. This is most evident in literacy and numeracy, where the demands made on pupils is successfully raising their level of attainment. Even in other subjects, the challenge for pupils is not lessened. In history, there is much emphasis on using correct vocabulary. In contrast to this there are times, in Key Stage 2, when the challenge for pupils is not appropriate. In too many lessons, there is too much teacher direction and the pace of the lesson is too slow. In these situations, the amount pupils are

expected to do is not clearly agreed, resulting in many examples of unfinished pieces of work being seen.

79 Although teachers' planning is generally secure there are many examples of teachers' short-term planning lacking clarity about what pupils need to know, learn and understand. There is emphasis only on what pupils are going to do. There are exceptions to this with good short-term planning being evident in Key Stage 1 and in one Year 4 class.

80 In most cases, teachers make good use of a range of methods to work with pupils. There are good examples of group work being employed in Year 2 when pupils were investigating lines of symmetry; in the Reception class, during a science lesson on pushing and pulling; and in art and design technology work in Year 6.

81 In most cases, teachers have good strategies for classroom control. These are most effective in Year 1 and Year 6. In these Year groups pupils are very enthusiastic and have developed a good working relationship with their teachers. There are rare occasions when appropriate strategies are not employed by teachers to manage pupils. This results in pupils' attitudes not being positive and in the teacher having to spend an undue amount of time reprimanding individual pupils.

82 Teachers mark pupils' work conscientiously. There are particularly helpful remarks made by some teachers, especially in design and technology and art. In most cases, however, the remarks do not put emphasis on what pupils could do to improve. The introduction of a marking policy is a useful initiative.

83 There are good examples of pupils being able to carry out research at home which is used in lessons at school. The research work undertaken by Year 6 on the human body is one such example. However, reading books are not always taken home by all pupils which tends to inhibit opportunities for parents to be fully supportive of their children's progress in reading.

84 Overall, the teaching for pupils with special educational needs is satisfactory. Teachers have appropriate systems in place to identify the needs of pupils with learning difficulties. Support assistants are used very effectively within classrooms to work with individuals or with small groups of pupils. However, there are times when the teaching of pupils with special educational needs within withdrawal sessions is unsatisfactory as too many pupils withdrawn for the support to be effective.

The curriculum and assessment

85 The curriculum of the school is broadly balanced and meets statutory requirements in all National Curriculum subjects. However, the curriculum lacks breadth because it is focused on knowledge at the expense of practical and enquiry-based approaches, in particular, in science. Those elements of the curriculum dealing with the application and the use of knowledge are not well covered in most classes with the exception of mathematics in some classes. In these instances, the pupils are encouraged to use and apply their mathematical knowledge and understanding to well-planned activities.

86 The programme for personal, health and social education is good. The school is effective in promoting a healthy and safe life style through initiatives such as selling fruit at breaks, running a healthy eating week and a health education project undertaken by Year 6. Other topics covered include drug awareness, personal safety, relationships and alcohol abuse. Sex education is covered sensitively in a developmental way. The school uses outside agencies well to support pupils' health, safety and welfare.

87 The management of the curriculum has some weaknesses. There is no overall curriculum plan which results in a lack of cohesion throughout the school. Policies and schemes of work have been written by subject co-ordinators and are provided for all subjects of the National Curriculum, with the exception of English. The quality of such documentation varies between very effective and ineffective.

88 The curriculum in the Reception classes covers the areas of learning recommended for children aged under five. It addresses children's intellectual, physical, emotional and social development, and it provides children with experiences that lead successfully towards the National Curriculum Programmes of Study.

89 Provision for pupils with special educational needs is satisfactory. Programmes provided for pupils through Individual Educational Plans are well targeted and consistently implemented. Targets set are appropriate and pupils' progress is monitored. The school is justly proud of its integration of disabled pupils into the school. Pupils, at the lower stages of the special needs register, are less well supported. The groups in which they work are frequently very large and the work covered is not always directly targeted to their specific needs.

90 The school's policy and practices are effective in promoting equal access to the full range of opportunities provided by the school.

91 Educational visits, links with the local community and visitors to the school are used effectively to support learning. A wide range of extra-curricular activities make a positive contribution to the curriculum as well as to pupils' social development. Staff give generously of their own time in ensuring that after school activities take place.

Approximately sixty percent of Key Stage 2 pupils participate in one or more of these. Pupils compete with other schools in football, cricket, netball, rounders and swimming.

92 Systems have recently been introduced for analysing the school's national test results, as well as the initial tests undertaken with Reception children. The school is aware that, as yet, these are not having a significant impact on identifying pupils' learning needs. They are moving towards using test data to identify pupils' strengths and weaknesses.

93 The school has a system of medium and short-term planning. However, it is not used consistently throughout the school. Assessment arrangements are insecure leading to pupils' progress being unsatisfactory in some cases. Short-term planning does not always address what pupils need to do, know and understand. Assessment information is not always used effectively in medium or short-term planning. This results in inappropriate work being set for some pupils. Generally, high attaining pupils are not adequately supported.

94 The school has a policy for assessment which is in the process of being implemented but, as yet, has had little influence on practice. All teachers keep a variety of records and checklists which are completed regularly. Day-to-day assessment is not well developed and the link between curriculum planning and assessment is not clearly established. Throughout the school, there are occasions where pupils' prior learning is not sufficiently taken into account when planning. This leads to some pupils being provided with tasks which lack challenge or are not appropriate to their needs.

95 The co-ordinator for assessment has recently been appointed but has already made a significant impact. She has identified the needs of the school and has compiled an Audit and Development Plan. She is aware of the need to produce pupils' profiles which outline pupil attainments in statements of what pupils can do.

96 The staff have had few opportunities to be involved in moderation or standardisation activities which would assist in the development of accurate teacher assessments. The new co-ordinator is aware of this deficiency and is in the process of producing portfolios of moderated work in the core subjects.

Pupils' spiritual, moral, social and cultural development

97 Overall, the provision made for pupils' spiritual, moral, social and cultural development is satisfactory.

98 The provision for the pupils' spiritual development is of variable quality in terms of impact across the school, but generally it is satisfactory overall. A School Mission

Statement is in place, having been written in 1996 and approved by the Governing Body. The statement incorporates the values the school sets for the pupils. The parents indicated their support for the positive effect the school values are having on their children.

99 The provision for the spiritual development of the pupils is mainly covered in assemblies and religious education lessons. It is rarely developed in other subject areas. In the assemblies, and the religious education lessons, the pupils are not provided with enough opportunities for personal reflection and the building up of their spiritual awareness. So, though the school meets the statutory requirements for daily acts of collective worship, the provision for pupils' spiritual development is uneven.

100 In assemblies, opportunities are lost to develop this important part of the pupils' education, by not emphasising the links that could be made, between the hymns sung and stories told, with the life of Christ. An example of this is where appropriate hymns were selected about Palm Sunday and Easter, but no teacher input made any link with the Easter story. Also the religious education lessons make only limited contributions to the spiritual development of the pupils.

101 The provision for pupils' moral development is good and is being appropriately advanced by the school. The school is successful in teaching the pupils the principles which distinguish right from wrong. The vast majority of pupils are aware of what is acceptable and unacceptable behaviour. The school's Discipline Policy is encouraging pupils to have a positive attitude to school and to each other. School rukeen to receive merit awards and these are celebrated during the Friday ÔMeritÕ assemblies. Rewards are given for hard work, good behaviour, caring for others, being helpful and sustained effort. Year 6 pupils are able to gain achievement certificates for progress throughout their years in the school.

102 The provision for pupils' social development is satisfactory. It is mainly encouraged through extra-curricular activities, and pupils taking responsibilities around the school and in classrooms. Pupils are observed, in some lessons, helping and working co-operatively. Often there are lists, displayed in classrooms, indicating the different responsibilities pupils undertake. Year 6 pupils are involved in caring for younger pupils, during wet playtimes and wet dinner times.

103 There are many extra-curricular activities in which pupils may participate. These include numerous sporting activities, musical activities, drama club, chess club, and gardening club. The school is successful in raising pupils' awareness to the needs of others by collecting for charities. These charities include Children in Need, the Blue Peter Appeal, and the British Heart Foundation. At Harvest Festival time, the children collect goods to send to a particular school in Romania. This is organised through the Colne based 'Jesus and Relief Suppliers'.

104 Pupils are encouraged to participate in local community activities, for example, the School Wind Band and the School Choir perform for people in local homes for the elderly at Christmas time. Also, many people visit the school to talk to pupils and help them in their understanding of the local community including famous old boys of the school. The school also organise numerous visits to local shops and firms. The local 'Boys Club' are encouraged and allowed to use the school playing field.

105 The provision for pupils' cultural development is good. Contributions to their cultural education are made through the extra-curricular activities and the curriculum taught to the pupils, especially in religious education, music, art, history and geography. Visitors to the school often support the cultural development of the pupils, as well as giving them an insight into other cultures and traditions. Outside visits, made by the pupils, also support the development of their cultural experiences. A good example of this is the residential week spent at Whitehough Outdoor Pursuit Camp.

106 Good resources, in the form of books and artefacts, are available to support the teaching of the cultural element of the curriculum. The displays around the school are particularly stimulating and attractive, and often are linked to the cultural element of the topic being taught.

