

# INSPECTION REPORT

Rainhall Road County Primary  
Barnoldswick, Colne

LEA area : Lancashire

School Register Number : 119266

Headteacher : Mrs S Cormack

Reporting inspector : Mr M G Madeley AI

Dates of inspection : 17 – 20 February 1997

## Information about the school

Type of school : Infant and Junior School

Type of control : County

Age range of pupils : 4 to 11

Gender of pupils : Mixed

School address : Rainhall Road  
Barnoldswick  
Colne  
Lancashire  
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Telephone number : 01282 812139

Appropriate authority : Lancashire

Name of chair of governors : Mrs M Bell

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## **Main findings**

1. The governing body, many of whom are new and serving for the first time, was elected in January 1996. One of their first tasks was to appoint a new headteacher. The new headteacher started work in April 1996. The number of pupil exclusions was four times the national average at that time, staffing lacked stability and the pupil roll was falling and the school's reputation in the community is said to have been very low. Some people involved with the life and work of the school had expressed serious concerns about the quality of education provided by the school. This is the background to an inspection which commenced two terms after the new headteacher had been appointed.

2. By the time they are five years old, approximately 50 per cent of children have reached all six national targets for this age group. All the children have made good progress because attainment on entry is lower than is typical of the four year old age group nationally. In the core subjects of English, mathematics and science, standards of attainment at the end of Key Stage 1 are broadly in line with national expectations whilst, at the end of Key Stage 2, standards of attainment are below national expectations in English and mathematics, but broadly in line with national expectations in science. Standards of attainment in all the foundation subjects are below national expectations at the end of both key stages and in religious education are below that found in similar primary schools. Progress in relation to prior learning is generally good at Key Stage 1 and satisfactory overall at Key Stage 2. The rate of pupils' progress in the early years of Key Stage 2 is better than that in the later years of this key stage.

3. The quality of teaching is satisfactory. It is satisfactory or better in approximately 80 per cent of lessons and this accounts for the progress currently made by pupils. There are examples of very good and excellent teaching. However, in 20 per cent of lessons the quality of teaching is unsatisfactory or poor. At Key Stage 1 this is primarily linked to the use of inappropriate methods or organisation which do not meet the needs of the pupils and, at Key Stage 2, to very poor lesson planning. The curriculum has only been in place since September and on paper it provides the pupils with a broad and balanced curriculum. There is no specific curriculum policy for the under-fives and some subjects do not have a policy, which is unsatisfactory. The school has adopted the Lancashire schemes of work for most subjects which provide satisfactory coverage of the National Curriculum and religious education. Teachers' planning is monitored but there are no procedures to ensure that the National Curriculum and religious education are taught in all classes. There is a good programme for policy writing, or review, clearly laid out in the school development plan. Current arrangements for assessment lack rigour and the use of assessment to inform planning is often informal.

4. The spiritual, moral, social and cultural development of the pupils is good and is a strength of the school.

5. The efficiency with which the school uses the finances it is allocated is good. The procedures for financial planning and control, and their execution, and the school's general administration are good. Secretarial support is excellent and administrative performance is effective and efficient. The school provides satisfactory value for money.

6. The leadership provided by the new headteacher, in conjunction with the governing body, is very good. The school's aims and values exemplify high expectations of the pupils and are clearly reflected in the life of the school. The school development plan is very good and identifies its priorities in five appropriate areas for the next three years. It is effectively linked to staff development provision and financial planning. There is currently limited monitoring of teaching but curriculum development, which is in its early stages in most subjects, is well supported and monitored. There has been no opportunity to evaluate curriculum developments yet. The governing body fulfils its statutory obligations. Overall, the management of this improving school is good.

7. Pupils' attitudes to school, their behaviour and their relationships with each other are good. This is a remarkable improvement in these aspects as twelve months ago pupil behaviour, as noted in the school incident book, was very poor indeed.

8. The caring ethos of the school and the good relationships which exist between staff and pupils combine to provide a good basis for learning. The school's provision for the support and guidance of pupils makes a very effective contribution to educational standards and is a strength of the school.

9. The provision for pupils with special educational needs (SEN) is good. The school has sound procedures in place and the management of the provision is good. The special needs policy is good and plans and criteria to evaluate the effectiveness of the policy are being developed. The local education authority provides additional money for extra support staff to work with SEN pupils and this is very beneficial in raising the standards of attainment and behaviour of these pupils.

### **Key issues for action**

10. In order for the school to continue to improve standards of attainment and the quality of education provided, the governing body should:

- \* build on current strengths, and develop additional strategies, which will continue to raise pupil attainment in all subjects, but particularly in English and mathematics;
- \* write and implement a policy for the under-fives which includes reference to curriculum, appropriate teaching methods and resources.
- \* formulate and initiate procedures for the improvement and monitoring of the quality of teaching throughout the school;
- \* monitor closely the coverage of the curriculum in all classes;
- \* reassess the current assessment policy so that assessment is more rigorous, more accurate and usefully informs future planning;

## Introduction

### Characteristics of the school

11. Rainhall Road County Primary School was established more than one hundred years ago and now educates pupils in the four to eleven years age range. There are currently 87 pupils on roll, 43 boys and 44 girls which means that the school is small by national standards. The school is staffed by three full-time teachers and one part-time teacher, who was new to the school at the time of the inspection. The school is situated in the Craven ward of the Lancashire market town of Barnoldswick. It takes many of its pupils from the nearby Coates ward whilst children living near to the school often attend other schools in the town. Indicators suggest that some children come from materially disadvantaged homes. There are twenty-six pupils (30 per cent) who use their entitlement to free school meals whilst others who are entitled to free meals go home at lunchtime. This percentage is above the national average. Forty pupils are on the special educational needs register; this is 46 per cent of the school roll which is well above the national average. There are eight pupils with Statements of Special Educational Need which is ten per cent of the pupils. The average figure for statemented pupils in Lancashire primary schools in January 1995 was 1.4 per cent. Twenty-two pupils (25 per cent) are from homes where English is not the first language.

12. Generally, children's attainment on entry is poor. Approximately 50 per cent of pupils have been to a playgroup or other pre-school educational provision.

