

INSPECTION REPORT

St John Southworth RC Primary School
Nelson

LEA area : Lancashire

Unique Reference Number : 119655

Head teacher : Mr M Duckworth

Reporting inspector : Mr S Bywater
18463

Dates of inspection : 11 January – 15 January 1999

Under OFSTED contract number: 704319

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

© Crown Copyright 1999

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

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

INFORMATION ABOUT THE SCHOOL

Type of school :	Primary
Type of control :	Voluntary Aided
Age range of pupils :	4 - 11
Gender of pupils :	Mixed
School address :	Lomeshaye Road Nelson Lancashire BB9 0DQ
Telephone number :	01282 613906
Fax number :	01282 613906
Appropriate authority :	The governing body
Name of chair of governors :	Fr John Price
Date of previous inspection :	March 1996

INFORMATION ABOUT THE INSPECTION TEAM

Team members	Subject responsibilities	Aspect responsibilities
S Bywater	Mathematics Geography Music	The characteristics of the school Attainment and progress Teaching Leadership and management The efficiency of the school
C Herbert	Equal opportunities	Attendance Support, guidance and pupils' welfare Partnership with parents and the community
P Graham	Science Art Design and technology Information technology Special educational needs	Pupils' spiritual, moral, social and cultural development Staffing, accommodation and learning resources
P Kime	English History Physical education Areas of learning for children under five	Attitudes, behaviour and personal development The curriculum and assessment

The inspection contractor was:

Eclipse (Education) Limited
IMEX Business Centre
Abbey Road
Pity Me
Durham
DH1 5JZ

Tel. 0191 383 2550

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

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

REPORT CONTENTS

Paragraph

MAIN FINDINGS

What the school does well
Where the school has weaknesses
How the school has improved since the last inspection
Standards in subjects
Quality of teaching
Other aspects of the school
The parents' views of the school

KEY ISSUES FOR ACTION

INTRODUCTION

1 - 9

Characteristics of the school
Key indicators

PART A: ASPECTS OF THE SCHOOL

Educational standards achieved by pupils at the school

10 - 33

Attainment and progress
Attitudes, behaviour and personal development
Attendance

Quality of education provided

34 - 71

Teaching
The curriculum and assessment
Pupils' spiritual, moral, social and cultural development
Support, guidance and pupils' welfare
Partnership with parents and the community

The management and efficiency of the school

72 - 90

Leadership and management
Staffing, accommodation and learning resources
The efficiency of the school

PART B: CURRICULUM AREAS AND SUBJECTS

Areas of learning for children under five

91 - 102

English, mathematics and science

103 - 146

Other subjects or courses

147 - 191

PART C: INSPECTION DATA

Summary of inspection evidence

192 - 195

MAIN FINDINGS

What the school does well

- The provision for pupils' cultural development is good.
- The school has good links with parents and the community.
- There is a good range of well-attended extra-curricular activities.
- The school has analysed the results of national tests and assessments very well and set realistic targets for all pupils.

Where the school has weaknesses

- I. There are significant shortcomings in the leadership and management of the school. There is a lack of rigour in implementing policies and strategic planning is weak.
- II. In Key Stage 1 teachers do not provide sufficient opportunities for pupils to take responsibility for organising their own work. Pupils are not developing good work habits. As a result, the personal and social development of children under five is unsatisfactory and in Key Stages 1 and 2 pupils have too few opportunities to develop their capacity for independent work and personal study. Provision for pupils' social development is unsatisfactory.
- III. In mathematics, science, history, geography and information technology, teachers pay insufficient attention to developing in the skills pupils need to use and apply their knowledge and undertake experimental and investigative work.
- IV. Pupils' behaviour is unsatisfactory.
- V. The punctuality of a significant number of pupils is unsatisfactory.

Although the school provides an acceptable standard of education for its pupils there are as many weaknesses as strengths. These weaknesses will form the basis of the school's action plan following the inspection.

How the school has improved since the last inspection

There has been a significant improvement in the quality of teaching but there are still shortcomings in the teaching methods used in reception and Year 2 classes. The curriculum and the assessment of pupils' attainment have been considerably improved and the provision for pupils with special educational needs is better than reported in the last inspection. There is greater coherence and teamwork as teachers plan work together. The accommodation, resources and staffing levels for the reception class have been considerably improved. The school has made satisfactory progress in tackling weaknesses in design and technology. Attendance rates and links with parents and the community have also improved.

There is still room for improvement in some previously reported weaknesses. Pupils' mathematics and scientific investigation skills remain unsatisfactory. The management of pupils' behaviour has deteriorated and leadership and management is not wholly effective.

The school has the capacity to improve. The recently appointed teachers are now established in their roles and there is good morale. All staff demonstrate a commitment to improve standards and recognise the weaknesses. The governing body is well led and determined to ensure that the management of school will improve.

STANDARDS IN SUBJECTS

The table shows the standards achieved by 11 year olds in 1998 based on the National Curriculum tests:

Performance in	Compared with all schools	Compared with similar schools	Key	
			<i>well above average</i>	A
			<i>above average</i>	B
			<i>average</i>	C
			<i>below average</i>	D
			<i>well below average</i>	E
English	A	A		
Mathematics	B	A		
Science	C	C		

In 1998, when compared with all schools, Year 6 pupils' attainment in the National Curriculum tests was well above average in English, above average in mathematics and average in science.

When compared with schools of similar intakes, Year 6 pupils' attainment was well above average in English and mathematics and average in science. Attainment in information technology is in line with national expectations.

Quality of teaching

Teaching in:	Under 5	5 - 7 years	7 - 11 years
English	Satisfactory	Satisfactory	Satisfactory
Mathematics	Satisfactory	Satisfactory	Satisfactory
Science		Satisfactory	Satisfactory
Information technology		Satisfactory	Satisfactory
Religious education		Satisfactory	Satisfactory
Other subjects	Satisfactory	Satisfactory	Satisfactory

Teaching is better in Key Stage 2 than in Key Stage 1. Teaching is at least satisfactory in 91 per cent of lessons, good or better in 37 per cent and 4 per cent of lessons are very good. Almost one in ten lessons are unsatisfactory.

In the reception class and other classes in Key Stage 1, there are too few opportunities for children to develop their independence by choosing activities and organising their own work. Throughout the school all teachers have warm and supportive relationships with their pupils. Pupils are not developing good work habits. Teachers mark pupils' work regularly, but rarely use helpful constructive remarks to help them improve their work. Homework is used well.

Other aspects of the school

Aspect	Comment
Behaviour	Unsatisfactory. Most pupils behave acceptably most of the time but, in too many lessons pupils' progress is hindered by unsatisfactory behaviour. Some teachers lack effective strategies to manage pupils' behaviour.
Attendance	Attendance rates are above the national average but the punctuality of a significant number of pupils is unsatisfactory.
Ethos*	Unsatisfactory. The school promotes high attainment and equality of opportunity but the attitudes and personal development of the pupils are unsatisfactory. There is not a pleasant working atmosphere in many lessons.
Leadership and management	Significant shortcomings in many aspects of leadership; it is not wholly effective. The school does meet all of its own aims. Some school policies are not implemented rigorously enough. The school development plan does not address the most important areas of weakness in the school nor does it plan beyond the current year. The school has not identified and dealt with shortcomings in teaching and pupils' behaviour. Subject co-ordinators have not been supported sufficiently. A few key governors maintain a clear, overall view of the school's work, but some governors are poorly informed.
Curriculum	Suitably broad and balanced. The curriculum for under fives does not give sufficient priority to children's personal and social development. Most curricular plans support teachers work effectively. However, there is insufficient attention to developing the skills pupils need to undertake experimental and investigative work. There is a good range of extra-curricular activities. Good assessment systems are used satisfactorily in English and mathematics to guide the planning of work.
Pupils with special educational needs	Satisfactory. Teachers identify pupils early and write sound individual plans for them. They plan appropriate activities and provide good support.
Spiritual, moral, social & cultural development	Satisfactory overall. Spiritual and moral development is satisfactory. Teachers act as positive role models and the code of conduct is clearly displayed around the school. Despite this, a significant minority of pupils misbehaves. Provision for pupils' social development is unsatisfactory. Provision for pupils' cultural development is good. The school encourages pupils to value their own cultural heritage and to respect and value the Christian nature of the school.
Staffing, resources and accommodation	Satisfactory overall but the resources in a number of subjects are insufficient and do not allow the curriculum to be taught effectively.
Value for money	Satisfactory, but with room for improvement.