Support, guidance and pupils' welfare

107 The support, guidance and welfare of pupils is good and a strength of the school. The caring ethos created by staff makes a significant contribution to standards of achievement and personal development. Pupils with special educational needs are given good support to enable them to participate in all aspects of school life. Disabled pupils in the school are particularly well supported by both staff and fellow pupils. The headteacher is the designated member of staff for Child Protection. He has received good training in child protection procedures and ensures all staff are aware of the school's and Local Education Authority's practices and procedures.

108 The monitoring of pupil's academic achievement and personal development is satisfactory. Relationships within the school are good and pupils have confidence to share problems with staff. Measures to promote discipline, good behaviour and full attendance are good. Pupils are involved in drawing up the codes of conduct for each class, they are fully aware of, and agree with, the system of rewards and sanctions. The school works well with parents and the Education Welfare Officer to follow up on absences and lateness.

109 Procedures for dealing with accidents and emergencies are good. There are an adequate number of staff trained in first aid, and fire drills and risk assessments are carried out periodically. Although a lot of equipment is stored in the main hall, staff are very aware

of the dangers this could cause and, as a result, are very safety conscious, especially when doing physical education.

110 Supervision of pupils at lunch time is satisfactory. Although the school has initiated a number of changes to improve the dining arrangements, access to the table and seats still makes it difficult for staff to give pupils the individual guidance and support they need. Staff meet regularly with the headteacher to discuss appropriate issues such as structured play, behaviour management and are kept informed about the school's ethos and procedures.

Partnership with parents and the community

111 Partnership with parents and the community is good. Parental help makes a significant contribution to pupils' learning. Parents regularly help in the classrooms, are very supportive of school events and special occasions and are effective fund raisers through the Parent Teachers' Association. The money they raise is appropriately spent to benefit the whole school. For example, money has been spent on playground improvements and library equipment.

112 Information to parents is satisfactory and there are clear lines of communication. Letters are timely and informative but presentation is unimaginative. There are two formal parent/teacher evenings each year and each Monday, after school, staff make themselves available for parents to discuss their child's progress. The majority of parents are generally satisfied with the annual reports on their child(ren). Although some information on the curriculum and topics is supplied by class teachers, this is not done in a regular or systematic way. Parents of pupils with special educational needs are fully consulted and informed of their children's progress.

113 Partnership with the community is good. The school has effective links with Lancashire Business Enterprise, local colleges and businesses. A textile week was run in the school and pupils worked with a local company to design and produce individual T-shirts. Visits to places such as Pendle Hill, a bakery, a museum, a chocolate factory, Fleetwood and the residential experience for Year 6 pupils are well planned to support and enrich many aspects of the curriculum.

114 Links with both the feeder and receiving schools are good. Pre-school children are well prepared for full-time education and are well supported to enable them to settle in quickly and well. Pupils moving to the secondary school are well prepared for the transfer through a series of induction days, taster lessons and meetings.

The management and efficiency of the school

Leadership and management

115 The school is soundly led by a hard working and dedicated headteacher. He has been successful in amalgamating the two separate schools and in creating a sense of teamwork amongst the staff. Together with the deputy headteacher and Key Stage 1 co-ordinator, he provides clear educational direction for the school. The three make up the senior management team of the school. This team is working hard at developing the curriculum and is putting appropriate emphasis on the basic skills of literacy and numeracy.

116 The school has a comprehensive School Development Plan, which has been prioritised appropriately after taking account of information received from co-ordinators. The school uses its School Development Plan appropriately to target financial need which ensures that in-service needs are supported by careful planning. There are appropriate statements in place which will help the school to evaluate its effectiveness in meeting the planned developments.

117 Subject co-ordinators have varied opportunities to be involved in the work of the school. Some are making a positive impact on the provision for their subjects, e.g., English and mathematics in Key Stage 1, design and technology in Key Stage 2 and history and music throughout the school. However, there is a need to review the co-ordination of religious education in Key Stage 2.

118 There are limited strategies in place for monitoring teaching. There are informal systems in place but they do not presently guarantee that teachers' strengths and weaknesses can be identified or areas for development can be supported. Few co-ordinators are in a position to check on how effectively their subject is being taught, and in checking the standards being achieved by the pupils. Both the Key Stage 1 and 2 co-ordinators are exceptional practitioners, but they are not yet in a position to have an overview, in their respective key stages, of the provision for pupils.

119 The school has a set of appropriate aims which puts emphasis on academic rigour as well as pastoral care. The school makes good progress towards meeting these aims, particularly with the recent emphasis on improving basic skills in literacy and numeracy.

120 The management of pupils with special educational needs is satisfactory. There is significant funding allocated to this area and procedures are in place to help identify pupils requiring additional support. Individual Educational Plans are drawn up which take full account of the identified areas needing development. However, the day-to-day monitoring of progress made towards successfully meeting these Individual Educational Plans is ineffective.

121 There is a positive school ethos with a strong sense of teamwork evident amongst the staff. This is particularly effective in Key Stage 1 and is developing rapidly in Key Stage

2. Good relationships have been established where pupils feel valued and there is a sense of mutual respect between pupils and staff.

122 The governors successfully carry out their statutory duties and as a result statutory requirements are being met. However, they do not have many opportunities to be involved in the working of the school. Most have limited knowledge of the curriculum and the developments that are being made. They have few procedures in place which helps them to have a view of the standards that are being achieved, and how they might be improved.

Staffing, accommodation and learning resources

123 The school is adequately staffed with teachers who are suitably qualified to teach pupils of primary age. There is an appropriate mixture of teachers who are new to the profession and those who have extensive experience. Support staff, from both within the school and from outside agencies, provide good quality and effective support to pupils in a range of situations.

124 The majority of teachers are responsible for co-ordinating one or more subjects, throughout the school. They have job descriptions, which are the subject of an annual review, and which reflect their responsibilities. However, opportunities for some to develop a whole-school view of subjects, to offer curriculum support and to monitor provision within the school are limited.

125 The school has a formal induction procedure in place to support new members of staff and there is a comprehensive staff handbook to help promote consistency of approach to school procedures and systems. Arrangements have been made to link appraisal to a series of professional development interviews which then inform training needs and the staff training programme. Staff attend courses to further their professional development, and are able to feed information to other staff. This, in turn, informs future planning.

126 Accommodation available to the school is good, in terms of the amount of space available. The quality of much of the display work is also good, particularly in art. Effective use is being made of the two halls to provide space for large play apparatus and music lessons. However, the floor area of the junior hall is particularly restricted due to the storage of equipment for physical education around the perimeter. The day-to-day maintenance of the building is a credit to the caretaking and cleaning staff, who work hard to ensure standards of cleanliness are high.

127 The level of resources available to the school are adequate overall and are being appropriately used in the most subjects. Some of the more recently purchased resources are being used very effectively by teachers in subjects such as mathematics. There is an

adequate range of fiction and non-fiction books and the school makes suitable use of its library. Library stock is satisfactory. Resources for pupils with special educational needs are satisfactory and used well. Due to the adequate storage available, resources are organised and accessible and are well cared for by staff and pupils alike .

The efficiency of the school

128 The school's finances are well managed and good systems have been established for their control. The latest Local Education Authority's financial audit confirmed that day-to-day financial procedures are sound. Grants and funding which are allocated for specific purposes, such as staff training and supporting pupils with special educational needs, are effectively spent. The school's financial situation is regularly scrutinised and reviewed by the finance committee and the full governing body. The monthly financial print-outs are closely checked and the headteacher and Chair of the Finance Committee monitor the progress of spending throughout the year. The headteacher maintains control of the budget and works closely with the Chair of the Finance Committee in doing so.

129 A high percentage of the budget is used to support teaching and education support staff costs. The school has built up some reserves over the last two years and this has been used to support these costs while also maintaining a good level of spending on resources. The school has begun to consider the options available to them if this level of funding is to be maintained. Currently, the budget provides funding for teachers to have some non-contact time and for teachers in the Reception classes to make visits to the homes of those pupils to be admitted the next school year. Both these initiatives have been beneficial and the school is considering whether it can continue to support these in the next financial year.

130 Careful planning ensures that the School Development Plan and staff development are well supported by the budget and that there are close links between them. However, while the school is aware, for example, that education support staff provide a good quality of support for pupils with whom they work and that this has proved to be a good investment of funding, it has not yet identified clear procedures which will help them to assess the cost-effectiveness of all their financial decisions. The governing body do not consistently monitor their identified priorities for development and has no means by which they can decide whether there has been an impact on the quality of teaching and learning in the school and whether this, in turn, has helped to raise standards.

131 The school makes satisfactory use of staff, accommodation and learning resources. Teaching and non-teaching staff are well deployed throughout the school. Satisfactory use is made of all available space. The school office runs smoothly and

routine tasks and administration are effective and efficient. Financial control is efficient and effective.

132 Taking into account the low income the school receives and the very low attainment of many pupils on entry to school and judged against the satisfactory progress pupils make, the school gives satisfactory value for money.

PART B: CURRICULUM AREAS AND SUBJECTS

Areas of learning for children under five

133 Pupils are admitted into one of two Reception classes at the beginning of the school year and attend on a part-time basis until the end of their first month in school. At the time of the inspection all pupils had attended school full-time for almost two terms.