13. The recently rewritten and agreed school aims are:

- \* to promote the physical, moral, mental and spiritual development of the children in their care;
- \* to foster an environment which allows a child to discover its own value and develop a sense of 'self worth';
- \* to foster a stable, happy environment with good standards of attainment and behaviour;
- \* to foster a tolerant and caring attitude within the school community, the local community and beyond;
- \* to encourage respect and care for all property and the natural environment;
- \* to help children understand the interdependence of individuals and groups and be aware of and sensitive to other religions, races and cultures.

## Key indicators

### Attainment at Key Stage 1<sup>1</sup>

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

Year	Boys	Girls	Total
1996	3	4	7

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Number of pupils at NC Level 2 or above	Boys	3	1	2
	Girls	3	2	3
	Total	6	3	5
Percentage at NC Level 2 or above	School	86 (58)	43 (67)	71 (50)
	National	78 (78)	79 (80)	82 (79)

Teacher Assessments		English	Mathematics	Science
Number of pupils at NC Level 2 or above	Boys	2	1	2
	Girls	3	2	3
	Total	5	3	5
Percentage at NC Level 2 or above	School	71 (67)	43 (50)	71 (42)
	National	79 (80)	82 (79)	84 (84)

### Attainment at Key Stage 2<sup>2</sup>

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

Year	Boys	Girls	Total
1996	7	8	15

National Curriculum Test Results		English	Mathematics	Science
Number of pupils at NC Level 4 or above	Boys	0	1	0
	Girls	1	2	1
	Total	1	3	1
Percentage at NC Level 4 or above	School	7 (19)	20 (19)	7(31)
	National	58 (48)	54 (44)	62 (70)

<sup>1</sup> Percentages in parentheses refer to the year before the latest reporting year

<sup>2</sup> Percentages in parentheses refer to the year before the latest reporting year

Teacher Assessments		English	Mathematics	Science
Number of pupils at NC Level 4 or above	Boys	2	6	2
	Girls	4	4	2
	Total	6	10	4
Percentage at NC Level 4 or above	School	40 (75)	66 (63)	27 (31)
	National	60 (56)	60 (54)	65 (64)

### Attendance

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

		%
Authorised Absence	School	6.5
	National comparative data	6.0
Unauthorised Absence	School	0.2
	National comparative data	0.5

### Exclusions

Number of exclusions of pupils (of statutory school age) during the previous year 1995/96 :

	Number
Fixed period	17
Permanent	1

### Quality of teaching

Percentage of teaching observed which is :

	%
Very good or better	7
Satisfactory or better	80
Less than satisfactory	20



## **PART A: ASPECTS OF THE SCHOOL**

### **Educational standards achieved by pupils at the school**

#### **Attainment and progress**

14. The children lack many standard experiences, skills and knowledge on entry to the school in the reception class. Only about 50 per cent have had any pre-school education in playgroups. The majority of children from the ethnic minorities have had no pre-school education other than that provided in the home. Many children have minimal social skills, weak vocabulary and limited skills with writing and drawing materials. Some lack confidence in a large group situation. At five years of age children have gone a long way towards meeting the national targets in the six areas of learning for this age group and approximately half have reached them all. In classes for under-fives the children make generally good progress.

15. Standards of attainment at the end of Key Stage 1 in the core subjects of English, mathematics and science are broadly in line with national expectations. This represents a significant improvement and is the result of some sound teaching, good planning and an improved curriculum. At the end of Key Stage 2, standards of attainment are below national expectations. At this key stage, standards of attainment in English and mathematics are below national expectations whilst attainment in science is broadly in line.

16. The results of the national tests at seven years of age have been below national expectations for the last two years in English, mathematics and science. There was a marked improvement in the scores for reading and mathematics in 1996, but the scores for the writing test and the science teacher assessments were well below national expectations. The number of pupils sitting the tests for seven year olds in 1996 was very small so no statistical conclusion about rising standards can yet be drawn. At age eleven, the national tests in 1996 were well below national expectations in the three core subjects of English, mathematics and science. Pupils' scores were lower than in the previous year but one third of pupils tested in 1996 were on the special needs register whilst a further third of pupils did not have English as their first language.

17. Pupil progress in relation to their prior attainment, over time and in lessons observed, is good at Key Stage 1 and also for the early years of Key Stage 2. For the later years of Key Stage 2 progress for the majority of pupils is unsatisfactory, but it is acknowledged that there is a very high proportion of pupils with special educational needs in this class.

18. Pupils with special educational needs generally make better progress than might be expected in relation to their prior attainment. This is linked to the very good support they receive from specialist teachers and non-qualified classroom assistants.

19. The attainment of pupils from minority ethnic groups varies from below national expectations to broadly in line with national expectations. Their progress also varies from unsatisfactory to good which is broadly similar to the rest of the pupils in the school.

## **Attitudes, behaviour and personal development**

20. The development in pupils of positive attitudes and good behaviour is a strength of the school. The pupils, in the main, show sustained concentration and respond positively to their work in school. When the lessons are interesting and involve active learning, the pupils enjoy them to the full, for instance when, during a history lesson, pupils chose to remain in class rather than go out at playtime. Pupils listen attentively to information and instruction and are willing to ask and answer questions and to volunteer information in a way which reveals their full involvement in learning. For example, in a science lesson questions were asked about the way people's lungs work, and in a history lesson, pupils asked perceptive questions of a local person who used to be in the Home Guard. When teachers' expositions are too long or the tasks are repetitive, pupils become disinterested in the subject being taught, lose concentration and generally make less progress.

21. In recent months there has been a vast improvement in the behaviour of the pupils. In 1995/96 there were 17 fixed term, and one permanent, exclusions along with other incidents of poor behaviour recorded in the school's incident book. There is a great contrast between the recent past and the present time because there have been no exclusions since April 1996. The behaviour in and around school now, is good. The new care and control policy is well thought out and followed by all staff. The pupils are demonstrating positive social attitudes. Pupils show interest in, and respect for, the learning resources and for the school building itself. The pupils generally know right from wrong. Relationships between the teachers and pupils are good, although when pupils are older, behaviour sometimes deteriorates when lessons are uninteresting.