* *Ethos is the climate for learning: attitudes to work, relationships and the commitment to high standards.*

The parents' views of the school

What most parents like about the school	What some parents are not Happy about
VI. Children enjoy coming to school. VII. The school keeps parents well informed and encourages them to take an active part in the life of the school. VIII. Parents find it easy to approach the school with problems. IX. The school encourages good behaviour and parents support the school values and attitudes. X. Parents are pleased with the standard of their children's work and have a clear understanding of what is taught.	XI. There is only one parents' meeting each year. XII. They do not know about the sex XIII. They are uncertain about the homework XIV. They are not fully informed about when

Although the majority of parents who responded to the parents' questionnaire and those who attended the parents meeting are very satisfied about the attitudes and behaviour of pupils, the inspectors' judgements do not agree.

KEY ISSUES FOR ACTION

In order to improve the quality of education provided by the school the head teacher, governors and staff, with the support of the local education authority should:

1) improve school management by:

- ensuring that the responsibilities of governors and the head teacher are discharged effectively by establishing procedures involving them in critically evaluating the work of all the staff through review and analyse of their performance;
- ensuring that the school development plan clearly identifies priorities for action and considers issues which affect the long term development of the school, beyond the current year;
- ensuring that the priorities identified in the action plan following the inspection form the basis of the school development plan;
- providing co-ordinators with the time and opportunity to monitor teaching and learning in their subjects in order to find what is working well and what is not, to report back to senior management and governors and to take the necessary action to raise standards and quality.
(paragraphs 72, 74-77, 79, 84 and 85)

1) improve pupils' standards of behaviour by:

- ensuring that the behaviour policy is rigorously and consistently applied by all staff;
- dealing firmly with the small minority of pupils who behave inappropriately in class.
(paragraphs 29, 30, 36, 55, 119, 144, 145, 162, 163, 183, 184 and 189)

1) promote pupils' personal and social development by:

- improving the provision for children under five by providing appropriate opportunities for them to develop independence;
- establishing and implementing a planned programme which promotes good work habits and enables pupils to work with independence and initiative;
- providing more opportunities to acquire the skills and to use and apply their knowledge in experimental and investigative work.
(paragraphs 11, 17, 18, 28, 32, 35, 46,47, 93, 94, 100, 129, 132, 138, 141, 142, 146 and 171)

1) develop strategies to improve pupils' punctuality.
(paragraphs 33 and 63)

INTRODUCTION

Characteristics of the school

1 The school offers a primary education to children who live in the parish of St John Southworth, Nelson. It is a denominational school of Aided status. Pupils attending the school are from a mixture of privately owned and rented accommodation. There are 194 pupils on roll at present with twenty seven per cent eligible for free school meals, which is above the Lancashire and national average.

There are three pupils who speak English as an additional language. Four children have a statement of special educational needs and a further twenty five are on the special needs register stages 2 to 4. Fourteen of these pupils are at stages 3 to 5 of the special needs Code of Practice and have the involvement of outside specialists.

2 Children enter school at the beginning of the school year in which they will become five. Most of these children have benefited from pre-school education. On entry to school, children have a wide range of attainment but overall their levels of attainment are comparable to those of children their age.

3 The general aims of the school of the school are:

-) To encourage the children to live a good Christian life and to give them the knowledge to do so.
-) To enable the pupils to reach a standard of academic, social, spiritual development appropriate to their ability.
-) To foster in the children a sense of social awareness, and to train them to take their places as members of a civilised community.
-) The school recognises its basic responsibility to promote an attitude of tolerance and respect towards all people and children irrespective of their race, creed, colour or gender.
-) To guide the children in the effective use of leisure.
-) To keep close association with the high schools of District 13, and in particular the Catholic high school of Ss John Fisher and Thomas More, with a view to securing continuity of purpose and an achievement in matters academic and scholastic.

4 As a result of the previous OFSTED inspection the following key issues became the basis of the school's action plan.

-) To improve the quality of teaching especially in the infant classes, by addressing the needs of pupils more closely. A review of teaching strategies and classroom management techniques should include developing approaches for differentiation, ensuring challenge, establishing consistently high expectations and the need to develop pupils' learning skills and competencies.
-) Enhance the quality of curriculum leadership so as to provide guidance on teaching methodology alongside that relating to content and resources.
-) The development of a whole school system for assessment and recording, which informs planning and contributes to improving standards.
-) Introduce a more rigorous approach to self-monitoring and evaluating so as to improve efficiency in detecting and acting upon development needs, especially where they relate to the standards of pupils' achievements, the elimination of underachievement, and the quality of education that pupils receive.
-) Ensure that the available accommodation is fully utilised, so as to broaden the range of learning opportunities available to the pupils.

Key Indicators

5 Attainment at Key Stage 1¹

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

Year	Boys	Girls	Total
1998	9	16	25

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Number of pupils at NC Level 2 or above	Boys	8	8	8
	Girls	14	14	15
	Total	22	22	23
Percentage at NC Level 2 or above	School	88% (87%)	88% (80%)	92% (90%)
	National	80% (80%)	81% (80%)	85% (84%)

Teacher Assessments		English	Mathematics	Science
Number of pupils at NC Level 2 or above	Boys	8	8	9
	Girls	14	15	14
	Total	22	23	23
Percentage at NC Level 2 or above	School	88% (87%)	92% (86%)	92% (80%)
	National	81% (80%)	85% (84%)	86% (85%)

6 Attainment at Key Stage 2²

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

Year	Boys	Girls	Total
1998	20	9	29

National Curriculum Test Results		English	Mathematics	Science
Number of pupils at NC Level 4 or above	Boys	15	12	13
	Girls	7	5	5
	Total	22	17	18
Percentage at NC Level 4 or above	School	76% (78%)	59% (81%)	62% (74%)
	National	65% (63%)	58% (62%)	69% (69%)

Teacher Assessments		English	Mathematics	Science
Number of pupils at NC Level 4 or above	Boys	15	12	13
	Girls	6	5	5
	Total	21	17	18
Percentage at NC Level 4 or above	School	72 % (78%)	59% (93%)	62% (78%)
	National	n/a (63%)	n/a (64%)	n/a (69%)

7 Attendance

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

		%
Authorised Absence	School	5.1
	National comparative data	5.5
Unauthorised Absence	School	0.1
	National comparative data	0.5

8 Exclusions

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

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

	Number
Fixed period	1
Permanent	0

9 Quality of teaching

Percentage of teaching observed which is :

	%
Very good or better	4
Satisfactory or better	91
Less than satisfactory	9

PART A: ASPECTS OF THE SCHOOL

EDUCATIONAL STANDARDS ACHIEVED BY PUPILS AT THE SCHOOL

Attainment and progress

10 The attainment of children when they enter school includes the full range from well below to well above average. However, overall they are comparable with the levels normally expected for four-year-olds. There has been slight deterioration in attainment on entry since the last inspection

11 Children make satisfactory progress in language and literacy. By the age of five most children are attaining what is expected for their age. Almost all children know that print carries meaning and can talk about stories. Many pupils hear initial sounds at the beginning of words and know the difference between words and letters. The most able children read words which occur frequently and spell simple three letter words accurately. Very few children compose simple sentences of their own because they do not have sufficient opportunities to do so. In mathematics pupils make satisfactory progress. Many children are beginning to write numerals, trace and copy. Almost all children count to 10 and make sets of objects but they have insufficient purposeful practical work to consolidate their understanding. Children make satisfactory progress in their knowledge and understanding of the world, physical development and creative development.