134 When they start school, the attainment of many children is well below that expected for their age, with many having poor communication skills and a lack of confidence. In each class however, there is a full range of ability amongst the children. The Reception classes provide children with a good start to their education and secure foundations are laid for the future demands of the National Curriculum. A good range of experiences is provided which are soundly based on the areas of learning identified in “Desirable Learning Outcomes”. Consequently, by the time children enter Key Stage 1, although their attainment is still below, and sometimes well below average, there has been some improvement made in the standards they reach.

Language and Literacy

135 Children’s language and literacy development is well below average but the majority are making satisfactory, and often good, progress.

136 Most pupils listen well to stories and in class and group discussions, speak with increasing confidence. Role play areas within each of the classrooms provide good opportunities for children to develop their social skills and become more confident in the skills of speaking and listening. Children readily share books with adults and show an increasing understanding of the meaning of print. They discuss stories and enjoy talking about their favourite characters. Some can predict what might happen in stories. Children know about authors and illustrators

137 Children begin to recognise letters and the sounds they make and learn a sight vocabulary. They use developmental writing to convey their messages in print. Higher attainers begin to write independently, others copy the writing of adults with increasing accuracy. After hearing a poem about teddy bears, children are helped to increase the range of their descriptive vocabulary while writing their own poems. Children learn correct letter formation and practise to improve their handwriting style. With guidance, they use a computer to write sentences which they then illustrate. Activities such as “dressing the Teddy” are used to help children gain increasing confidence in using a computer mouse.

Mathematical Development

138 Children's' mathematical development is well below average. The progress they make is satisfactory.

139 Most children can recognise and count numbers up to ten and some can count beyond. They begin to understand number operations and a minority add numbers to a number greater than ten. Others use cubes to make their own additions and answer them correctly. Children recognise coins and select the correct number of one pence coins to buy objects. However, number activities do not always provide a high enough level of challenge for some groups of children, particularly the higher attainers and often these children do not make the progress that could be expected of them.

Knowledge and Understanding of the World

140 Children's knowledge and understanding of the world is mostly in line with that expected for their age and they make satisfactory progress.

141 Children confidently talk about their families and where they live. They paint and draw pictures of themselves and their families. They talk about events which are important to them such as "Mothering Sunday" and describe their own experiences. When talking about pictures, they describe their thoughts and feelings. Children are taught to look closely at similarities and differences. They take part in activities to find out about pushing and pulling, but some find difficulty in expressing their thoughts and ideas and describing what they have found out. Children select and use a range of materials to cut and stick and know how to build with construction toys. They confidently play with dough, water, sand, bricks and paint.

Creative Development

142 Children's creative development is in line with that expected for their age and the progress they make is satisfactory.

143 Children confidently take part in activities such as drawing, painting, modelling and music making. They make finger and glove puppets and Mothers' Day cards. Children are taught to observe closely and record their observations in a range of media. They learn to mix colours to achieve a desired effect. In music lessons, children can beat the rhythm of their name and that of songs and rhymes. They understand the difference between quick and slow rhythms. Children sing songs and rhymes with enjoyment.

Physical Development

144 Physical development is in line with that expected for their age. The progress they make is satisfactory and at times good.

145 Children develop an awareness of space. In lessons based on their topic of toys, they move to music imitating the movements of a puppet. Most show good co-ordination and balance but some are unable to follow the puppets' movements as they find the timing difficult and are unable to move to the music. Children use tools such as scissors with increasing confidence.

146 Children' attitudes to learning are good. Children are aware of what is expected of them and quickly settle to their work. They co-operate well in class discussions and in group work. Relationships between adults and children are good and children respond very well to adults' expectations of good behaviour. In the vast majority of lessons, children show interest in what they are asked to do and concentrate well.

147 The quality of teaching for children aged under five is satisfactory overall. It is good in almost one third of lessons and rarely unsatisfactory.

148 Teachers and support staff work effectively together to create a colourful and caring environment. All adults manage children well. Activities have a clear focus and children work and play well together. Teachers use questioning well to help children to improve their speaking and listening skills and to develop their ideas. They have a good understanding of the needs of children who are aged under five. Their planning clearly shows what children are expected to learn from the planned activities although the level of challenge for higher attainers is not always appropriate.

149 Teachers carefully monitor the attainment of all children. They continually review these assessments to make sure that their planning meets the needs of each child and that children in both classes receive the same range of experiences. Samples of pupils' work are also kept in a file to help teachers monitor the progress that children make.

150 The curriculum is clearly focused on the needs of the children. A clear emphasis is placed on the teaching of basic skills and in helping children to improve their skills in speaking and listening, reading and writing. An initial assessment of children, when they begin school, helps teachers to plan for the needs of individual children. All children have equal access to the curriculum for under fives and provision for those with special educational needs is satisfactory and at times good.

151 The range of resources is adequate and these support all the areas of learning. Good use is made of all available resources. The accommodation, although not spacious, is satisfactory and all available space is used well. This includes the hall outside the classrooms which is also used for group activities.

English, mathematics and science

English

152 Pupils enter Key Stage 1 with levels of attainment which are below, and sometimes well below, those expected for their age. **They make good progress in all aspects of English.**

153 Throughout the key stage, pupils listen well and become increasingly confident in the contributions they make to class and group discussions. They readily share books with adults and talk about the stories they have read. Pupils use developmental writing to express their ideas in print. Higher attaining pupils write independently and begin to increase the range of audiences and purposes for which they write. Those with special educational needs make good progress towards the targets that are set for them. The level of support for these pupils is good and the quality of interaction between adults and pupils helps them to make this progress. Scrutiny of work and lesson observations show that pupils make good progress, at this key stage.

154 Despite the good progress it only serves to improve pupils' attainment from a position of well below average to below average when compared with national standards.

155 The national test and teachers' assessment results show that the number of pupils who achieve the expected level for their age is well below the national average. The number of pupils who achieve higher levels in the national test, however, is below the national average. There has been an improvement in all aspects of the English curriculum at this key stage. A clear focus on the teaching of skills particularly, for reading, has made this improvement possible.

156 Throughout Key Stage 2, the progress pupils make is unsatisfactory. In Year 3, pupils do not maintain the progress which pupils achieve at the end of Key Stage 1. Pupils also make unsatisfactory progress in Year 5. In Years 4 and 6, pupils make better progress which is at times, good. Where pupils make satisfactory or good progress they consolidate and build on their previous learning and teachers are very clear about what pupils are expected to learn. However, the inconsistent progress of pupils throughout the key stage and teachers' low expectations of pupils in a significant number of lessons results in pupils, particularly higher attainers, not making the progress which could be expected of them. Pupils with special educational needs make satisfactory, and at times good, progress towards the targets that are set for them

157 At the end of Key Stage 2, pupils' attainment returns to being well below average when compared with national expectations.

158 In national tests and teachers' assessments the number of pupils who achieve the expected levels for their age is well below the national average. The number of pupils achieving higher levels in the national tests is also well below the national average although teachers' assessments expected the number of pupils achieving these levels to be below the national average. In the majority of lessons there is no difference in the work given to groups of pupils of different attainment and there are not enough opportunities for pupils to extend and develop their work. An over-emphasis on the teaching of grammar, punctuation, comprehension and spelling has led to a narrowing of the curriculum and inhibits standards pupils achieve, particularly in writing.

159 In Key Stage 1, pupils make good progress in speaking and listening but still attain standards which are below those expected nationally.

160 A significant number of pupils enter school with poor communication skills and a lack of confidence. In Key Stage 1, teachers provide pupils with a good range of opportunities to help them to explore the use of language. Pupils talk and listen in informal contexts such as role play sessions and class and group discussions. They know and learn nursery rhymes and songs and listen with increased attention in lessons.

161 In Key Stage 2 pupils make satisfactory progress in speaking and listening and but standards remains below the national expectation.

162 Pupils speak and listen in a range of formal and informal contexts such as class discussions and drama lessons. For example, pupils in Year 6 study Shakespeare's "Romeo and Juliet" and act out a scene from the play. In this lesson, they had the chance to evaluate their work and that of others during the discussion that followed. However, there are not enough opportunities for pupils to do this, throughout the key stage. Pupils continue to explore the use of language and increase the range of their vocabulary. They share their work with others with increasing confidence. In the majority of lessons, they listen well to their teachers and readily respond to questions that are asked of them in discussions.

163 In Key Stage 1, pupils make good progress in reading but still achieve standards which are below average when compared with national standards.

164 Pupils read with interest and have a positive attitude. They talk about the stories they have read and enjoy sharing books with adults. An increased emphasis has been placed on the teaching of key words and phonics and these are well taught, throughout the key stage. This has given pupils support with their reading and helped to improve the progress which pupils now make. Pupils are beginning to use these strategies in their reading to make

meaning of text. Pupils know about authors and illustrators. The introduction of a “Literacy Hour” has focused attention on the teaching of basic skills and helped pupils to extend the range of their vocabulary. Throughout the school, pupils choose from an appropriate range of scheme and other books

165 In Key Stage 2, pupils make satisfactory progress in reading but still achieve standards which are below average when compared with national standards.

166 By the end of the key stage, the majority of pupils read with accuracy, fluency and understanding and some with expression. They recall stories, discuss characters, recall their favourite parts of a story and most can predict what might happen in the story. Lower attaining pupils, throughout the key stage, lack confidence and some continue to use a range of strategies including picture and phonic clues to make meaning of text. Pupils make less progress in Years 3 and 4 than in Years 5 and 6. Pupils, in this key stage, are taught how to locate books in the library but there are not enough opportunities for them to develop personal study skills, to search for information and to retrieve and access information from a computer database.