22. Present systems in the school such as class rules, the 'chance' cards and the awarding of team points are making a significant contribution to the encouragement of good behaviour, attitudes, and initiative. However, there is a lack of suitable procedures and teaching strategies to encourage pupils to take responsibility and to develop initiative.

### **Attendance**

23. Attendance is sound. The attendance rate for the last school year was 93 per cent, which is close to the national average. Procedures for maintaining registers are satisfactory. Pupils generally arrive punctually at school and classes start promptly.

## **Quality of education provided**

### **Teaching**

24. The quality of teaching across the whole school is satisfactory or better in 80 per cent of lessons. There are examples of very good and excellent teaching. However, the quality of teaching is unsatisfactory in 20 per cent of lessons.

25. In classes for under-fives and at Key Stage 1, the quality of teaching is satisfactory or better in approximately eighty per cent of lessons. It is unsatisfactory in approximately twenty per cent of lessons. Very good teaching was observed in this key stage. At Key Stage 2 the quality of teaching is satisfactory or better in 80 per cent of lessons. Excellent

teaching was observed in this key stage. However, in 20 per cent of lessons the quality of teaching was unsatisfactory or poor and these lessons were all in classes for older pupils at Key Stage 2.

26. In science the quality of teaching is generally good. It is generally satisfactory in English and mathematics. Because of the constraints of the school's timetable only a few lessons were observed in each of the other subjects. Overall, the quality of teaching of these subjects is satisfactory. Based on this very limited sample, it is good in history and art but unsatisfactory in physical education,

27. The good or better teaching, which amounted to 38 per cent of the lessons observed, is typified by good planning, which incorporates clear targets for the pupils, appropriate and stimulating activities for pupils of all abilities, such as in the history topic work, and good control through mutual respect.

28. Isolated examples of unsatisfactory or poor teaching occur in a variety of subjects. At Key Stage 1 it is linked to inappropriate organisation. A few lesson plans have insufficient focus to the teaching and many pupils are engaged in their tasks for only a short time. At Key Stage 2 the unsatisfactory, and on one occasion poor, teaching occur mainly because the teacher's planning is very poor. It sets few appropriate learning targets for the pupils, lacks appropriate activities to meet the needs of the pupils, who have a very broad spread of ability, and adopts totally inappropriate teaching methods.

29. Teachers who support pupils with special educational needs (SEN) employ appropriate methods for their pupils and have good subject knowledge. Their pupils have low attainment but they are effective in raising this attainment and improving the rate of progress of these pupils. They also positively support the school's aims on behaviour. In class, teachers are generally aware of the needs of pupils with SEN. Their lesson planning is often good in that it shows different activities for, or different expectations of, these pupils.

## **The curriculum and assessment**

### **Under Fives**

30. There is no policy or scheme of work for the under-fives. Planning shows that satisfactory activities to cover most of the areas of learning were prepared last term and to a lesser degree this term. Linking planning for the under-fives to subjects or topics that the older pupils are studying is generally unsatisfactory. The very specific needs of these young children, particularly with regard to methods of learning, are insufficiently met.

31. Procedures for assessment are improving. There is good initial liaison with the home and the school administers an assessment programme covering the areas of learning in the first term. However this assessment takes place too late to give a true picture of the children's initial ability and the results of the test do not currently inform the planning of children's learning for the remainder of the term.

## Key Stage 1 and 2

32. The subjects of the National Curriculum are taught and the school documentation shows that very good efforts have been made to implement it, but during the inspection and review of long-term planning it was evident that, in some subjects, all the requirements, strands, were not being taught. The school is aware that they have a great deal of work to do, including writing or reviewing policies and schemes of work. This work has been satisfactorily prioritised in its school development plan. A start has already been made by the writing and implementation of the satisfactory history and good special educational needs policies. The English and religious education policies are currently being written and the mathematics policy is under review,

33. It is appropriate that, as a short-term measure, the school has adopted Lancashire documentation in order to fill the curriculum void. These will be modified and adapted to meet the needs of the school according to the programme in the school development plan.

34. Whilst policies for assessment, reporting and recording are in place, as is a well thought out baseline assessment, assessment lacks rigour and the use of assessment to inform planning is, at best, informal. Assessment opportunities are identified in both the medium and short-term planning, but the wording is weak and often unmeasurable. Limited progress has been made in putting records of pupils' achievements and attainment in place. Records of achievement folders have been started throughout the school and there are adequate pupil profile records. The quality of teachers' comments and accurate recording of pupils' National Curriculum achievements is sometimes unsatisfactory. The annual pupil reports to parents give satisfactory positive information to parents about their child's progress and establish a sound basis for discussion at the parents' evening but sometimes fail to point out weaknesses and how the school, pupil and parents can overcome them.

35. The provision for special educational needs has had very good support from the local education authority. This has had a very beneficial effect on the school and on the progress of these pupils. The governing body's committee for special needs had a good level of involvement in the writing of the special needs education policy but at the moment there are no plans nor criteria to evaluate the effectiveness of the policy.

36. Younger pupils are often put on the first level of the school's special needs register as a result of evaluation of pupils' scores on the baseline assessment. The reasons for a pupil being on the register are not sufficiently explicit and detailed in all cases.

37. The management of special educational needs provision is good but the co-ordinator has few opportunities to work with colleagues and pupils, in line with recommendations in the Code of Practice, or to monitor the progress of pupils and the implementation of the individual educational plans. However, she does meet regularly with colleagues to discuss pupils' progress, strategies being used and oversees the writing of individual education plans.

38. There is a satisfactory policy for sex education which is linked to the Programmes of Study for science. Health education and drugs awareness programmes are adequate and use the knowledge and skills of the school nurse.

39. The pupils greatly benefit from the enthusiasm of staff who teach and support extra-curricular activities. They are involved in a good range of extra-curricular activities and inter-school sporting events, for example athletics, swimming, netball, football, athletics and 'kwik cricket', for a school of this size. The school's aim to develop the pupils' sense of self-worth and to begin to develop a set of values is reflected in its encouragement of the pupils to take part for the enjoyment of the sport and to do their best at all times.

### **Pupils' spiritual, moral, social and cultural development**

40. The spiritual, social, moral and spiritual development of the pupils overall is good and is a strength of the school. The aims of the school and the information in the school prospectus clearly indicate the school's commitment to the development of these aspects of the curriculum.