12 At the end of Key Stage 1, assessment results in 1998 indicated that standards in reading and science were above the national average. In reading, the percentage of pupils attaining the level expected and those attaining the higher level was above the national average, whilst in science, although nearly all pupils attained the expected level, the number attaining the higher level was below the national average. Pupils attained better results in reading than in writing and speaking and listening. In writing and mathematics, pupils' attainment was close to the national average. Pupils achieved better results in the English and mathematics tests than pupils from similar backgrounds in other schools. Overall there was no significant difference between the performance of girls and boys or those from different social backgrounds.

13 At the end of Key Stage 2, assessment results in 1998 indicated that standards in English were above those expected nationally. The percentage of pupils attaining the expected level and those attaining the higher level was above the national average. In mathematics, the number of pupils attaining the expected level was close to the national average but the percentage attaining the higher level was above the national average. In science pupils did not do as well as they did in English and mathematics. The percentage of pupils reaching the level expected for their age was below the national average as was the proportion of pupils achieving the higher levels. When compared to similar schools pupils' attainment was well above the national average in English and mathematics. There was no significant difference between the performance of girls and boys or those from different social backgrounds. The school has maintained the good standards attained at the time of the last inspection.

14 Inspection evidence indicates that pupils in Year 2 and Year 6 will not attain as highly as they did last year but their attainment levels are appropriate for the pupils concerned.

15 Currently, at the end of Key Stage 1, attainment in reading is in line with that expected nationally. Almost all pupils read accurately but many are not fluent and employ a limited range of strategies to read unfamiliar words. The standard of writing is in line with national expectations. In Year 2 pupils spell many common words accurately. Most pupils' handwriting is satisfactory and letters are correctly formed. Full stops and capital letters are used accurately and more able pupils include speech marks in their writing. Lower attaining pupils form their letters correctly but their sentence construction is sometimes insecure. Many pupils present their work poorly. The standard of speaking and listening meets expectations. Around four fifths of pupils listen carefully and respond appropriately to questions in class. Pupils enjoy talking about their work in subjects across the curriculum and have

opportunities for drama.

16 At the end of Key Stage 2 pupils attainment in English is in line with expectations. From inspection evidence standards in reading continue to be above those in speaking and listening and writing. Pupils' attainment in reading is in line with expectations. Throughout Key Stage 2 the pupils' skills are extended in relation to their prior level of attainment. The best readers read with fluency and expression. They chose their books with care and interest. Average readers have a sound understanding of the text and satisfactory strategies for tackling unfamiliar words. The standard of writing is in line with expectations. Pupils write for a range of purposes and use a variety of styles. The substantial majority of pupils plan their work well and write in well-structured paragraphs. They have a good grasp of punctuation and grammar. The standard of speaking and listening is broadly in line with expectations. At the end of Key Stage 2 pupils can give opinions and discuss their feelings in response to text. However, in all classes pupils' listening skills are not as well developed as their speaking skills.

17 At the end of Key Stage 1, pupils' attainment in mathematics is broadly in line with expectations but pupils are not proficient in applying their mathematical knowledge and skills across the curriculum. They recognise and use numbers to one hundred and at least half can recite the two, five and ten times multiplication tables correctly. Pupils can accurately add and subtract numbers above 20 and almost half can do this mentally. Pupils understand place value and they know the value of a ten and a unit. By Year 2 pupils have a good knowledge of a range of two-dimensional shapes and recognise sides. However, they do not have sufficient opportunities to undertake mathematical investigations and these skills are not well developed.

18 At the end of Key Stage 2, pupils' attainment is in line with national expectations. By this time, pupils have a well-developed facility with number, which enables them to select appropriate calculations and apply them to real-life situations. They use number to 1000, showing competency in four-digit place value. They find patterns in numbers using symbols to solve problems. Pupils add and subtract to two decimal places using money. They work on fractions, mixed numbers and percentages. Most pupils name the types of angles including, right angles, obtuse and acute angles, estimate and draw angles with confidence.

19 Pupils' attainment in science is in line with national expectations at the end of Key Stage 1. However, there has not been sufficient improvement since the last inspection, particularly in relation to pupils' experimental and investigative skills which remain unsatisfactory. Teachers do not provide enough opportunities to develop these skills and consequently pupils do not have sufficient understanding of fair tests. They do not sufficiently use their direct experience, exploration and investigation to develop scientific skills, knowledge and understanding. Pupils have a satisfactory knowledge of living things and a satisfactory understanding of materials and their properties. For example, they recognise that creatures grow and reproduce, and they identify simple life cycles. They know that objects are made from different materials and know that materials can be changed. Most pupils have a secure knowledge and understanding of physical processes.

20 Pupils' attainment in science is in line with the national expectation at the end of Key Stage 2 but with some shortcomings in pupils' experimental and investigative skills. Although they handle simple equipment safely and carefully, they make insufficient choices in the equipment to be used. Insufficient use is made of information technology to collect, store, retrieve, and present information. Pupils use their scientific knowledge and understanding satisfactorily to predict what might happen in their investigations and, when guided, they use their practical skills effectively to test their predictions. Most pupils have a satisfactory knowledge and understanding of living things, materials and their properties and physical processes. For example, they know that living things live in habitats and that plants require water, carbon dioxide, nutrients and sunlight to survive. Pupils know that some changes to materials are reversible whilst others are not. They are aware that pushes, pulls, magnetism and gravity are forces.

21 By the end of both key stages pupils' attainment in information technology is in line with

national expectations. By the end of Key Stage 1, pupils have insights into the use of information technology in the outside world and use a variety of equipment to carry out functions. For example, pupils use computers effectively to develop their literacy skills. By the end of Key Stage 2, the majority of pupils use computer programs to support their learning in other subjects such as English, mathematics, science and geography. However, pupils in Year 6 have learned most of their computing skills on older computers and they are unused to operating the school's latest computers and software. Therefore, their skills are more evident when they use the older computers.

22 Overall, pupils are making satisfactory progress throughout the school, as they did in the last inspection. The grouping of pupils by ability contributes significantly to the efficiency and effectiveness of teaching and to the progress made and standards achieved by the pupils.

23 Pupils throughout the school, including those with special educational needs, make at least satisfactory progress in all aspects of English. They make satisfactory progress in speaking and listening in both key stages. In reading pupils make satisfactory overall progress but it does vary. In Key Stage 1, the vast majority of pupils make steady progress but the range of their individual reading is too narrow. For several pupils, progress slows and enthusiasm wanes in Key Stage 2. A significant minority of pupils in this key stage have little enthusiasm for reading. This is largely because pupils' individual reading is insufficiently guided and monitored. Pupils make better progress in writing at Key Stage 2 as a result of better teaching.

24 In mathematics, pupils make satisfactory progress in both key stages. Throughout the school the knowledge, skills and understanding of pupils in the different aspects of numeracy are well developed and the time provided for the development of numeracy skills is appropriate and used well. Pupils of all abilities, including those with special educational needs, make satisfactory progress in consolidating their knowledge, skills and understanding in shapes and measures and in handling data. However, at Key Stage 1, although pupils' knowledge and understanding develops satisfactorily, pupils make unsatisfactory progress in developing skills in using and applying mathematics. There are too few opportunities for pupils in Key Stage 1 to investigate and solve mathematical problems.

25 In science, the significant majority of pupils, including those with special educational needs make satisfactory progress in their scientific knowledge at both key stages. Their understanding and investigative skills are restricted by insufficient opportunities for experimental and investigative science, particularly at Key Stage 1. Pupils make better progress in some classes than in others.