167 In Key Stage 1, pupils make good progress in writing and make sufficient improvement so that standards have moved from well below to below those expected nationally.

168 Pupils use developmental writing with confidence to express their ideas in print. Their poor communication skills make it difficult for some pupils to express what they want to say and some are reluctant to write. However, by the end of the key stage, the majority of pupils begin to write independently. They plan stories and create fantasy characters to improve the range of their descriptive vocabulary. Pupils write poetry and create story boards. They write in narrative and report events. Pupils use key words and spelling lists to help them with their writing and many confidently attempt their own spelling of words. Handwriting is taught systematically and most pupils form their letters correctly. Although there are not yet enough opportunities for pupils to develop their independent writing skills, during the last year there has been an improvement in the range of writing available to pupils. Teachers have worked well together to promote the teaching of writing skills and this has led to an improvement in the standards which pupils reach by the end of the key stage.

169 In Key Stage 2, pupils do not maintain the progress made in Key Stage 1 and their attainment in writing returns to well below that expected nationally.

170 Pupils, in this key stage, spend an excessive amount of time developing their skills in grammar, punctuation, comprehension and spelling, often from published schemes, and this has led to a narrowing of the curriculum. Pupils do not have enough opportunities to develop their independent writing skills. There are, however, some examples of pupils

writing poetry, stories, story boards, news, playscripts, diaries and letters, although these examples are infrequent. There are some good examples on display of pupils writing about books which had been produced during a recent school book week. Where pupils are given these opportunities they increase the range of their descriptive vocabulary, predict the endings of stories and describe their thoughts and feelings. In learning about Shakespeare and the theatre of his time, older pupils search for information and develop skills of note-taking. In the majority of lessons, work is not planned to meet the needs of different groups of pupils and work is not sufficiently challenging, particularly for higher attainers. Together with the restricted range of opportunities this results in pupils not making the progress that could be expected of them and, by the end of the key stage, standards have again fallen to well below those expected nationally. Not enough attention is given to the presentation of pupils' work

171 In Key Stage 1, pupils have a positive attitude to their learning. Their response in lessons is always satisfactory and at times very good. Pupils listen well and are interested in what they are asked to do. Pupils take a pride in what they are doing and sustain concentration well. They are keen to take part in lessons and behave well.

172 In Key Stage 2, pupils mainly have a satisfactory attitude to their work, but at times their response is unsatisfactory. Most pupils are interested in what they are doing, and concentrate and behave well. They listen well, take turns and are consistently on task. Where pupils' attitude is unsatisfactory the work they are asked to do is not challenging enough and pupils lose interest in their work and become restless. This at times happens where they spend an excessive amount of time doing work from published schemes. At times where sessions are also too long, pupils are not able to sustain concentration for the full amount of time. At both key stages, pupils work well together in class discussions, in groups and in pairs.

173 Teaching in Key Stage 1 is good overall with no unsatisfactory teaching observed. All teachers have a good knowledge of reading, writing and oracy and the skills pupils need to acquire in each of these aspects. Teachers make good use of resources such as 'big books' to sustain pupils' interest. They help pupils to recall and build on their previous learning and use skillful questioning to help pupils extend and develop their ideas. This was seen, at its best, during a session when the teacher used the book, 'The Surprise Party' by Pat Hutchins to link the book to pupils' own experiences. Clear instructions and explanations are given to pupils which help them to understand what is expected of them. Teachers plan lessons which mostly identify what pupils are expected to learn. In the best lessons, teachers provide a consistently high level of challenge, for example, when helping them to think of alternative words to extend the range of their vocabulary.

174 Teaching at Key Stage 2 is satisfactory overall, with some examples of good teaching. Teachers mostly plan their lessons to show what pupils are expected to learn but work is not always planned to meet the needs of different groups of pupils. Teachers make

appropriate use of resources and have a satisfactory knowledge of the subject. However, their understanding of the range of opportunities which should be available to pupils in their writing is limited. Lessons mostly have a brisk pace, but where sessions are too long, and particularly where pupils are given exercises to complete from published schemes, the pace becomes too slow. In the best lessons, where teachers have high expectations of pupils, and where pupils are helped to recall and build on their previous learning, pupils make good progress. For example, in Year 6, where a teacher recognised that the lesson planned did not meet the needs of the pupils and was able to adapt this to ensure that they understand what is being taught the quality of their learning is greatly improved. Most teachers give clear explanations and instructions to pupils but, on occasion, where these are too rushed, pupils do not always understand what is expected of them. Expectations that teachers have of pupils are mostly satisfactory, but at times, particularly in writing, they are not high enough.

175 The curriculum is generally broad and balanced, with the exception of writing in Key Stage 2. All pupils have equal access to the curriculum. Good provision is made for pupils with special educational needs. The curriculum is enhanced by visits from authors, illustrators and storytellers.

176 The school has recently introduced policies for reading, spelling and handwriting. The co-ordinator has written a scheme of work but this has not yet been implemented. Currently, teachers do not have support in their planning to ensure that there is continuity and progression in pupils' learning or to help them set targets for pupils' attainment as they move through the school. Teachers plan appropriately together in teams. Medium-term planning identifies what is to be taught within subjects. Short-term planning does not always clearly identify what pupils are expected to learn from the planned activities or show how work will meet the needs of different groups of pupils. In Key Stage 1, teachers work well together to ensure that there is consistency in the range of opportunities that are available to pupils within and between Year groups. In Key Stage 2, there is less continuity and progression in pupils' learning and teachers are often unsure what pupils could be expected to achieve. This, together with the limited opportunities for pupils to extend their skills in writing depresses standards which pupils achieve by the end of the key stage. The school has no procedures to help teachers assess pupils' attainment and progress. Consequently, information is not available to teachers to inform the next stage of their planning.

177 The subject is effectively co-ordinated by an enthusiastic and knowledgeable co-ordinator. She has clearly identified its future needs and has a clear understanding of what is needed to raise standards, throughout the school. She monitors planning and has visited to classrooms to identify the needs of the subject. Her role is developing but, as yet, she has not been able to monitor the quality of teaching and learning or work alongside colleagues in their classrooms. Resources for the teaching of English are satisfactory. During the past

year the school extended the range of books available to pupils. The library has an adequate range of books to support all areas of the curriculum.

Mathematics

178 Many children enter the Reception class with abilities significantly below those expected for their age. Their progress through the Reception classes is at least satisfactory. By the time pupils start Key Stage 1, their attainment is well below that expected for their age.

179 Pupils make good progress throughout Key Stage 1. In one Year 1 class, the pupils investigated lines of symmetry using practical apparatus. They discovered various types of symmetry and were able to discuss and share their findings with the rest of the class. By the time the pupils reach Year 2, they have developed their mathematical language and computational skills through well planned activities, games and a structured programme of learning tasks related to the recently introduced mathematics scheme. They are also introduced to ideas of shape, space and measurement and many are provided with opportunities to work both practically and independently.

180 By the end of Key Stage 1, pupils' attainment has improved to a point of being below national expectations. The 1997 national assessment results, for the pupils at the end of Key Stage 1, show that the number of pupils who achieve the expected level for their age is below average. Only a small number of pupils are achieving beyond the national expectations.

181 Throughout Key Stage 2, pupils make satisfactory progress and consolidate on the improvements made in Key Stage 1. In Key Stage 2, the pupils are continuing to build on skills previously learned and are developing a good understanding of number, shape and space. They are beginning to use their own strategies for solving problems, mentally and written. They develop their ability to handle data in statistical, tabular and chart form, and are using appropriate mathematical language. They can recognise number patterns and some can recognise families of fractions and talk appropriately about the fraction of a shape.

182 However, the high attainment which are too simple and there are too few opportunities for them to extend their mathematical knowledge and understanding. Limited progress is therefore made by this group of pupils and opportunities to advance their mathematical understanding are lost.

183 As a result of the satisfactory progress, pupils' attainment remains below average at the end of Key Stage 2. This is confirmed by the 1997 national test results for

11 year olds. These show that the number of pupils who attain the expected level is well below the national averages.

184 Pupils with special educational needs are well integrated into school life and generally make satisfactory progress. They are supported by the class teacher or classroom support assistants. This support helps them to make better than anticipated progress.

185 The pupils' response in Key Stage 1 is satisfactory overall and ranges from satisfactory to good. Many work hard in lessons and have a positive attitude to learning. They usually respond positively to teacher's questioning and are eager to give an answer. Behaviour is good in these whole class situations. However, some pupils become noisy when moving to group work or when working on practical tasks. They continue to work hard and the majority enjoy mathematics. Where the pupils' response was good, they listened to the class teacher, and answered enthusiastically, moving quickly and quietly to their allocated, challenging and well prepared tasks.

186 In Key Stage 2, pupils' response is also satisfactory overall and ranges from unsatisfactory to good. In those lessons where the pupils' response was at least satisfactory, the pupils demonstrated a good level of concentration, answered appropriately to the teacher's questions, and willingly applied themselves to the planned activities. In addition, these lessons moved at an appropriate pace. In the lessons which demonstrate good response, the pupils co-operate well together, work hard at the carefully structured and well planned activities and remain on task. In the few lessons where pupils' response is unsatisfactory, teaching is also unsatisfactory.