41. Moral, spiritual and social messages are conveyed through well planned and meaningful assemblies and Christian and other religious festivals. The focus of some assemblies is the promotion of positive attitudes by raising the self-esteem of pupils and encouraging good relationships by improving their view of themselves in relation to others. References to God and opportunities for prayer are broadening spiritual understanding, although there is a lack of time for reflection.

42. Moral development is satisfactory. Most pupils have a clear understanding of right and wrong. The school is committed to helping pupils develop a positive set of values. The social development of the pupils is satisfactory. The school promotes sound values and discipline through its aims and policies, such as the school and class rules, and encourages helpfulness through the 'chance' card system. There is limited preparation for citizenship through school and class responsibilities but this is being encouraged at Key Stage 1. The pupils are now being encouraged to think of others by activities such as visiting the home for the elderly.

43. The school's provision for the enrichment of its pupils' knowledge and experience of cultural matters is good. Musical appreciation is quite well structured, but it is unsatisfactory that this is conducted as a whole-school activity. Pupils learn about the work of famous artists through other subjects in the curriculum. The beliefs and values of and knowledge about other countries, previous ages and other cultures is taught through religious education, history and geography. Occasionally pupils seize the opportunity to question pupils of ethnic minority heritage about their customs, thus learning from first hand knowledge. Good displays around the school reinforce the commitment to raising the pupils' awareness of other cultures and beliefs.

### **Support, guidance and pupils' welfare**

44. The school provides a very caring and supportive environment. Relationships between staff and pupils in the school are good and pupils are confident in approaching class teachers with their problems. The school's ambitious aim to help develop a sense of 'self worth' in each child, is in the process of being realised in practice through the very good care and encouragement which staff give to pupils.

45. The school is very aware of each pupil's individual needs and pupils with special educational needs are very well supported. Monitoring of pupils' personal development is satisfactory, though sometimes informal, because it is based on the good knowledge which teachers have of pupils. This is particularly evident in the comments written on pupils' personal profiles in reports. However, because of recent high staff turnover, an informal system is unsatisfactory.

46. There is now a very positive relationship between the school and the education welfare officer. Between them there are effective procedures for monitoring attendance and following up any issues.

47. The school has recently written a very positive care and control policy in consultation with all staff and governors. In addition to general school rules, staff and pupils within each class have agreed appropriate sets of class rules and suitable sanctions. The policy includes an appropriate system of rewards for good behaviour, for good work and effort: rewards include chance cards which are given for good manners and for being helpful. Pupils like the reward system and it is an effective means of motivating them. The consistent implementation of this policy together with the good relationships which exist in the school have enabled the school to greatly improve its disciplinary record. Parents, and all who know the school, agree that pupils are now generally much better behaved and that there is a more orderly, and happier, atmosphere in the school. The school now has appropriate strategies for dealing with bullying, should it recur.

48. The school has sound arrangements for child protection which follow local education authority (LEA) guidelines. There is a high level of staff awareness of this issue. The school also follows LEA guidelines on health and safety. The present school health and safety policy is not specifically relevant to the school's needs; the school is aware of this and has plans to update it. Staff members show a clear awareness of the importance of caring for pupils' health and safety, and the school's health and safety procedures are generally sound.

49. The caring ethos of the school and the good relationships which exist between staff and pupils combine to provide a good basis for learning. The school's provision of support and guidance makes a very effective contribution to educational standards and is a strength of the school.

### **Partnership with parents and the community**

50. Communications with parents are good. The school strongly promotes its partnership with parents. The school works hard to ensure that it has good lines of communication with parents from all sections of the community. There is a positive relationship between the home and school and parents state that communication is good and that staff are friendly and approachable.

51. Overall, the quality of information which the school provides for parents is satisfactory. Annual reports on pupils' attainment and progress are informative and are clearly based on the teachers' good knowledge of their pupils. However, comments on some subjects, other than English, mathematics and science, are very generalised and unsatisfactory. Newsletters are good. They are sent home regularly and are friendly and

informative. The current school prospectus is not fully comprehensive; the school is aware of this and has already taken the decision to update it in the near future. Parental involvement in the special needs process is good. They are kept well informed and are appropriately consulted by the school.

52. The school has made substantial efforts to encourage parents to become involved in its life and a small number now provide the school with high quality help. There is a vigorous parent teacher association which holds successful fund-raising events. They have also set about a total school redecoration programme. The pupils of one class were delighted to return after the holidays to a brightly painted classroom which had been decorated by parents. Parents also help catalogue books in the library, with sports and, on an occasional basis, in the classrooms.

53. Parents' involvement with their children's work at home is at present underdeveloped. Children in Key Stage 1 take home reading books on a daily basis, and, when parents listen to their children read on a regular basis, good progress is made. However, many parents do not record their support of their children's education in this way. The school has taken positive steps to strengthen this aspect of the home-school partnership by, for example, holding meetings for parents about the new reading scheme and by providing very good quality home activity packs for younger pupils.

54. The school has some good links with the community and uses them effectively. Pupils have learnt about the importance of giving and of service to the community by distributing gifts to the elderly after their harvest festival, by performing a concert in a home for the elderly, and also by singing carols in the library and in the town square. The school successfully participates in local events such as the Barnoldswick Gala and in numerous inter-school sporting events. Pupils have also entered local competitions such as a fire safety quiz and an art competition. The school uses its links with the community to enrich the curriculum in an effective manner. For example pupils are taken on trips within the locality to learn about local geography and history. Recent visitors to school have included a canal artist and, during the inspection, a lesson on conditions during the blitz was brought to life for pupils by the visit of a former member of the Home Guard. The proposed opening of a pre-school group in the school has the potential to provide a useful service to the community as well as strengthening links with it.

## **The management and efficiency of the school**

### **Leadership and management**

55. The management of the school by the head teacher and governing body makes a very positive impact on the quality of education provided by the school and the standards achieved by the pupils. Overall, the management of this improving school is good.