26 In information technology, most pupils in both key stages, including those with special educational needs, make satisfactory progress. Those pupils who have had greater access to more up to date computers and software as they have moved through the school have made more progress. Shortcomings in pupils' progress in Key Stage 2 are the result of a mismatch between the latest computers and the availability of sufficient and appropriate programs.

27 The school curriculum has been modified to concentrate on improving pupils' literacy and numeracy skills. However, on the evidence available pupils make satisfactory progress throughout the school and are attaining the levels expected of seven and eleven year olds in art, design and technology, history, music and physical education. In geography, pupils attain the levels expected at the age of eleven but are below expectations at the age of seven. Pupils make unsatisfactory progress in geography at Key Stage 1 and good progress as a result of better teaching in Key Stage 2.

Attitudes, behaviour and personal development

28 Pupils' attitudes to learning are satisfactory overall. However, the personal and social development of children under five is unsatisfactory. By five, too many children do not concentrate sufficiently on their activities or share and take turns when necessary. They have not developed an appropriate degree of independence in their work.

29 In the majority of lessons in Key Stages 1 and 2, most pupils listen to teachers' explanations and instructions, answer teachers' questions, ask sensible questions and apply themselves to the tasks set for them. This was in well-taught, soundly planned lessons where pupils were actively involved and given opportunities to take some responsibility for their work. In these lessons, pupils are quiet and attentive. They are interested in their work, well motivated and take pride in their achievements. Response of this quality was seen in physical education lessons in Key Stage 2 and a Year 3 history lesson. Pupils' response was at least satisfactory in five out of every six lessons observed. However, in a significant minority of lessons, pupils' response was unsatisfactory. This was mainly the result of inappropriate teaching methods combined with unsatisfactory management of pupils. Many pupils lack commitment to their work and, by the end of Key Stage 2, they have not developed satisfactory work habits. This is because they have too few opportunities to develop their capacity for independent work and personal study.

30 Pupils' behaviour is unsatisfactory. There is an element of disrespect for staff and other pupils. This occurred in some lessons, where teachers' control was unsatisfactory and when, at the end of the day, older pupils deliberately destroyed the snowmen that reception pupils had built with their teacher. Pupils generally behave acceptably around school. They move around the building sensibly. They usually play together happily and most walk into school sensibly at the end of breaks and are orderly at lunch times. Most pupils, including those with special educational needs, behave acceptably most of the time. However, in too many lessons pupils' progress is hindered by unsatisfactory behaviour. In these lessons too many pupils respond slowly to teachers' instructions, continuing to chat among themselves, when the teacher addresses the class, and behaving restlessly. In a few lessons a significant minority of pupils deliberately disrupt work. These unsatisfactory elements are more evident in Key Stage 1, where teaching is not as good as in Key Stage 2 and teachers lack effective strategies to manage pupils' behaviour. The school has a policy for discipline and behaviour but it is not implemented consistently by all teachers and has too low a profile in school to have the necessary impact on pupils' behaviour. These factors, together with the unsatisfactory provision for personal and social development in reception are significant contributory factors in pupils' unsatisfactory behaviour. One pupil was excluded during the last year. Standards of behaviour have deteriorated since the previous inspection. Parents consider that pupils' behaviour is good. Inspection findings do not support this view.

31 Relationships are satisfactory. Pupils from minority ethnic groups and those with special educational needs are integrated well. Relationships between pupils and staff are good, even where attitudes to learning are unsatisfactory. When given the opportunity, many pupils work co-operatively without direct supervision. However, pupils are occasionally irritable with each other in lessons.

32 Pupils' personal development is unsatisfactory. There are examples of Year 6 pupils having opportunities to develop responsibility, for example in running the school bank and the chess club. Nevertheless, by the time they leave the school, too few pupils take sufficient responsibility for their work, use their own initiative or sustain independent work. There are three main reasons for this. Firstly, suitable foundations are not laid in the personal and social development of youngest children. Secondly, the school's curriculum gives insufficient attention to experimental and investigative work and to pupils using and applying what they have learned. Thirdly, teachers do not provide enough opportunities for pupils to acquire good work habits and develop independence.

Attendance

33 Attendance rates have improved since the last inspection and are currently just above national average. There are no obvious patterns of absenteeism for pupils who have special educational needs. However, the punctuality of a significant number of pupils is unsatisfactory. The school has not developed strategies to improve the situation and make parents aware of the negative impact that lateness has on their children's education.

QUALITY OF EDUCATION PROVIDED

Teaching

34 Overall, teaching is satisfactory. It is consistently better in Key Stage 2 than in Key Stage 1. Teaching is at least satisfactory in 91 per cent of lessons, good or better in 37 per cent and 4 per cent of lessons are very good. Almost one in ten lessons are unsatisfactory. The unsatisfactory teaching was mainly in Key Stage 1. There has been a significant improvement in the quality of teaching since the last inspection but there are still shortcomings in teaching methodology, especially in reception and Year 2 classes.

35 The quality of teaching of children under five is satisfactory in the reception class. The teacher is assisted well by the good support of a nursery nurse and other helpers. She has appropriately high expectations of the five year olds and sets challenging work in class lessons and when focussing teaching on a specific group. She makes effective use of structured approaches to enable children to learn letter sounds, words, and to make sentences. However, although the teacher and adult helpers occasionally enjoy developing the children's speaking and social skills by joining them in role-play, staff do not promote learning through play effectively. They do not intervene or involve themselves sufficiently in children's play to extend learning. Not enough opportunities are provided for children to learn through first hand experience. The teacher uses games and songs to help children's concentration and attention, and reinforce learning. Reading is valued and the teacher promotes a love of books through reading stories. Books are displayed attractively and literature is used well in most areas of learning. Children's personal and social development is not promoted effectively. Although the teacher encourages children to share and think about others, they often behave poorly and their inappropriate behaviour is not dealt with well. There is not a good balance between lessons that are carefully directed by the teacher, such as group reading sessions, and others where the teacher encourages children to develop their independence by choosing activities. Staff concentrate too much on direct instruction in literacy and numeracy, too often based on commercially produced materials more appropriate to older pupils.

36 The majority of teaching in Key Stage 1 and Key Stage 2 is satisfactory. As a result, in most lessons pupils' progress is satisfactory. The unsatisfactory lessons were mostly confined to Key Stage 1. Most of the teaching in Key Stages 1 and 2 ranges between satisfactory and good although a small number of very good lessons were observed. Teachers subject knowledge is satisfactory overall and occasionally good. When it was good, as displayed by the Year 3 teacher in a dance lesson, the teacher was able to extend pupils' skills, knowledge and understanding and deliver lessons with confidence and flair. All teachers have warm and supportive relationships with their pupils and pupils are happy in their teachers' presence. However, some teachers do not manage the inappropriate behaviour of a small number of pupils effectively. They are not firm enough with the culprits and on occasions other normally well behaved pupils copy the bad behaviour and progress in lessons is slowed.

37 Teachers' planning is sound and a positive feature is the way that some subjects are linked together. For example, a dance lesson was closely linked to pupils' previous work on the story of the "The hare and the tortoise" in their English lesson. This improves pupils' use and understanding of vocabulary and develops their performance skills through movement as they express phrases such as "trudge, sneak and dash". However, in other subjects, for example, in history and religious education, teachers miss opportunities to develop pupils' literacy and use information technology. Despite this, the

school has effectively introduced the literacy strategy and the teaching of numeracy is good. All teachers are appropriately developing pupils' mental arithmetic skills by beginning their mathematics lessons with mental arithmetic sessions. Pupils enjoy this work and respond well to the challenge.