187 The quality of teaching in Key Stage 1 is satisfactory. However, teaching is good in approximately one fifth of lessons. Where the teaching is good, the teachers' planning indicates what pupils need to do, know and understand. Tasks are carefully matched to pupils' needs and experiences, providing interest and challenge. This was seen during a Year 1 lesson, when the pupils were working practically developing further their understanding of symmetry. Resources are used well and teachers' time, along with classroom support time, is well used to assist those who need support.

188 At Key Stage 2, the quality of teaching is again satisfactory. It ranges from good to unsatisfactory, in equal measure. In better lessons, relationships are supportive and good use is made of mathematical vocabulary. Teachers use their time effectively to assist those who need support and they provide satisfactory feedback to pupils, encouraging them to develop and improve their work. In one of the best lessons observed, the teacher effectively used number patterns to challenge all pupils, irrespective of their prior attainment. Lessons are carefully linked to the National Curriculum's Programmes of Study and the school scheme and they have a clear purpose which is shared with the pupils.

189 In the very small number of lessons observed where teaching was unsatisfactory; too much emphasis is placed on repeating work previously learnt. Too few opportunities are provided for pupils to use and apply their knowledge and skills. Work is not matched to pupils' prior attainment with some work set for a Year 3 class being considerably below the pupils' attainment. In one Year 5 lesson, the teacher had not prepared appropriately for the range of attainment of the pupils. This resulted in some not being effectively challenged.

190 The school has a useful mathematics policy, a developing school scheme and appropriate commercial schemes. These should now be developed into a comprehensive whole-school scheme, which sets out the range and levels of work to be expected from each Year group, and enables the co-ordinator to play a fuller part in planning and monitoring the work.

191 The use of assessment information is unsatisfactory. The progress of pupils is not consistently recorded, the outcome of assessment is infrequently used to guide future planning for classes. However, the school has now started to analyse the end of key stage test results. They have started to identify areas for improvement which should ensure the needs of all pupils are met, through a curriculum which is more consistently matched to pupils' prior attainment.

192 The subject is well co-ordinated by a knowledgeable and enthusiastic teacher who has been instrumental in bringing about necessary changes to teaching mathematics, including the introduction of a greater variety of practical mathematical activities.

193 There are adequate resources but the use of information technology in mathematics could be further extended so as to develop skills and support planned work.

Science

194 Most pupils enter Key Stage 1 with skill levels in scientific knowledge and understanding being below that expected for their age.

195 During their time in Key Stage 1, pupils make good progress. In Year 1, most pupils are able to name the main body parts and have a growing awareness of healthy eating habits. In Year 2, pupils are aware of how dangerous electricity can be and know a few safety rules. They also know that light reflects off a mirror. Year 2 pupils are collecting data on eating habits and can label parts of the plant.

196 This good progress means that pupil attainment at the end of Key Stage 1 is in line with national expectation. This is confirmed by teacher assessment for 7 year-olds. However, high attaining pupils are not achieving the higher levels of attainment.

197 Progress throughout Key Stage 2 is satisfactory. In Year 3, pupils study forces and are developing appropriate scientific vocabulary and have a growing appreciation of what constitutes a “fair test”. Pupils in Year 3, worked hard in groups to establish a “fair test” for gravity, using varying sizes of plasticine balls dropped from the same height. Year 4 pupils, have a growing knowledge of the solar system and appreciate the orbiting relationship of various planets. Year 6 pupils, have a comprehensive knowledge of the functions of the main body organs.

198 Year 6 pupils can describe the movements of the earth, moon and other planets in the solar system. They know that the heart circulates blood that carries oxygen to all parts of the body. Year 5 pupils can successfully describe conditions essential for plant life. Prediction and planning of experiments is evident in a Year 3 forces project but, overall, pupil work indicates that there are not enough experimenting opportunities given to pupils. Pupils with special educational needs are effectively supported within all classrooms and are making satisfactory progress.

199 The satisfactory progress of pupils leads to attainment at the end of Key Stage 2 remaining in line with national expectations. This is confirmed by the 1997 national test results for 11 year olds.

200 Pupils’ attitudes to learning are satisfactory in both key stages. Most pupils are interested in science topics and listen with concentration particularly during introductions to lessons. In Year 6, pupils are particularly keen to share ideas, enter into discussion and increase their knowledge. They have good work habits and can work for long periods with sustained concentration. Good relationships contribute to an enthusiastic working atmosphere. Pupils were observed working co-operatively and collaboratively. In Year 4, pupils worked successfully in small groups to record the friction levels of various materials. They took great care to record accurately measurements taken with a Newton meter. Where some pupils in Year 5 lost interest in science lessons, introductions were over long and lessons lacked pace and challenge. Pupils show respect for each others’ ideas and this was very evident during Year 3’s gravity tests. They show a good awareness of safety rules and behaviour is good in most lessons. Pupils generally take pride in their work although written recording is limited in most projects.

201 No science lessons were observed in Key Stage 1, but pupils’ work and discussions indicates that teaching is satisfactory.

202 Teaching is satisfactory in Key Stage 2. In Year 6, where teaching is very good, the teacher has a secure subject knowledge and teaches with confidence and obvious enthusiasm. Resources and illustrations are well prepared and relevant to the project. He constantly challenges pupils to extend their thinking and knowledge. He maintains high standards of discipline and works hard to ensure that all pupils are involved in the lesson.

Medium-term planning describes what is to be taught in detail but short-term planning is, overall, brief and fails to identify what pupils need to do, know and understand. Teachers do not allocate enough time to the subject over the year and this results in project work lacking depth and quality. It also results in the superficial coverage of some areas like circuit work. Generally, science is allocated the same time as a foundation subject. Good use is made of a computer programme to support this project.

203 Special educational needs staff are effectively deployed and work closely with pupils during lessons. They are well integrated into classes and group work increases their confidence.

204 There is a new and committed co-ordinator who has a developing vision for the subject. He has co-ordinated the subject in a previous school and has been on a specific course for curriculum leadership. He is currently reviewing the subject overview, scheme of work and resourcing for the subject.

205 The school recognises that there is insufficient time allocated to the subject. Time allocation, pupil work and quality of teaching are not currently monitored with sufficient rigour. Teacher assessment is inconsistent and there are no systems in place to support accurate assessment. National assessment results have not been effectively analysed to set targets for the subject's development. The subject has a low priority within the School Development Plan. Pupil work produced during science projects is recorded in a general topic book and it is generally lacking in extended written work. To take the subject forward, the school should ensure that a higher priority is given to the subject's development and that time allocations are appropriate for a core subject.

Other subjects or courses

First subject / course title

Art

206 Pupils start in Key Stage 1 having experienced appropriate work in art in the Reception classes. The satisfactory attainment made in this area of the curriculum occurs even though children enter school with relatively low skill levels in their creative work.

207 Throughout Key Stage 1, pupils make satisfactory progress. They show increased ability to observe, draw, produce patterns and use colour. They experience the opportunity to work with various media like paint, pastels and colouring pencils. The art

work is often linked to the topic being taught, and this gives a good vehicle to further extend their art skills.

208 As a result of the satisfactory progress made throughout Key Stage 1, pupils attain at the level expected for their age, at the end of the key stage .

209 When pupils move into Key Stage 2, their progress varies but is mainly good. Pupils gain experience in pattern making, printing and use of texture. Their designs are often linked to their study units such as Buildings, Bridges and Romans. A good example of this is the mosaic Roman floor design done by pupils from a Year 4 class. They use various media like charcoal, pastel, ink, pencil and paint. Pupils also gain experience of work of famous artists, for example Van Gogh, Hockney, Monet and Willis. However, more work could be done in painting their own design in the style of these artists. This has been done in a Year 5 class, with portrait painting of their friend, in the style of the Van Gogh self portrait painting. It has also been done very well in a Year 6 class with prints in the style of William Morris.

210 The sketch books, used throughout the key stage, are especially effective at the top of the key stage. Pupils put their first ideas, for design, into these books and they make a good record of progress being made throughout the year. Observational drawings and paintings are carried out with a good degree of competence, especially seen in three human body completed by the pupils of the same class. All pupils have equal access to the art curriculum. Pupils with special educational needs are given the opportunity to carry out the same activities as other pupils in their class.

211 By the end of Key Stage 2, pupils' attainment is above national expectations.

212 Pupils' attitude to learning, is good in both key stages. They listen attentively and work with purpose. A good many of the pupils are willing to talk to the whole class about their work, showing a real interest in their art. Pupils show a really keen interest in the subject and are proud of their achievements. They concentrate for extended periods, and show an obvious enjoyment of their art lessons. In the one lesson, where the response of the pupils was seen as unsatisfactory, it was as a result of an unsettled atmosphere which adversely affected the concentration of some pupils.

213 The quality of teaching is good in both key stages. Where the teaching is good, pupils are given clear instructions and explanations of the techniques to be practised. Good resources are used to support the pupils in their understanding of the work to be carried out. An example of this is the Mother's Day cards, produced by a Year 1 class, after close observation of flowers. In a Key Stage 2 lesson, where the quality is very good, the teacher puts much emphasis on skill technique and the quality of

work, having high expectations of all pupils in the class. The pace of the lesson is always brisk with a real working atmosphere being achieved. The art display in the class is a credit to both the pupils, who produced the work, and the teacher, who mounted it in such an attractive way. In the lesson where the quality of teaching is unsatisfactory, it is mainly because too much time has to be spent controlling the pupils, so that the pace and timing of the lesson is adversely affected.