56. The leadership provided by the new headteacher, in conjunction with the governing body, is very good. They both believe that the school can be a success and this positive outlook has helped them to move the school forward impressively. The governing body actively supports the school and many members are regularly in school to help staff and informally monitor developments. The headteacher has been at the forefront of many new

developments. Her energy and commitment have been outstanding. She has welded the staff into a more effective team and provided the school with appropriate direction. She has quickly and effectively addressed the problem of very poor and disruptive behaviour and there have been no exclusions, and very limited use of the incident book, since her arrival. The major problem of the very large number of pupils with special educational needs has begun to be sorted out. The special needs co-ordinator has been very efficient and effective in carrying out her duties, though closer liaison with colleagues would be advantageous, especially in the writing of initial causes for concern, and the local education authority has given extra funding to the school to enhance the SEN staffing provision. This extra staffing has been deployed effectively and has increased the rate of progress of these pupils and has helped to raise standards of behaviour.

57. Staff with subject responsibilities, have yet to take a full and active part in the monitoring of their subject across the whole school. Teaching is currently monitored in a very limited way. Teachers' planning is reviewed and classrooms and displays informally monitored. Curriculum development, which is in its early stages in most subjects, is well supported by in-service training and by the allocation of funds. It is closely monitored by the headteacher. Because curriculum development in most subjects is in a very early stage, there has been no opportunity to evaluate it yet.

58. The school's aims are entirely appropriate. They have helped to move the school forward significantly since April 1996. High standards are set by staff for the pupils both academically and behaviourally. The behaviour targets are generally being met and are having a very positive influence on the learning conditions in classrooms. The pupils are moving towards the academic targets but as yet still have significant ground to cover. The majority of parents actively support the school's aims and values.

59. The school's development plan is very good. There were a large number of tasks which needed to be started in April and the plan clearly identifies the school's priorities in five appropriate areas for the next three years. A huge task faces the school but it will be made easier by following, and when necessary amending, this plan. It is effectively linked to staff development provision and financial planning.

60. The school's aims spell out a commitment to high achievement. Initially staff energy went into creating an effective working environment where pupils' behaviour was appropriate. This has now been broadly achieved and so the learning environment for all is much calmer. Whilst control needs to be maintained, teachers can now concentrate on teaching the pupils. There are good relationships between all staff and pupils. There were no racial harassment incidents during the inspection though these are well documented in the pre-April 1996 period. There is now a more pleasant atmosphere of racial harmony in the school.

61. The current governing body fulfils its statutory obligations. It recognises that annual reports to parents are not up-to-date and is taking prompt action to deal with this matter.

### **Staffing, accommodation and learning resources**

62. There are only three full-time, and one part-time, teachers. Their training, qualifications and experience are satisfactory. The part-time teacher is new to the school



and started work during this inspection. Some staff have too broad a portfolio of subject responsibilities to be able to perform them all adequately. They do share their wide-ranging expertise very well and are a very effective team. It is entirely appropriate to the needs of the school that a number of visiting specialist teachers work with pupils with special educational needs and these teachers are very well qualified. The special needs co-ordinator is very well qualified and experienced for the role.

63. There is a wide range of support staff. Some are untrained, whilst others have appropriate qualifications and experience. The impact of their work on the standards pupils achieve varies from unsatisfactory to good. The more able staff show great willingness to learn, enthusiasm for the pupils and their job and appropriate initiative. They have built good relationships with the pupils and effectively promote the schools' aims and ethos. Less able staff do not demonstrate these qualities very often. It is unsatisfactory that some support staff do not yet have clear and agreed job descriptions.

64. The secretarial support is employed on a part-time basis. A vital role in school administration and financial control is performed excellently. Administrative and financial performance is both very efficient and highly effective. The site staff perform their normal duties excellently and the school is beautifully clean. They are also involved in the life of the school having led projects on conservation issues, as well as being involved in the PTA and the governing body.

65. There are currently only informal arrangements for the induction of new staff. This situation is unsatisfactory and the school is preparing an appropriate policy. Arrangements for teacher appraisal are satisfactory. The new headteacher has started the process and has written job descriptions which have been agreed with teaching colleagues. Arrangements for professional development are suitably linked to the school development plan but are currently limited mainly to teaching staff. Recent courses have been effective, for instance, subsequent to a long history course, a satisfactory policy was written and a scheme of work is being developed.

66. The building is old but quite well maintained. The quality of the interior decoration is unsatisfactory being generally very drab. There is an on-going programme of decoration initiated by the PTA which has so far successfully completed one classroom to a very high standard. There are good displays of pupils' work and some very good informative displays around the school. In some classes there are very good displays of historical artefacts, which pupils have contributed to. The school has suitable plans to address the concerns expressed in the recent health and safety audit regarding the inadequacies of the staffroom. The toilets for Key Stage 2 pupils are part of an extension to the original buildings and have no heating which is unsatisfactory. The hall is large and well equipped but the wooden floor is splintering in places and doesn't allow pupils to take part in physical education in bare feet. The playground has a satisfactory surface and is appropriate to the needs of the number of pupils currently on roll. A good start has been made to enlivening playtime for pupils by putting stimulating markings on the surface and walls. It is unsatisfactory that the pupils and staff have to cross two major and two minor roads in order to get to the school's playing field.

67. Appropriate efforts by all staff have been put into auditing the resources in the school and this programme is on-going. Those resources that have been catalogued so

far have been neatly sorted, labelled and distributed and are used satisfactorily. Some subjects have good resources such as art and history. Music, physical education, mathematics and design and technology resources, which have been sorted and catalogued, are inadequate for the delivery of the curriculum across the whole age range.

68. The well laid out and welcoming library is part of the resources room. It has been recently created and, with the help of a librarian, the books have been carefully catalogued. There are currently insufficient reference books for Key Stage 2 pupils, though the school is aware of this problem, and the fiction selection is also limited. Many more books of both types are currently kept in the classrooms at both key stages. There is no policy statement for the use of the library and during the inspection very limited use was made of the facility. The town library is next door to the school. Good links have already been established with the librarians and the school has made effective use of it.

### **The efficiency of the school**

69. The long-term and short-term school development plans are clear about the school's priorities and some costs are linked to them. There are good financial systems and controls implemented by the school secretary in a very efficient way. The last audit was carried out in 1994.