38 All teachers know their pupils very well and in English, mathematics and science they have set realistic and challenging targets for them. Most teachers plan their lessons satisfactorily with the National Curriculum programmes of study in mind. However, some teachers set vague learning objectives in lessons in subjects such as history and geography and this lack of clarity makes assessment difficult. Most teachers work conscientiously to provide interesting starting points and resources for their pupils' learning. For example, the Year 3 teacher set her pupils a task to choose a balanced diet from a variety of different food groups. The very good motivation and use of resources, which were very well prepared, resulted in a high level of pupils' concentration, collaboration and discussion. The obvious progress of the pupils could be measured by their understanding as all pupils chose a balanced diet when sharing the snacks as the lesson ended.

39 Teachers' skills in questioning are often good. In the best examples, for example in a Year 6 mathematics lesson, pupils know that their contributions are valued. They are enthusiastic in their response, and expand on their answers fluently, encouraged by the open-ended nature and probing nature of the questions asked. For example, teachers would ask 'How will you work that out?'. Challenging work, along with very good encouragement, checking, guiding and supporting raises pupils' self-esteem and pride in their achievements.

40 Teachers use a variety of methods to teach their class but this is inconsistent in its impact on pupils' progress. In Key Stage 2, they successfully balance direct instruction with opportunities for pupils to work independently and co-operatively. Most lessons are well organised, and teachers use time and resources efficiently. However, in Key Stage 1 teachers do not provide sufficient opportunities for pupils to take responsibility for organising their own work. Consequently pupils are not developing good work habits. Those finishing activities quickly are not encouraged to extend learning appropriately and are prevented from showing initiative and a greater understanding of concepts.

41 Teachers manage the support staff well in both key stages and are very well supported by them. Adult helpers, who include both governors and parents, offer valuable and appreciated assistance. They make a good contribution to the work in classes.

42 The teaching of pupils with special educational needs is satisfactory in both key stages. Teachers and educational support staff provide good support for pupils with special educational needs. They are well-integrated into appropriate class groups.

43 Pupils' work is marked regularly, but teachers rarely use helpful constructive remarks to help them improve their work. Other techniques of day-to-day assessment, such as questioning and the observation of work are used well to assist most teachers in their planning.

44 The amount and types of homework vary from class to class, but is always appropriate and supports pupils' learning. Pupils are encouraged to read at home, and are given homework in other areas, spelling, comprehension exercises and mathematics. Eighty seven per cent of the parents who responded to the parents' questionnaire are satisfied with the homework given to pupils.

The curriculum and assessment

45 The school provides a suitably broad and balanced curriculum, which meets the requirements of the National Curriculum. Appropriate modifications have been made to take account of recent national changes. All pupils have equal access to the curriculum and provision for pupils with special educational needs is satisfactory.

46 The curriculum for children under five covers all the nationally recommended areas of learning but children's personal and social development is not given sufficient priority. Consequently, the foundations for good behaviour and personal development are not effectively laid.

47 The curriculum in Key Stages 1 and 2 is satisfactory overall. Curriculum plans and guidance for teachers are in place for all subjects. However, the quality of these varies. In English there is much good guidance for teachers, using national guidance for the literacy hour and guidance from the local education authority on other aspects of work. However, in music and physical education curricular guidance is insufficient to support non-specialist teachers. In general, curricular plans support teachers work effectively and pupils cover all the necessary subject knowledge. Some subject plans give insufficient attention to progression in the skills pupils need to use and apply their knowledge and undertake experimental and investigative work. This is seen in mathematics, science, history, geography and information technology. For example, in history, there is little guidance on progression in pursuing an historical enquiry. These aspects of work consequently receive less attention from teachers and pupils make less progress in them. This is particularly noticeable in mathematics and science. This general deficiency in the curriculum is also a significant contributory factor in pupils' unsatisfactory personal development.

48 No lessons were seen in personal and social education, sex education or education about the misuse of drugs. However the school has satisfactory arrangements for these.

49 Pupils with special educational needs are identified at an early stage and appropriate individual plans are written for them. Teachers plan activities which are matched to the needs of pupils with special educational needs. They are provided with good levels of support both in the class and when being withdrawn. The school is meeting the requirements of the Code of Practice for all pupils with special educational needs. Pupils with special educational needs are provided with equality of access and opportunity to learn and make progress.

50 A good range of extra-curricular activities, which are supported well, enriches the curriculum. Several teachers are involved in organising these activities. Pupils have appropriate opportunities to participate in competitive sporting activities with pupils from other schools.

51 There are good systems in place to assess pupils' attainment. Teachers keep sound records of pupils' attainment and progress in English and mathematics. The school keeps samples of pupils' work in the core subjects and records the National Curriculum levels achieved. Though useful, these samples are not fully effective because there is no exemplification of the standards attained. Pupils' results in national tests are analysed thoroughly and appropriate annual targets are set for all pupils' attainment. Areas of relative weakness are identified and teachers are informed of them. However, the school lacks effective plans to remedy some identified weaknesses. The use of assessment to guide the planning of work is satisfactory overall but there are inconsistencies between teachers. When teachers' plan lessons well, they know precisely what pupils are to learn from the work they undertake. They are therefore able to assess pupils' learning effectively and they use this information well when planning subsequent lessons. This has a positive effect on pupils' progress. However, not all teachers plan and assess pupils' work in such a focused and rigorous way.

52 There has been considerable improvement in the curriculum and the assessment of pupils' attainment since the previous inspection. Outline plans for the curriculum for pupils under five have been drafted and overall plans are in place for work in Key Stage 1. There is greater coherence in the

curriculum at Key Stage 1, and teachers in each key stage now plan work together. The effectiveness of curricular plans in most subjects is still limited by the absence of guidance on appropriate teaching methods. Teachers' half-termly and weekly planning has improved and some teachers use the new systems well. The school has developed a sound assessment policy. Information obtained by assessing pupils' attainments is used more effectively to set targets for attainment.

Pupils' spiritual, moral, social and cultural development

53 The school's provision for the spiritual, moral, social and cultural development is satisfactory overall but has deteriorated since the last inspection.

54 Provision for pupils' spiritual development is satisfactory. The school is keen to encourage pupils to search for values and to come to an understanding of important issues. The school meets statutory requirements in holding acts of collective worship and ensures that there are regular whole school and key stage assemblies which make a satisfactory contribution towards pupils' spiritual, moral, social and cultural development. Within these assemblies, moments for prayer, stillness and reflection are regular. Prayers at the beginning and end of sessions make a contribution to pupils' spiritual development. In music, art and through their study of literature they learn that the creation of works of art require high levels of creativity and commitment.

55 Provision for pupils' moral development is satisfactory. Pupils are taught to know right from wrong and teachers act as positive role models. The code of conduct is clearly displayed around the school. However, a significant minority of pupils do not respond positively to the example set by the teachers and they misbehave and show insufficient respect towards others.

56 Provision for pupils' social development is unsatisfactory. Most pupils have insufficient opportunities to exercise responsibility. Whilst older pupils help to run the school bank, run the Year 2 library, help on the infant playground and organise the chess club, many pupils have little opportunity to contribute to the running of the school. The school is beginning to tackle this, for example through prefects and the recently formed school council. Pupils are encouraged to participate in the school community through extra curricular activities and residential trips. Those pupils who play for school sports teams are given opportunities to work co-operatively, and to mix with other children and adults from within the school and from further afield. Many pupils are actively involved in the life of the Church through attending services and supporting Parish events.

57 Provision for pupils' cultural development is good. The school encourages pupils to value their own cultural heritage and to respect and value the Christian nature of the school. In geography lessons the pupils develop an awareness of their own environment and important issues relating to their locality. Pupils visit places of worship such as churches and mosques. They are brought into contact with the lives of people from different times, places and regions in history and geography lessons and they acquire a knowledge and understanding of the music and art of different cultures and times. For example, pupils in Year 3 develop knowledge of the history of the 'Willow Pattern' and they listen to oriental music as they attempt to copy the designs from a Willow Pattern plate.