214 An appropriate policy document and schemather complex in design, and it would be helpful to teachers if it is revised, putting it into a more user friendly format.

215 Assessment arrangements are not in place. This results in teachers finding it difficult to accurately record progress and to check on pupils' levels of attainment.

216 The new co-ordinator is now in a position to gain an overview of art throughout the school. He is keen to further develop the subject, especially in the areas of monitoring, evaluation and the moderation of work.

217 The subject plays a strong part in the cultural development of the pupils. For example, visits are made to the William Reed Weaving Mill and the Textile Week exhibition. Money has been given, by local businesses, to encourage and further develop the skills of pupils and their enjoyment of art.

218 The learning resources for art are of a good standard. Many artefacts are displayed around the school, linked to topics being taught. The displays, in the classrooms and corridors, are child-centred, colourful and attractively mounted. These displays play an important part in helping to support the ethos of the school.

Design and technology

219 When pupils start Key Stage 1, they have limited skills in making and designing and consequently their attainment is below that expected for their age.

220 However, throughout Key Stage 1, pupils make good progress. This is because they develop good skills in handling a range of materials and finding out how they join. They are able to talk about their designs and can choose which material would be the most suitable for different parts of a model. Their designs show that they have thought about the potential difficulties that they might encounter when making a model.

221 As a result of the good progress made, pupils' attainment at the end of Key Stage 1 has improved to be in line with national expectations. By the end of

Year 2, most pupils are able to use a range of materials to make a model or an artefact. They are able to think about the way they might make the model and can talk about how they might improve it if they were to make it again.

222 As pupils move into Key Stage 2, the progress is more variable but the good work evident in Year 6 ensures that progress is satisfactory overall. The good progress evident in Key Stage 1 is not maintained in the lower part of Key Stage 2. This is because there are few opportunities provided for pupils to develop their skills in designing. They have few experiences of working with different materials and finding ways of joining and cutting them. Little time is spent on evaluating models made and seeing how they might be improved. However, in Year 6, there is some outstanding work taking place with pupils developing very good skills in designing and making. Most pupils have a record of how they develop their designs and this shows that they have taken account of what they have learned from previous exercises.

223 As a result of the work taking place in Year 6, pupils' attainment remains in line with national expectations at the end of Key Stage 2.

224 Pupils' responses about the making process and talk with enthusiasm about the models they have made. They show a growing confidence when handling a range of tools and take account of aspects of safety when cutting materials. The pupils work well in pairs and show that they can overcome difficulties, when they encounter them, without losing interest. In Key Stage 2, the pupils move from a position of limited interest and confidence in Years 3 and 4 to one of having much enthusiasm and pride in their achievements in Year 6. This is as a result of being involved in developing interesting designs which require them to think carefully about different skills and techniques.

225 Teaching is good in Key Stage 1 and satisfactory overall in Key Stage 2. In Key Stage 1, there are examples of pupils being provided with a range of appropriate materials to work with. High attaining pupils are challenged appropriately, as was seen when Year 1 were working on developing models associated with their transport topic. During these lessons, the pupils had looked at a range of pictures or die-cast models of different vehicles and were encouraged to think of different materials that they might use to make the models. In Year 2, pupils had looked at a range of different envelopes after reading 'The Jolly Postman' so as to work out how they might fit together. They have then made their own envelopes using suitable materials. The teacher supplied a good range of envelopes and talked with the pupils about the need for different types, eg, air mail envelopes as well as padded envelopes.

226 In Key Stage 2, the teaching varies from unsatisfactory, in the early stages, to very good in Year 6. The main difference is that teachers in Years 3 and 4 are not

confident in developing appropriate designing skills with pupils. Many lessons tend to be along the lines of 'explore and make' rather than 'design and make'. This results in many pupils not having the appropriate skills to deal with the demands made on them later in the school. However, there is an improving picture with staff being open to support from those with expertise. In Year 6, where the teaching is very good, there is much attention given to the process of designing, planning, making and evaluating. In work associated with designing patterns, taking account of the work of William Morris, pupils show a very mature attitude to their work and some of the designs produced are of good quality.

227 The school is at the stage of developing its design and technology scheme. There is security in the progression of the work taking place in Key Stage 1. However, in Key Stage 2, the present planning arrangements do not take full account of the progression of skills that is required to ensure that pupils are building on work carried out in previous years. The assessment and record keeping arrangements are also at very early stages of development. The co-ordinator is most enthusiastic and has much expertise in this area. He has secure plans for developing the work that needs to be undertaken. The resources are adequate and, in the main, used appropriately.

Geography

228 In the limited number of lessons that were able to be observed, on this inspection, as well as the scrutiny of recorded work from previously taught topics, **pupils show they make satisfactory progress in Key Stage 1.** They develop a sound understanding of the local environment and of contrasting localities, for example Ghana. Their mapping skills are being advanced, and in a Year 2 class, pupils are able to use two figure co-ordinates successfully when working on a village settlement map. The pupils are also able to contrast and compare other settlements with their own environment, building on their own experiences as well as the knowledge gained in their geography lessons.

229 As a result of the satisfactory progress made, by the end of Key Stage 1, pupils' attainment is in line with national expectations.

230 No geography lessons were available to be observed, in Key Stage 2, because though the subject is covered in the study units, none of the Key Stage 2 classes were on geography focused units during the week of the inspection. From the recorded work of the pupils, the display of geography work and talking to pupils, **the progress throughout Key Stage 2 remains satisfactory.**

231 Year 3 pupils study the topic of 'Weather', including symbols and charts. The Year 4 pupils study the topic of 'Rivers'. This includes work on the water cycle and the geographical language linked to this topic, as well as fieldwork including a visit to a local river basin. One good initiative is the work on outdoor adventure activities carried out by one of the Year 4 classes, which included skills of mapping and orienteering. The topic on 'Changes in the Environment' gave pupils in Year 5 the opportunity to debate local issues. In Year 6, pupils have done work on Kapsokwony, a village in Kenya, contrasting and comparing with their own environment, as well as map work. In this map work, the pupils use two figure grid references when they would be expected to use four figure co-ordinates at this stage of their development. Also this topic was supported by a visitor coming into school to talk about, and show artefacts, from Kenya. This brings alive the experiences of other settlements to these pupils.

232 At the end of Key Stage 2 pupils are achieving standards that are in line with national expectations.

233 Pupils' overall response, in the lessons at the top of Key Stage 1, is satisfactory. They willingly give their own ideas about comparisons between their home and those in the locality being studied, but their concentration span is often short and they are easily distracted. Behaviour is appropriate.

234 Teaching, in Key Stage 1, is satisfactory. Questioning technique is sound, with teachers using a probing approach to help the pupils to gain knowledge and understanding about the content of the lessons. This gives Year 2 pupils opportunities to talk and offer opinions, during their comparative study of life in Ghana. Control and management of the class is satisfactory. The short-term planning is, at times, lacking in detail and does not state clearly what pupils need to do, know and understand. The teachers use appropriate resources to increase the interest level of the pupils. An example of this was in a Year 2 class, where pupils were using maps and photographs about Ghana.

235 The recorded work of the pupils show their writing ability to be below expectations. It also shows that work is not organised to take account of pupils' prior attainment. This results in the high attainers are not always being developed to their full potential. There is an over use of worksheets in some Key Stage 2 classes. The school does have an extensive amount of field studies including a residential week, visits to places like Clitheroe, Preston, Fleetwood and Ribchester.

236 There is an appropriate policy in place and a draft scheme of work. The geography co-ordinator has a sound knowledge of her subject, a clear understanding of the National Curriculum requirements and an overview of what is required to further develop geography throughout the school. The areas for development include assessment, evaluation and monitoring. No assessment instruments are used for this subject, so the school is not

aware of the levels of attainment that pupils are achieving. Monitoring of the subject is at an early stage of development and does not include the monitoring of the teaching.

237 The co-ordinator has a job description but it does not indicate the specific areas of responsibility for the subject.

238 Resources are adequate, for both key stages. The equipment, material, books and artefacts are adequate. Though they have been audited and internally published, for the use of the staff, the co-ordinator sees a need to review, update and revise these audited resources.

History

239 Throughout Key Stage 1 pupils make satisfactory progress. Pupils are developing an awareness of past and present. Pupil progress is enhanced because teachers make effective use of visitors to the school who present eye-witness accounts of transport fifty years ago and life in Colne 60 years ago. Visits to steam railways, a horse-drawn transport museum and a Victorian school room further develop a sense of the past for pupils. Progress is also aided by the secure subject knowledge of teachers who are clear about which skills and concepts they wish to develop within projects. Pupils have a growing understanding of chronology and are beginning to use correct vocabulary to describe the passing of time.