70. The local education authority (LEA) has been very supportive of the school recently by providing extra funds for support staff to work with pupils with special educational needs. This level of support has been very effective in improving the rate of progress of these pupils. The qualified classroom assistant is appropriately deployed and is effective in helping to raise standards. However, the school budget only contains an allowance for 11 hours of support per week for this age group and so the assistant is a significant drain on the school's resources. Accommodation is well-used, though the hall has a poor quality floor. Learning resources are not fully audited yet. In some subjects those that have been so far catalogued are limited in quantity, quality and appropriateness.

71. The governing body is very supportive of, and entirely committed to helping and improving, the school. Whilst there is good monitoring of the school's finances there is currently limited forward financial planning. The school is aware of the likely variation in pupil numbers on roll for the next school year but has not made any formal contingency plans to meet a likely shortfall in income.

72. The school is judged to be giving satisfactory value for money because it:-

- \* has started to address issues of low attainment and is proving successful, especially within the lower two thirds of the school;
- \* helps pupils make good progress at Key Stage 1;
- \* has generally satisfactory teaching, with some examples of very good and excellent teaching;

- \* has good provision for the development of pupils' spiritual, moral, social and cultural development;
- \* has good financial and administrative procedures;
- \* has very good leadership from the headteacher and a fully committed governing body;
- \* makes good provision, with significant extra help from the local education authority, for pupils with special educational needs;
- \* has considerably improved the standards of behaviour in the school.

## **PART B: CURRICULUM AREAS AND SUBJECTS**

### **Areas of learning for children under five**

73. Standards of attainment on entry are not typical of children of this age. Children have weaknesses in oral language and, in some cases, limited social and personal skills. At five years of age children have gone a long way towards meeting the national targets in the areas of learning for their age group and approximately half have reached them all. During their time as under-fives the children make generally good progress.

74. Their response to the class situation and tasks set them is usually positive. They demonstrate good concentration for their age and their behaviour is also good.

75. The quality of teaching is generally satisfactory for this age group. The teacher has worked hard to create a stimulating environment for the children. Whilst knowledge of the areas of learning is broadly satisfactory, knowledge of appropriate methods to use to teach under-fives is sometimes limited. Too often activities for this group of children are just 'added' to those which the rest of the class is doing. This situation arises because there is no policy for under-fives specifically and the school has not acknowledged the difference between provision for Key Stage 1 pupils and for those under five. In this respect better use could be made of the qualified classroom assistant. However, teaching during the afternoon activities, which were mainly creative, was very good.

76. A good start has been made on assessment procedures. Home visits are in place and they provide valuable information. The recently devised assessment test is good but the timing of its use and evaluation of the results it produces are unsatisfactory. It is also unsatisfactory that the results are not currently used to inform planning until second term at the earliest.

77. Those resources which have so far been audited have been carefully sorted, stored and labelled. They are insufficient in quality or quantity for the needs of this age group. However a satisfactory purchasing programme is in place. Children have a broad range of language and literacy experiences. Most children confidently share their news items and discuss their work. They listen attentively to stories. Good use is made of the role play area, which is interesting, topic-related and regularly changed. Appropriate attention is given to pre-reading skills.

78. Most children can identify by name 'flat' shapes and have experienced pattern making using suitable equipment such as threading beads and cubes. Many children can count accurately to ten and beyond and most can recognise and write the numbers to at least five.

79. Creative skills are often good. Their painting and drawing have improved considerably since September as has the use of appropriate colours.

80. There is good provision for the development of physical skills. Children can run, jump, hop and skip quite well. They have satisfactory co-ordination with small apparatus. Accuracy with scissors, paint brushes and pencils is satisfactory.

81. Social and personal development permeates the whole curriculum. Children can share quite well, have opportunities to work collaboratively and sometimes independently. They behave appropriately at milk-time and at lunch-time.

82. Knowledge of the world is taught through Key Stage 1 topics. The children have learned about the use of materials to make a house and about plant growth recently. Much of this knowledge has been retained.

## **English, mathematics and science**

### **English**

83. At the end of Key Stage 1, standards of attainment are in line with national expectations, whilst at the end of Key Stage 2 they are below national expectations. At Key Stage 1 pupils can make basic letter shapes legibly and are beginning to join, they listen attentively to stories and television programmes and can recall detail from them, their own writing is well constructed and their reading skills are developing through the use of a mixed programme of learning sounds and whole words. Pupils at Key Stage 2 can write for a purpose, such as letters to pen-friends and to agencies in connection with geography topics, know the difference between a noun, verb and adverb, are aware of sentence structure, learn spellings and use a dictionary appropriately. Some pupils lack confidence in speaking in front of the class. Reading skills are not well developed at the end of this key stage.

84. The progress of most pupils in relation to prior ability at Key Stage 1 is satisfactory whilst progress at Key Stage 2 is unsatisfactory, particularly over their time at this key stage when they have been taught by a variety of temporary teachers. Pupils with special educational needs make better progress than might normally be expected because of the extra adult support they receive.

85. The pupils are well behaved and sustain concentration in the majority of lessons. They show respect for resources and can work collaboratively when given the opportunity to do so. They have the capacity to develop personal study but are not given sufficient opportunity, training or resources to do so. For example, pupils enjoy the challenge of using dictionaries to help their research into vocabulary but rarely use them at other times.

86. The quality of teaching varies from unsatisfactory to good and is generally satisfactory. The teaching is wellorganised and there is evidence of tasks being appropriate to the needs of pupils. Teachers have good relationships with their pupils, good control strategies and high academic expectations of their pupils. In some cases these expectations are too high as a result of a mis-match between tasks and the abilities of the pupils. Opportunities for assessment are identified in teachers' short-term planning but assessment activities rarely inform future planning. During the time of the inspection the teaching of creative writing was not available for observation. There is insufficient emphasis on this aspect of English. The teaching of grammar, reading, phonics and comprehension as well as handwriting is sound. Good efforts are made by teachers to encourage the pupils to be independent spellers, by asking the pupils to try to write the

words themselves first before the teacher checked them, by the use of word books, dictionaries and different forms of 'look, cover, write, check' techniques.

87. Reading books and spellings are regularly given to pupils to take home. Reading homework is successful in the early years but is less successful in the older years of school. The school has tried to involve parents in their children's reading and is having some success. The format of the home/school reading card is of limited use and does not encourage parents to make comments about their children's reading.