Support, guidance and pupils' welfare

58 Overall, the school has satisfactory procedures in place for the support, welfare and guidance of its pupils. However, some elements of the aspect are weaker and require immediate action by the governing body. There has been insufficient progress in producing appropriate policies since the last inspection, with too much reliance on basic statements of intent. Although there are many good points about the school's approach to health and safety, the governors have failed to ensure that regular termly fire evacuations take place. In contrast, the governors have produced a very effective audit of all school accidents and they have a good understanding of what causes them and their regularity. The recording

of any accidents is thorough and parents receive notification of any accidents involving bumped heads.

59 The atmosphere created by the staff in school is caring and friendly and it is enhanced by the good knowledge that they have of pupils. This view was shared by many of the parents who either attended the parents meeting or responded to the questionnaire. They saw the school as a happy, secure place with teachers who look after their children well.

60 The support provided by the midday assistants in the dining hall and the playground is effective and they have a good understanding of their role.

61 Effective procedures are in place for child protection with a designated member of staff and a governor ensuring that thorough records are maintained and that appropriate monitoring takes place. There is now an urgent need for the governing body to put its good practice into a formal policy which can be understood and followed by all interested parties. Similarly the governing body should produce effective policies, to replace the existing statements, for drugs awareness and sex education.

62 Early identification of pupils with special educational needs is made and they are given good support and guidance to enable them to be fully involved in the life of the school. The head teacher has a thoughtful approach towards pupils with special educational needs and he provides good levels of support for them.

63 The procedures for the monitoring of attendance are satisfactory in that the school knows of problem families and involves the education welfare officer in home visits. However, the school is unable to compare attendance and absence rates with other schools as it does not translate those rates into percentages. The monitoring of the poor punctuality of pupils is ineffective. The school has become complacent and it has failed to take the necessary robust action to improve the situation. The procedures for monitoring behaviour are satisfactory with class teachers keeping appropriate records, but often there is inconsistent application of the code of practice. Although there was no evidence of bullying during the inspection the governing body should ensure that an appropriate policy is produced for staff and parent guidance. The procedures to monitor both personal and academic progress are satisfactory. Appropriate records are kept that follow each pupil through school.

64 The support that is provided for pupils about to transfer into the next stage of their education is satisfactory and good curriculum links have been being developed with St John Fisher and St Thomas More High School.

Partnership with parents and the community

65 The school has developed a good partnership with its parents and the community and elements of this aspect of school life have improved since the last inspection.

66 Parents are well satisfied with the quality and quantity of information that they receive from the school. They find the information that is provided each term about topic and project work is particularly valuable as it allows them to provide the appropriate support to their children. Parents of pupils with special educational needs are appropriately involved in reviews of their progress.

67 The school values the help that is given by both parents and parishioners who are able to assist in the classroom and on visits. The fact that some parents have taken first aid courses illustrates their commitment to the school. The school benefits from a hard working and committed Parents Association who have provided a number of valuable resources for the school over the years. Approximately £2000 is raised each year through interesting events that are run for pupils, adults and families. A highlight of the fund-raising year is the Parish Gala.

68 The school makes good use of the local community. Pupils have the opportunity to visit a number of interesting places, such as the Roman Experience in Chester, Wigan Pier and Cliffe Castle. These visits are enjoyed by the pupils and are clearly linked into curriculum activities where they have a

positive impact on learning. Year 6 pupils also have the opportunity to visit the Lake District for a residential weekend. This visit gives them the opportunity to study other parts of the country and to develop their personal skills. Additionally, the school plays a very active part in the life of the Catholic community through the Gala Day, Family Association, Crossroads and many other links. The close link with St John Fisher and St Thomas More High School also has a positive impact for those transferring to the next stage of their education.

69 Regular visitors to school include representatives of the police, fire and road safety services, theatre groups and an overseas Catholic missionary. Once again, these topics are carefully integrated into the curriculum and very much enjoyed by pupils

70 Links with industrial and commercial organisations have improved since the last inspection. They have come about through membership of the Pendle Business Partnership. Many visits to such places as a pottery and Grisedale Forest have been sponsored by the Partnership. Through the Trident Scheme the school is able to provide valuable work placement opportunities to pupils from St John Fisher and St Thomas More High School, St Augustines High School and Mansfield High School.

71 The pupils make a number of generous donations to local, national and overseas organisations.

THE MANAGEMENT AND EFFICIENCY OF THE SCHOOL

Leadership and management

72 A positive feature of the school is the shared vision and common sense of purpose towards which all the school community is working. Since the last inspection there have been satisfactory improvements in some areas of school management but there are still serious shortcomings in others.

73 The Head teacher is a sensitive leader who has been instrumental in developing sound pastoral systems that support every adult and child in school. He is ably supported by the deputy head teacher who helps to ensure that a broad and balanced curriculum is provided and that the assessment of pupils' work enables every child in school to develop and improve. However, the leadership of the head teacher has not been wholly effective.

74 The school has broad aims that rest on a clear set of appropriate values but the aims are not used effectively to support the management of the school. The school does not meet all of its own aims. For example, although sound policies address the aims they are not implemented rigorously enough to allow the school to build a strong community. The recently introduced behaviour policy, intended to give pupils a sense of self worth and pride in their own and their school's achievements, is not enforced consistently. The behaviour of many pupils is unacceptable and not dealt with firmly enough by some class teachers or the Head teacher. As a result, the ethos of the school is unsatisfactory. Although it successfully promotes high attainment, equality of opportunity, and effective provision for pupils with special educational needs, the attitudes, behaviour and personal development of the pupils are unsatisfactory and there is not a pleasant working atmosphere in many lessons.

75 The school development plan effectively provides for curriculum development and also encompasses other aspects of school management, for example a programme for maintenance and refurbishment of the premises. However, it is not linked sufficiently well to the action plan which addresses areas of weakness in the school. Neither does it take sufficient account of the recent monitoring visit of Her Majesty's Inspector of schools. In addition it does not address developments beyond the current year. Therefore, staff and governors are uncertain about future developments and possible problems caused by a falling roll are not systematically planned for and prioritised. The school effectively monitors the progress of its development plan in order to ensure that initiatives are successfully implemented.

76 The curriculum co-ordinators and senior management team have ensured that planning and curriculum developments are effective and have developed a good sense of team work among all staff. The Head teacher, deputy head, and subject co-ordinators are successful in monitoring pupils' attainment and progress in each subject area. This has led to a deeper understanding of the standards being attained throughout the school. However, they fail to identify shortcomings in teaching and learning and to recognise what is working well and where there are problems. This is a contributory factor in the failure to ensure appropriate teaching methods in Key Stage 1 and allowing the unsatisfactory behaviour and personal development of pupils to go unchecked. The current subject co-ordinators have varying degrees of experience and expertise to successfully monitor and support colleagues. They have not been supported sufficiently in their tasks by the senior management team. Resources spent are not evaluated in terms of the standards achieved.

77 The head teacher and special educational needs co-ordinator maintain a clear overview of special educational needs. They ensure that individual plans are appropriate for the pupils and that they are reviewed regularly. The special educational needs governor pursues matters of importance through governing body meetings. The school does not adequately monitor the quality of teaching and learning for these pupils in the classroom.

78 Very good developments have been made in monitoring outcomes of national tests and target setting, and further development has taken place by setting individual targets and monitoring pupils' progress within classes, year groups and across key stages.

79 The governors play a satisfactory role in leading the school and are fully involved in planning for the school's development. They maintain good relationships with staff but there is insufficient liaison with subject co-ordinators to be told about their needs and plans. Consequently governors are unable to make well-informed decisions when allocating financial resources and rely on the Head teacher alone. Although a few key governors, including a very knowledgeable and supportive chair of governors, maintain a clear, overall view of the school's work, some governors are poorly informed and in no position to monitor or evaluate the school's developments effectively. Although informal monitoring does take place, there is not yet a rigorous system for monitoring by governors. For example, the failure of the school to identify and solve the weaknesses in teaching, behaviour management and leadership has gone unchecked. Statutory requirements are fulfilled with the exception of governors' omitting some minor information from their annual report to parents.