240 Year 2 pupils can compare present day classrooms with classrooms of the past and are aware of the differences. Year 1 pupils have a growing knowledge of Colne 60 years ago and are being introduced to research skills. They are being taught to use contents and index to find information for a transport project. Year 1 pupils are able to sequence photographs of various forms of transport in order of age and place them accurately on a timeline. Not enough opportunities are given to pupils to extend their writing in projects. Written work often takes the form of one line or one word answers. Progress would be improved by providing more opportunities to write at length within projects. Pupils do not know enough about great figures of the past.

241 Pupils' work indicates that by the end of Key Stage 1, pupils attain standards which are in line with national expectations.

242 Pupils continue to make satisfactory progress in Key Stage 2. As they move through the key stage, they develop a growing understanding of past societies and the living conditions of people within those societies. Progress is aided by the use of role

play and visitors to the school. A Year 4 project on the Romans was illuminated by the visit of a Roman Centurion to the school. Pupils talked with great excitement about this experience. This project was also supported by artefacts and the Eye-witness computer programme. Pupils also had the opportunity to design and make Roman chariots. Year 3 pupils have visited Bolton Museum to support an Egyptian project. Year 5 visited Smithills Hall during their Tudor project and were able to recall how they had enjoyed role play activities. Year 6 pupils visit Eden Camp to support their Britain since 1930 project. Teachers are taking many opportunities to provide first-hand experiences for their pupils and this enhances pupil progress.

243 Discussions with Year 6 pupils reveal that they have a sound knowledge of projects studied in previous years and that they are enthusiastic about the subject. Year 4 pupils are comparing and contrasting housing conditions of 60 years ago with present day conditions. Year 5 pupils have studied the size of families in the 1880's and compared with present day circumstances. Year 6 pupils have a good appreciation of Victorian society and they attended a performance of "A Christmas Carol". There are few examples of empathic writing. Year 5 pupils have written about the conditions of children who worked in local mills and Year 6 pupils wrote to Lord Shaftesbury complaining about the conditions of child labourers. However, projects do not give pupils enough opportunities to write at length, express feelings and make commentaries. Pupil research skills are not being sufficiently developed and pupil work contains too few examples of personal research.

244 Although their levels of attainment are below average, pupils with special educational needs make satisfactory progress both in their knowledge and understanding of the past and in their enthusiasm for the subject. They are given good support from special needs support assistants throughout both key stages with the exception of Year 5 and 6.

245 At the end of Key Stage 2, the majority of pupils attain standards which are in line with those expected nationally.

246 Pupils' attitudes to learning are good in both key stages. Most pupils enjoy and are interested in their studies of the past. Pupils work on history projects with appropriate levels of concentration and participate in discussions with enthusiasm. Year 4 pupils confidently shared ideas with each other and the class when examining artefacts and were keen to find out more about the artefacts from the teacher, books and a computer programme. Pupils listen to the subject with enthusiasm and pupils responded positively freely expressing their appreciation for the work of their teachers. Pupils exhibit high standards of behaviour during lessons observed. They worked co-operatively in pairs and in groups.

247 Teaching is satisfactory at both key stages. Teachers have a sound knowledge of the National Curriculum and provide appropriate activities to develop pupils' historical skills, vocabulary, knowledge and understanding. There is a strong emphasis on discussion and the development of a sense of various periods. Teachers deal with comparisons between past and present well. The quality of lesson plans is inconsistent and short-term planning is mostly very brief and fails to identify what pupils need to do, know and understand. Teachers' exposition is clear and generally holds pupils' interest. Resources are well prepared. All lessons observed revised pupils' previous learning and appropriate attention was given to the needs of low attainers. Teachers make good use of support staff to support learning. Class discussions are well managed and teachers' questioning encourages all pupils to participate. Teachers in Year 1 make good use of classroom timeline displays to support exposition. Throughout the school, projects are represented in colourful and attractive displays.

248 Teacher assessment of pupil progress in the subject is inconsistent. Teacher expectations of written work in the subject are too low and limit the potential for personal expression. High attainers are not sufficiently challenged to extend their project work.

249 The co-ordinator is providing clear, effective and enthusiastic leadership for history. She has a good subject knowledge and a clear understanding of the National Curriculum's Programme of Study. The Co-ordinator has provided a box of resources for each project and the school now has an improving range of artefacts.

250 The school recognises that there is a lack of continuity and progression in the development of historical skills. Planning for the subject does not effectively identify skills development. There is a need to monitor standards of work, teaching, planning and assessment across the school.

Information technology

251 When pupils start Key Stage 1 their attainment, in information technology, is below that expected for their age.

252 Throughout Key Stage 1 pupils' progress is satisfactory. Year 1 pupils gradually develop their word-processing skills. They are becoming less dependent on help from adults and can print out on their own. Some are able to use a data handling programme for making up comparative graphs, eg, colours of eyes. During their transport project, pupils have used a drawing programme to help them develop basic line drawings. In Year 2, the pupils use the same drawing programme to create stamps as part of the work they are doing associated with 'The Jolly Postman'. They have also designed post-

cards for work associated with their Ghana project. Pupils' attainment is widespread with high attaining pupils showing good control of the computer. **Overall, however, pupils' attainment is still below that expected for their age.**

253 Throughout Key Stage 2, the progress remains satisfactory. In Year 3, pupils use reference materials appropriately to support work on the Ancient Greeks. However, their level of linguistic skills is below that of their information technology skills. Pupils are able to create weather forecast maps using an appropriate programme. The pupils continue to use word processing skills effectively in other years. However, there is limited progress made in their control and monitoring skills. In Year 6, the pupils successfully use the CD ROM for gathering reference skills to support their project on China. These pupils show that they have developed their word-processing skills to the extent that they are able to produce quite pleasing presentations of their work.

254 Despite the satisfactory progress, the pupils' attainment is not improved to the extent that would see them attaining in line with national expectations. **By the end of the key stage, pupils' attainment is still below that expected for their age.**

255 Pupils' response is satisfactory in both key stages. Most pupils enjoy working on the computer and are keen to have opportunities to work on any information technology equipment. They work well together and take turns to use the keyboard. Pupils are showing a growing confidence in their use of the computer, although very few have access to computers at home. Whenever pupils work on the computer they concentrate well and behave appropriately.

256 There was very little direct teaching observed during the inspection. However, when taking account of the work scrutinised and the way in which teachers planned to include opportunities for information technology, **teaching is satisfactory in both key stages.** There are good examples of teachers thinking of as many opportunities as possible for including information technology in pupils' everyday work. In Year 2, the use of a drawing programme to develop stamps for work associated with sending letters is most impressive. Similarly, the way in which Year 6 pupils are required to research using Encarta is equally as impressive.

257 Most teachers are developing confidence in teaching in this area. However, for some there is an element of under-confidence in teaching information technology.

258 There is a new scheme of work in place for information technology. However, this is not being fully implemented, as yet. There is however, evidence that information technology is being used appropriately to support work in English, history, geography and art but not for mathematics. There are no formal arrangements for assessing pupils' progress. The co-ordinator is very enthusiastic but does find that most

of her time is being spent on sorting out technical difficulties rather than on monitoring the provision for the subject. She does collect in plans, on a regular basis, and this is beginning to provide her with good information about how the provision for the subject is progressing. Although the school's resources are fast improving there is still a need to increase the number of computers available.

Music

259 Most pupils enter Key Stage 1 with levels of attainment that are below those expected for their age. **They make satisfactory progress throughout the key stage.** Pupils make satisfactory progress in listening and appraising and in performing and composing. They practice a range of skills and build on their previous learning. They learn about pitch and rhythm and begin to acquire a musical vocabulary.

260 From an early age, pupils develop rhythm skills, identify sounds and learn the names of instruments. Pupils throughout the school sing tunefully and well in lessons, assemblies and in the school choir. Pupils can beat the rhythms in a song. They sustain a rhythm using instruments, playing on their own and in an ensemble. Pupils begin to compose more complex rhythms and rhythm sequences. They sing tunefully and well, improving the standard of their performance as they rehearse what they have learned. Pupils play and sing simple pieces of music with confidence.

261 By the end of Key Stage 1 pupils' attainment is in line with national expectations.

262 Progress throughout Key Stage 2 is satisfactory, although there are isolated examples of lesson by lesson progress being good or unsatisfactory. In one lesson observed, instructions and explanations given to pupils were not clear and pupils found it difficult to take part in the planned activities. In other lessons, at this key stage, pupils build on what they have learned at Key Stage 1, improving the standard of their performance and learning to perform with others.

263 Pupils understand more complicated rhythms. Using a range of instruments they reproduce rhythms, paying attention to strong and soft beats. Older pupils understand how expression can be changed in a piece of music and how it is used to obtain different effects. They learn a good musical vocabulary, talking with understanding about contrast, tone and texture. Pupils compose a simple orchestration, using four note melodies with rhythm accompaniment. They use a range of instruments to perform their composition.

264 Pupils attainment at the end of Key Stage 2 is in line with the national expectation.

265 Pupils' attitudes to learning are always good in Key Stage 1 and mostly good in Key Stage 2. At both key stages, the majority of pupils enjoy music lessons. They listen well and are interested in what they are asked to do and at times respond with enthusiasm. Pupils work well together, both in small groups and in the class as a whole. In response to suggestions from adults, they improve the standard of their performance. Pupils at Key Stage 2 play string, woodwind and brass instruments. All these pupils achieve good standards in their playing. Where pupils are not sure what is expected of them they lose interest and concentration and behave in an inappropriate way.