88. The school is aware that an English policy is needed urgently and is in the process of writing one. There is a new handwriting policy and this is already having a beneficial effect on standards of presentation. The monitoring of teaching is very limited but teachers' planning is reviewed. Resources are not very well organised and the two reading schemes are not yet reconciled. New reading books have been bought for both key stages and for special educational needs pupils but there are still many reading books which are in poor condition. A new library has been created and this is quite well organised and welcoming for pupils.

## **Mathematics**

89. Standards of attainment at the end of Key Stage 1 are broadly in line with national expectations. Pupils can, amongst other things, count and make sets of objects to ten and sometimes beyond, solve addition and subtraction problems, sort objects into sets using stated criteria, identify common flat and solid shapes, name them and talk about some of the properties of them, identify right angles in shapes, confidently use different types of measure and understand 'half of and 'quarter of. The pupils have had limited opportunities to use and apply their mathematical knowledge and skills or to develop their language or reasoning in practical situations. Rapid mental recall of addition and subtraction number facts is also weak.

90. At the end of Key Stage 2 standards of attainment are below national expectations. Though pupils can, amongst other things, work with decimals, but only to one place, identify types of angle and draw them with a protractor, work with negative numbers, identify and discuss the attributes of solid shapes, collect, process and interpret simple data and use appropriate language when talking about chance, there are significant weaknesses in knowledge. They cannot easily nor quickly recall number facts, particularly multiplication tables, sometimes have a weak understanding of the place value system, do not understand the relationship between the four number operations, and so cannot use inverse relationships appropriately to inform their calculations. They are inexperienced at checking the reasonableness of their own answer, using the calculator and solving problems.

91. Good use is made of mathematics knowledge and skills to support learning in other subjects. Pupils confidently convert pounds into foreign currency using mental arithmetic, or a calculator, during a geography lesson. There are also good examples of the appropriate use of measuring skills in science.

92. Children come to school with minimal pre-school mathematical experience. Some are unable to count beyond three, colour recognition is sometimes weak and children's knowledge of mathematical language of size and position is underdeveloped. From this

low starting point pupils currently are making good progress in relation to prior attainment over time at Key Stage 1 because the majority of their work is well planned and appropriate to their needs, they are well supported and motivated by staff and there is good control and positive relationships in the classroom.

93. Pupils' progress at Key Stage 2 is varied but overall is satisfactory. Pupils in the early years of this key stage make good progress in relation to prior attainment over time because their lessons are in general well planned, stimulating and very well taught. Pupils in the older years of this key stage make unsatisfactory progress in lessons because the tasks set are inappropriate for the needs of the majority of the class. For some they are too easy and for others they are totally incomprehensible. From the scrutiny of previous work, pupils in this class have made satisfactory progress over time because, previously, tasks have been better targeted at groups or individuals, constructive marking has encouraged and supported pupil learning and work has been generally varied and stimulating.

94. Over the whole school, the pupils' response to mathematics is at least satisfactory and is directly related to the quality of teaching they receive. In the early years of Key Stage 2 the pupils are very interested in their work, show sustained concentration for their age and their attitudes are very positive. At Key Stage 1, the pupils concentrate hard on their lessons, they are very motivated and welcome and enjoy the support of their teacher. Whilst they still initially try hard when set to work from the commercial mathematics scheme they often find concentration difficult to sustain. In the older years of Key Stage 2 the pupils have a lively and enquiring nature which is rarely engaged by the mundane and repetitive tasks often set for these pupils in lessons observed. Pupils' presentation of their work is generally satisfactory and in the older years of Key Stage 2 is very neat,

95. The quality of teaching is satisfactory. It does vary from unsatisfactory to good in both key stages but in the majority of lessons it is satisfactory or good. Where the quality of teaching is good appropriate tasks are set for pupils of different abilities, teacher control and relationships are good, deployment of additional staff is effective in supporting appropriate groups of pupils and teachers set high, but achievable, targets for the pupils. Where it is unsatisfactory it is often poorly planned and inappropriate teaching methods are used.

96. The mathematics policy, which was written prior to the appointment of the current head-teacher, is satisfactory. It is currently under review. The school has temporarily adopted the Lancashire curriculum guidelines and these ensure that, in their long-term planning, there is satisfactory coverage of the entire mathematics curriculum. The scheme of work has not been in place long enough to assess whether it is being successfully implemented. In most classes the appropriate assessment materials provided by the published scheme are sometimes used at the end of a unit but the information gathered does not always inform future lesson planning. Pupils' work is regularly marked and some teachers use good quality comments to keep pupils informed of their progress. However this good practice is not common practice throughout the school,

97. The headteacher has recently taken over the responsibility for this subject. This has added to her already overburdened portfolio of subjects and is an unsatisfactory situation. She has had little time to make an impact on the teaching of this subject. Planning is

monitored in a satisfactory way but teaching is not monitored. Resources currently available to staff are inadequate for this subject because there is a lack of equipment to support some aspects of practical work, particularly measurement. Most resources have been satisfactorily catalogued and are fairly tidily stored but there is no effective labelling and access to the cupboards is not easy,

## **Science**

98. Standards of attainment are in line with national expectations at the end of both key stages. Pupils at Key Stage 2 know that blood carries oxygen and that the heart sends the blood round the body, and increase their knowledge by learning about the respiratory functions of the body. They also understand that there are different categories of food and the purposes of them. At Key Stage 1 they know about the properties and uses of materials, particularly those involved in house building. Progress at Key Stage 1 is good and at Key Stage 2 is satisfactory. High-achievers are not progressing as well as expected, but the school is aware of this problem and is continuing to put strategies in place to tackle the issue.

99. The pupils are well behaved, interested and sustain concentration in lessons when they take an active part in some way, either by doing experiments or by being allowed to ask questions and offer sensible suggestions. They become restless and concentrate less well when the exposition is lengthy and less interesting. They work quite well and in a collaborative way and in a sensible manner in lessons where experiments are carried out.

100. Good teaching generally reflects good organisation of resources, evidence of activities which meet the needs of the pupils but most importantly the active involvement of pupils. Unsatisfactory teaching often uses inappropriate recording methods.