Staffing, accommodation and learning resources

80 The school has recently experienced many changes of staff. The number, qualifications and experience of the teaching staff are satisfactory to teach the subjects of the National Curriculum. There are co-ordinators for all subjects of the curriculum. The number of educational support staff is sufficient to provide an adequate level of assistance to teachers. Teachers and educational support staff are appropriately deployed. Teachers have a satisfactory understanding of the Code of Practice for Special Educational Needs but there is presently no teacher with training in special educational needs. Secretarial, caretaking and lunchtime supervision functions are also appropriately staffed.

81 Arrangements for the professional development of teachers are satisfactory. Regular appraisal of teachers is carried out which is effectively linked to their professional development. Teachers attend a variety of courses which are linked to their own and the school's needs. Arrangements for the induction for new and newly qualified staff are satisfactory and these arrangements enable them to settle into school routines quickly.

82 The school accommodation is satisfactory. It is generally in a good state of repair and kept in a clean and tidy condition. There are sufficient appropriately sized classrooms, and a room presently used for music lessons. The school hall is of a suitable size and it is well utilised for physical education lessons, extra curricular activities and assemblies as well as being used for pupils to eat their lunch.

Recent improvements to some areas of the school, particularly to the Key Stage 1 area, have had a positive impact on the quality and size of the accommodation. This has enabled the Key Stage 1 co-ordinator to have a clearer overview of her department. A range of bright, colourful and interesting displays of pupils' work make classrooms and shared areas stimulating. Outside, there are adequately sized tarmac and grass playing areas.

83 The range, quality and quantity of learning resources are sufficient to meet the needs of most subjects of the National Curriculum. However, resources are unsatisfactory for science and information and communications technology and barely adequate in history, geography and music. The amount of money allocated to developing science and information resources is low. There are insufficient practical science resources and consequently pupils' progress in investigative and experimental science is hindered. There are not enough programs for the newest computers and the school does not have sufficient computer programs for pupils to work with databases or to monitor external events such as in science experiments. Resources for literacy are satisfactory overall, having been given recent priority. However, many of the books in the library are outdated and inhibit its effective use for developing pupils' personal study skills. Resources are satisfactory for supporting the needs of pupils with special educational needs.

The efficiency of the school

84 Financial planning is satisfactory for developments in the current financial year but unsatisfactory beyond it. Educational developments in the school development plan are supported through careful financial planning by the head teacher and the finance committee of the governing body. They ensure that there are sufficient funds to maintain the aspects of the school that they consider to be important. However, they have failed to look carefully enough beyond the current financial year to consider changes where necessary and accommodate more major developments and foreseen eventualities. Spending priorities are clearly linked to the school's detailed school development plan but not to the targets of the action plan following the most recent inspection or monitoring visit.

85 Overall, satisfactory use is made of both teaching and support staff but there are shortcomings. Some of the staff are overburdened and do not have the experience, time or support to carry out their co-ordinators role effectively. The deputy head teacher in particular has an onerous workload. The Head teacher does not have a heavy timetabled, teaching commitment and often spends time doing routine administrative tasks. This is not efficient use of time. Teachers are effectively deployed in terms of their teaching responsibility and there have been occasional, successful but insufficient opportunities to share their expertise with colleagues. For example, the Head teacher has given a demonstration lesson in art and uses his skills well through teaching art to a number of classes. The English co-ordinator has been given time to monitor and evaluate standards in the subject. This was effective in successfully implementing the literacy strategy. The school makes satisfactory use of the funding it spends on pupils with special educational needs. Grants for staff development and training are used specifically for these purposes and used effectively to develop the work of the school in line with the priorities in the school development plan.

86 Nursery nurses and non-teaching assistants are deployed well and they make a significant contribution to the attainment and progress of the pupils, especially those with special educational needs. They also try to assist pupils in learning good attitudes to work.

87 Although the accommodation meets the demands of the curriculum, it is cramped. However, available space is used efficiently. Through careful planning and good displays, the teachers have worked hard to ensure that every area of the school provides a stimulating learning environment for the pupils.

88 Resources are used satisfactorily. They are carefully organised so that teachers and support staff have easy access to them. The school's resources are accounted for, teachers generally know where

to find them quickly and they are used efficiently. Staff and pupils take good care of equipment. Good use is made of the local community as a resource. Pupils visit places of local interest, which are helpful in their studies. For example, Year 6 studied the development of the local industrial estate as part of their work in geography. The school also makes good use of visitors to enrich the curriculum. The church plays a major contribution in this respect.

89 Financial control is very good. The school secretary is very efficient and provides regular detailed financial statements for the head teacher and finance committee of the governing body. Consequently, the Governors are aware of the school's financial position and they can make well-informed decisions and plans. She carries out day to day administration effectively and unobtrusively and provides invaluable support to the Head teacher. The efficiency of routine administration leaves the teachers free to concentrate on the education of pupils.

90 The funding available for the school is lower than the national average. Taking this into account along with the satisfactory quality of education provided by the school, pupils' average attainment in relation to national expectations and their satisfactory progress, the school provides satisfactory value for money, but with room for improvement in leadership and management of pupils' behaviour.

PART B: CURRICULUM AREAS AND SUBJECTS

AREAS OF LEARNING FOR CHILDREN UNDER FIVE

91 Children who are not yet five are taught in the reception class. They enter school in August, at the beginning of the school year in which they will become five. At the time of inspection 16 children, two-thirds of the class, were under five. Most of these children have benefited from pre-school education. On entry to school, children have a wide range of attainment but overall their levels of attainment are comparable to those of children their age.

92 Since the previous inspection, there have been significant improvements in the provision for children who are not yet five. The accommodation has been considerably improved. Resources have been brought up to a satisfactory level. Sound initiatives have begun to improve communication with parents. Staffing levels have been improved and curricular planning is more coherent.

93 Children make satisfactory overall progress and, by the time they are five, for most, attainment is in line with nationally accepted expectations in language and literacy, mathematics, knowledge and understanding of the world, creative development and physical development. Standards of literacy and numeracy, by five, are satisfactory. However, in the important area of personal and social development, children's attainment is below what is expected by five. Their progress in this area of learning is unsatisfactory. Children with special educational needs make satisfactory progress as a result of effective support from staff.

94 Children's personal and social development is unsatisfactory. Many children show that they can listen to each other, concentrate, take turns and share equipment. This usually happens only in class lessons or when they are working in small groups with staff. However, they are unable to sustain positive relationships with each other or behave acceptably without close adult supervision. In these situations relationships between children are often unsatisfactory. Sometimes they are poor and characterised by fractiousness. Effective foundations are not laid for children's personal development. This unsatisfactory state of affairs is the result of weaknesses in aspects of the provision for these young children. Teaching methods are often inappropriate and there are too few opportunities for children to develop an appropriate level of independence and self-discipline by choosing activities, using their own initiative and to learning through play.

95 In language and literacy children make sound progress in their speech. By five, most speak reasonably clearly and talk to adults about their work. For example, in their questions and comments when putting sand and water into several different containers and comparing how full they were. Listening skills are less well developed. Sound foundations are laid for reading. By five, most children enjoy books and treat them with care. They talk about the pictures and many recognise a few familiar words on sight. Most children know the sounds made by some letters and suggest word beginning with these sounds. By five, most children recognise and write their own names. They attempt to copy their teacher's writing but few have the confidence to attempt to write independently largely because they have few opportunities to do so.

96 By the time they are five, children use simple mathematical language, such as full, empty, heavy and light, correctly. They classify objects accurately by colour, and size and explain this. They are developing a sound understanding of number. Almost all children count to ten and make sets of objects to match numerals to five. Most recognise and understand numbers up to ten. Provision for children's mathematical development is satisfactory overall but it is diminished by too much emphasis on work from commercial workbooks at the expense of children undertaking sufficient purposeful practical work.