266 Teaching in Key Stage 1 is good and at times very good. In Key Stage 2 teaching is good with an isolated example of teaching which is unsatisfactory. In the vast majority of lessons, teachers have a good knowledge of the subject and are confident in teaching it. They give clear explanations and instructions. In the very good lessons, as seen in Year 1 and Year 6, teachers have consistently high expectations of what pupils can achieve. In addition, good use of questioning helps pupils to improve the standards they reach in performing and composing. Most lessons have a brisk pace and a high level of challenge. Teachers plan lessons which have a mixed range of activities. This helps pupils to sustain concentration and maintains the interest of the majority of pupils throughout the lesson. In the unsatisfactory lesson observed, the teacher lacks confidence in teaching the subject. Explanations are too rushed and pupils do not understand what they are expected to learn from the lesson.

267 The subject is well co-ordinated. The co-ordinator has good musical expertise and gives good advice and support to other members of staff. The school has adopted a published scheme of work and this is used as a basis for teaching, throughout the school. It has given support to teachers in their planning and increased the confidence with which the majority of them teach the subject. It makes sure that pupils build on what they are learning as they move through the school and ensures that all aspects of the National Curriculum's Programmes of Study are covered.

268 The co-ordinator has worked hard to ensure that each class at Key Stage 2 has a file which provides teachers with ideas and activities to be taught. The school is aware that this should now be extended to include Key Stage 1. These files include worksheets which assess pupils attainment and progress in music. They are kept as a record of pupils' progress in the subject.

269 An adequate range of tuned and untuned instruments support the teaching of music. The school has a choir and a wind band and pupils are taught to play recorders and guitars. A peripatetic teacher of music visits the school to teach pupils to play brass and woodwind instruments. The school offers good financial support to parents to make it possible for all pupils to have access to this tuition. The choir and wind band take part in a local schools

music festival and play at the high school to which pupils transfer. The choir also takes part in a carol concert for local schools.

Physical education

270 When pupils start Key Stage 1, their physical development is in line with that expected for their age.

271 Throughout Key Stage 1, pupils make satisfactory progress. Most pupils show good co-ordination and balance. Pupils are able to improve on the sequences they create by repeating and amending their movements. They are able to learn by looking at the work of others and suggesting ways that the sequences can be improved. In dance, pupils are able to listen to music and develop simple sequences which show dramatic interpretation of the music heard.

272 As a result of the satisfactory progress, pupils' attainment is in line with national expectations at the end of the key stage.

273 Throughout Key Stage 2, pupils make good progress overall. This is mainly as a result of the way that teachers put appropriate emphasis on developing skills in a systematic way. In dance and gymnastics, pupils are challenged to produce some very complex sequences. Many pupils are able to develop sequences which show good balances, varying pace and linked movements using small and large body parts. Year 3 and 4 pupils successfully link four or five different movements. They are able to be critical of their own and others' movements and adjust the original sequence, where necessary. In games, progress is good because there is much attention given to specific skills, with particular attention given to techniques. Most pupils are able to swim 25 metres by the time they are at the end of Key Stage 2. Many are swimming at advanced levels and are continuing to swim in their leisure time.

274 Despite the good progress and the improvements made in the overall attainment of pupils, this has not yet had a chance to make a full impact on pupils' attainment at the end of the key stage. Therefore, **the majority are still performing at levels that are in line with national expectations.**

275 Pupils' response is satisfactory in both key stages. However, it does vary in different lessons. In most cases, in both key stages pupils enjoy their physical education lessons. However, there are many younger pupils who lack confidence in this subject. When asked lacking in confidence when it comes to demonstrate in front of others. In other cases, pupils worked very hard at improving their original sequence after

their work had been sensitively criticised by others. Behaviour is mainly appropriate although, in one lesson, some pupils' disruptive responses adversely affected the progress of others.

276 Teaching is satisfactory in Key Stage 1 but good in Key Stage 2. In Key Stage 1, the teachers use the prescribed scheme of work effectively to ensure that pupils' skills are being developed systematically. Teachers are confident of the knowledge and work hard at ensuring that there are opportunities for pupils to plan, demonstrate and evaluate their sequences.

277 In Key Stage 2, teaching is good overall but varies from very good in a few lessons to unsatisfactory in one lesson. In the best of lessons, teachers are very secure of their subject knowledge. In Year 6, the two teachers were very clear about what they wanted the pupils to achieve in their dance lessons. The pace of the lesson is demanding and there is appropriate time provided for warming up and warming down. The teachers are effective in helping the pupils develop their sequences by suggesting areas that require improving. In the one lesson where teaching was unsatisfactory, the teacher was not using appropriate strategies to control the pupils. He had good subject knowledge but the suggestions made were not being listened to. Some pupils took advantage of the situation and disrupted the work of others.

278 The school has developed a very effective scheme of work which it has implemented successfully. The teachers are confident as a result of this. There are many teachers who have specific expertise in this subject. The school has recognised the need to develop its work in outdoor education and has already taken steps to improve this aspect of its work.

279 The subject is effectively co-ordinated by a teacher who has much expertise in this area and is well supported by other staff who are equally as enthusiastic about this subject. He has been responsible for developing the school's schemes of work which is responsible for ensuring that progress is good in Key Stage 2.

280 There are many extra-curricular activities taking place which helps to lift the standards in lessons. These include netball, football, cricket, dance and rounders. Approximately sixty percent of Key Stage 2 pupils participate in one or more of these. Pupils compete with other schools in football, cricket, netball, rounders and swimming.

281 Resources are generally adequate, although the school hall is not helpful in ensuring that gymnastics and dance can be taught effectively. The hall is inevitably a thoroughfare because of its positioning. The staff has worked hard to ensure that aspects of safety are dealt with effectively. However, it is difficult to achieve the necessary atmosphere with so many potential disturbances from the classrooms around the hall.

Religious education

282 From scrutiny of pupils' work and lesson observations, **pupils make satisfactory progress throughout Key Stage 1.**

283 In Year 1 and 2, they know about other faiths in addition to Christianity and the pupils know some of the major festivals of these religions. They can talk and write about, for example, Peter's response to Jesus washing the Disciples' feet, and they can make an Easter garden. They use a reasonable range of resources and can record their finding in a variety of ways.

284 This consistently satisfactory progress means that **at the end of Key Stage 1, pupils' attainment is in line with the Local Authority's Agreed Syllabus.**

285 In Key Stage 2, pupils make unsatisfactory progress. They study Christianity and other world religions in appropriate depth although this varies greatly between classes. Where progress is satisfactory, the work covered is in line with the Agreed Syllabus. It frequently builds upon knowledge gained from previous lessons. Pupils are encouraged to think independently and try out their ideas. Where progress is unsatisfactory, pupils are not covering the topics as outlined in the Agreed Syllabus, or where it is being covered, it is not at an appropriate depth.

286 As a result of the varied progress being made by pupils throughout Key Stage 2, **by the end of the key stage, attainment is below the expectations outlined in the Local Authority's Agreed Syllabus.** Overall, knowledge and skills, are not significantly developed towards the objectives outlined in the Agreed Syllabus. Work is not appropriately organised to take account of pupils' prior attainment.

287 Pupils' attitudes to learning are good in Key Stage 1. In Key Stage 2 it ranges between good and unsatisfactory with the majority being satisfactory. Where it is good, the pupils are fully engaged in the lesson, they contribute positively to the teachers questioning and are eager to develop their knowledge and ideas. Where it is unsatisfactory, the pupils do not listen attentively, become restless and do not concentrate on the task in hand. However, in general, pupils behave appropriately in religious education lessons and show interest in the subject.

288 From scrutiny of pupils' work and lesson observations, **the quality of teaching is good in Key Stage 1 and satisfactory in Key Stage 2.** Pupils, in a Year 1 class, listened attentively to a well-planned lesson which clearly outlined what pupils had to do, know and understand. Time and resources are used efficiently. The class discussed

what Easter means to them and considered the various characters in the story, prior to making an Easter garden.

289 Overall, in Key Stage 2, lessons are not well planned and prepared within the Authority's Agreed Syllabus and assessment is infrequently used to inform planning. The school has a useful religious education policy and plans to follow the Agreed Syllabus framework. However, this is not reflected in practice. The co-ordinator for the subject is not involved in monitoring and evaluating what goes on throughout the school and there is no check in place to ensure the subject has progression and continuity.

290 Resources for the subject are adequate. To help further raise standards in the subject, the school should look at the range of resources and other artefacts available to ensure there is coverage of all the areas of the Agreed Syllabus.

PART C: INSPECTION DATA

Summary of inspection evidence

291 The inspection was carried out by a team of seven inspectors. During the inspection all, or part, of 103 lessons were inspected and a total of over 87 hours was spent in lessons. A range of assemblies, registration sessions and extra-curricular activities were also inspected.

292 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 were scrutinised.

293 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.

294 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.

295 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.

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

297 6 parents attended a meeting with the Registered Inspector to give their views on the school and the team considered 102 responses to a questionnaire for parents about the school, with some parents providing additional written comments.

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

Data and indicators

PUPIL DATA

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TEACHERS AND CLASSES

Qualified teachers (YR - Y6)

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Education support staff (YR - Y6)

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[Primary and nursery school]

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FINANCIAL DATA



PARENTAL SURVEY



Responses (percentage of answers in each category):