101. The present framework, which was written by Lancashire Education Authority and put in place in September, has the potential to ensure the continuity and progression of learning in this subject that the pupils require if it is employed correctly. There is a sound science policy.

102. Of the resources so far audited there are insufficient to implement the full science curriculum across both key stages. There is no purchasing programme. There is good use of most support staff and of links with local schools. Environmental projects, such as the town tidy clear up and the re-cycling project, support and enhance the science curriculum for the pupils.

## **Other subjects or courses**

### **Design and technology, information technology, history, geography, art, music, physical education and religious education**

103. Though every lesson was observed by the inspection team during the week, there were only limited opportunities to see pupils working in the foundation subjects and religious education. However, by also scrutinising pupils' past and present work, looking at photographic evidence, videos, displays and teachers' planning it is evident that in each



of these subjects standards of attainment at both key stages are below national expectations. Many pupils easily recall topics covered this school year but only the highlights of work covered in previous years is recalled and even then not in great detail. Pupils' progress in relation to prior attainment this year is satisfactory at both key stages. Pupils with special education needs generally attain at levels well below national expectations, though some individuals do meet national expectations in certain aspects of mainly practical subjects, such as art and physical education. Because of the very positive support and encouragement they receive, these pupils are often making better progress than might be expected.

104. Pupils respond very positively to the well planned topics and activities taught to them. They are generally well behaved in lessons both in and outside the classroom and demonstrate sustained concentration whilst working. Some good collaborative work is undertaken, especially in history at Key Stage 2.

105. The quality of teaching of these subjects, taken overall, is satisfactory. There is some considerable variation between subjects however, and much of this variation is connected with the level of subject knowledge that staff have. The teaching of history is of a high standard and on one occasion was excellent. It was very well prepared, offered a very good selection of practical activities to the pupils and used both support staff, visitors and physical resources very well. The teaching of physical education is unsatisfactory and on one occasion poor. Activities within lessons are inappropriate for the pupils, planning is insufficiently detailed and teachers had low expectations of pupils' performance. In music it is inappropriate that the whole school have musical appreciation together. The very broad range of age and ability makes it impossible for any teacher, no matter how well planned, to meet the needs of everyone.

106. Every subject has a scheme of work because the school has appropriately adopted the Lancashire Education Authority programmes in the short-term. Sound use of these has the potential to provide the pupils with the continuity and progression required. Staff are making great efforts to meet the demands of the National Curriculum but some parts, or strands, of subjects are being covered in a very superficial way. This would apply, in particular, to parts of information technology, music and design and technology. Planning and teaching are both insufficiently monitored in order to know whether, or not, all the National Curriculum is being taught.

107. Of the resources so far audited and catalogued by the school, only the history and art resources are good. Resources for geography and information technology are generally adequate but religious education, physical education, music and design and technology are under-resourced. However, small physical education equipment is very imaginatively stored on the walls of the hall and there is a good selection of large gymnastic apparatus. Satisfactory use is made of the two new computers and staff have made positive steps to become more familiar with them. Good use is made of visits and the locale, especially in history and religious education.

## PART C: INSPECTION DATA

### Summary of inspection evidence

108. The inspection was carried out by a team of three inspectors, including a lay inspector. Altogether eight inspector days were spent in the school. A total of 29 lessons or parts of lessons were observed together with registration time, school assemblies, lunch and break times and the children coming into and leaving school. Discussions took place with a wide variety of people connected with life of the school. These included the headteacher, various governors (including the chairs of all committees), members of the teaching and non-teaching staff, parents and pupils. Inspectors examined documentation which included the incident book, the school log book, minutes of governors and staff meetings, school development plan, curriculum policies and schemes of work, other policies, teachers' planning, records (including the special needs register and pupils' individual education plans), pupil reports and other communications with parents. A detailed scrutiny of pupils' work, both past and current, in most subjects was made. A formal parents' meeting was held prior to the inspection and seven parents attended. A questionnaire was distributed on behalf of the team by the school. It requested the views of the parents on the work of the school and was returned by 26 families which represents approximately 47 per cent of the pupils in the school.

### Data and indicators

#### PUPIL DATA

	Number of pupils on roll (full-time equivalent)	Number of pupils with Statements of SEN	Number of pupils on school's register of SEN	Number of full-time pupils eligible for free school meals
YR - Y6	87	9	40	26

#### TEACHERS AND CLASSES

##### Qualified teachers (YR - Y6)

Total number of qualified teachers (full-time equivalent)	3.4
Number of pupils per qualified teacher	25.58

##### Education support staff (YR - Y6)

Total number of education support staff	6
Total aggregate hours worked each week	109

##### Average class size

29
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## FINANCIAL DATA

Financial year:	1995/96
	£
Total Income	144,259
Total Expenditure	137,389
Expenditure per pupil	1,616
Balance brought forward from previous year	2,755
Balance carried forward to next year	9,615

## PARENTAL SURVEY

Number of questionnaires sent out:

55

Number of questionnaires returned:

26

Percentage return rate:

46

### Responses (percentage of answers in each category)

	Strongly agree	Agree	Neither	Disagree	Strongly disagree
I feel the school encourages parents to play an active part in the life of the school	31	65	4		
I would find it easy to approach the school with questions or problems to do with my child(ren)	46	54			
The school handles complaints from parents well	12	63	17	8	
The school gives me a clear understanding of what is taught	11	69	4	15	
The school keeps me well informed about my child(ren)'s progress	19	65	4	8	4
The school enables my child(ren) to achieve a good standard of work	19	61	19		
The school encourages children to get involved in more than just their daily lessons	27	65	8		
I am satisfied with the work that my child(ren) is/are expected to do at home	8	69	8	11	4
The school's values and attitudes have a positive effect on my child(ren)	31	38	15	11	4
The school achieves high standards of good behaviour	19	54	8	11	8
My child(ren) like(s) school	52	32	12	4	

### Other issues raised by parents

Parent unhappy with reading scheme as child only brings picture books home.

Parent transfers child to this school and is very happy with her academic improvement. She feels that there is a family atmosphere about the school.

Parent is unhappy because her child is being bullied and nothing is being done.

Parent feels that school has changed child's attitude from negative to very positive. She would recommend the school to anyone. She feels that the teachers are excellent.

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