97 Children have a sound knowledge and understanding of the world by the time they are five. They take an interest in various items in the classroom, such as the spoons their teacher brought in.

They asked questions about them and talked about the differences between old and new spoons explaining what tasks they were used for. They learn about the characteristics and needs of living things through their work on pets. Almost all the children name external parts of a dog, such as tail, legs and teeth, and of their own bodies, such as elbows, ankles and knees. They know that pet dogs need exercise, food and drink and visits to the vet. Children acquire simple information technology skills and use computer programs to support their work. They use the arrow keys to control the movement of objects on the screen. Children enjoy using construction kits and produce some imaginative work, such as the flying saucers and spaceships they made during the inspection. However, they have too few opportunities to learn from this work by evaluating their designs with the teacher and considering how they might be improved.

98 Children make sound progress in all aspects of physical development. Fine motor skills are well developed. By the time they are five, almost all the children hold pencils and crayons correctly and manipulate classroom tools, such as paintbrushes and glue spreaders with appropriate control. In physical education lessons they develop skills of throwing and catching and balancing. They work confidently in pairs throwing and catching bean bags and sponge balls. Several can hold a balance on one leg. Children show a sound awareness of space, moving around the hall without bumping into each other.

99 Creative development is satisfactory. Children produce lively paintings. In music they join in the singing of familiar songs and accompany nursery rhymes on musical instruments. They play instruments carefully and in time with the music.

100 The quality of teaching is satisfactory overall in all the areas of learning. Work is properly planned and staff work well together. Support staff are deployed effectively. The teaching is most successful in full class sessions, such as music and physical education. However, there are weaknesses in the management of children and the methods and organisation used in some lessons. Insufficient attention is given to providing opportunities for children to learn through play and first hand experience. Staff concentrate on intensive work with small groups of children, often using commercial workbooks. This teaching is satisfactory but its organisation means that many children are left to play aimlessly, without appropriate adult intervention to support to extend their learning. This leads to unsatisfactory behaviour by a significant minority of children in some lessons.

101 The curriculum for children under five is balanced and properly planned. It covers all the nationally recommended areas of learning but gives insufficient attention to children's personal and social development. Suitable activities are planned and the overall curricular planning shows a sound awareness of the needs of these young children. However, the identified weaknesses in teaching methods result in the plans not being implemented appropriately for the age group.

102 Assessment is used effectively. Children's attainment is assessed on entry and progress is monitored termly. Staff know what each child can do and match work accordingly.

.

ENGLISH, MATHEMATICS AND SCIENCE

English

103 Pupils' results, at seven and eleven, in the latest national end of key stage tests in 1998, were well above the national average and well above the average for schools where pupils have similar backgrounds. Reading results, at the end of Key Stage 1, were very high compared with similar schools.

104 At the end of Key Stage 1, in the reading tests, the percentage of pupils attaining the level expected for their age or better was above the national average. The percentage attaining above the expected level was well above the national average. In the writing tests, the percentage of pupils attaining at least the expected level was above the national average and the percentage attaining a higher

level was close to the national average. Teacher assessments of pupils' attainment in speaking and listening show a similar pattern to writing.

105 At the end of Key Stage 2, the percentage of pupils attaining the expected level for their age or better was above the national average. The percentage attaining above the expected level was also above average. The school's analysis of the test results and teacher assessments of pupils' speaking and listening shows that pupils' performance in reading was better than in speaking and listening and writing. More than twice as many pupils attained above national expectations in reading than in the other two aspects.

106 These results show that, in both key stages, more pupils do well at reading than at writing and speaking and listening.

107 Standards of attainment seen on inspection are in line with national expectations in both key stages but not as high as the standards attained in the 1998 tests. This disparity is explained by the fact that, in Years 2 and 6, there are fewer pupils capable of higher attainment than last year. The pattern of attainment across the different aspects of work reflects that seen in the test results. Writing and speaking and listening remain weaker than reading.

108 Pupils throughout the school, including those with special educational needs, make at least satisfactory progress in all aspects of the subject.

109 By the end of Key Stage 1, at seven, pupils' attainment in speaking and listening meets expectations. Around four fifths of the pupils usually listen carefully and respond appropriately to teachers' questions. When acting out a familiar story, pupils speak with confidence and appropriate expression.

110 By the end of Key Stage 2, when pupils leave the school, their attainment in speaking and listening is broadly in line with national expectations. In discussions they make relevant contributions and ask pertinent questions. They read their own work to the class confidently and express their opinions. However, listening skills are not as well developed as speaking skills. This was seen on inspection in the significant minority of pupils who have difficulty listening to their teachers.

111 Throughout the school, pupils make satisfactory progress in speaking and listening. This is the result of teachers extending pupils' vocabulary in other subjects, such as geography, physical education and science, and many appropriate planned opportunities, including drama, to develop speaking and listening skills, in most classes. The quality of this planning varies. It is particularly good at the end of Key Stage 1 and the beginning and end of Key Stage 2. When this work is at its best it is effectively integrated with other subjects as when Year 3 pupils undertake role-play as Celtic warriors. When teaching is good, teachers use probing questions effectively. This provides good opportunities for pupils to explain and extend their thinking.

112 Standards in reading meet national expectations by the end of both key stages and pupils make satisfactory overall progress. In all classes reading standards at least meet expectations. However, for several pupils, progress slows and enthusiasm wanes in Key Stage 2. A significant minority of pupils in this key stage have little enthusiasm for reading. This is largely because pupils' individual reading is insufficiently guided and monitored.

113 By the end of Key Stage 1, pupils read suitably difficult books from the commercial reading scheme used by the school. Almost all pupils read accurately but often lack fluency and employ a limited range of strategies to tackle unfamiliar words. Higher attaining pupils read difficult words such as "congratulate" and "rehearsing" accurately. Most pupils understanding of the books they read is satisfactory and they answer simple questions about the plot and characters correctly. In this key stage the vast majority of pupils make steady progress but the range of their individual reading is too narrow.

114 By the end of Key Stage 2, more than two thirds of the pupils read confidently, fluently and accurately at an appropriate level for their age. They have sound strategies for working out unfamiliar words, for example breaking them into syllables. They have a satisfactory understanding of what they read and how authors create settings for stories and develop characters. This is revealed in their reference to the text when answering questions.

115 The school has made a good start in implementing the National Literacy Strategy. All classes have a daily literacy hour, which teachers plan well. This is having a positive effect on pupils' reading skills, particularly in Key Stage 1, as they are taught a wider range of strategies for reading new words. Pupils in both key stages are now being introduced to a good range of children's literature in a variety of genres. This enthuses pupils and motivates them to read challenging books, as in Year 4 work on science fiction. In Key Stage 2, pupils are developing a sound understanding of language. An example was seen in Year 6, when about three-quarters of the pupils learned the meaning of the prefix "mono". The school's literacy strategy is less effective at improving standards of writing.

116 By the end of Key Stage 1, more than three-quarters of the pupils meet or exceed national expectations in writing. Already, many Year 2 pupils write five or six sentences on subjects that capture their interest. They mark some of their sentences with capital letters and full stops. Their handwriting is of a satisfactory standard. Most letters are formed correctly and of an acceptable size. However, about a fifth of the pupils are lower attainers and they are unlikely to meet expectations. Their handwriting and spelling are poor. Their writing shows an inability to apply letter sounds to spelling unfamiliar words. Many pupils present work poorly. Standards of writing are not as good, in relation to pupils' ages, in Key Stage 1 as Key Stage 2. Pupils make better progress in Key Stage 2 as a result of better teaching.

117 In writing, by the end of Key Stage 2, pupils write in a range of styles, such as interviews, letters, notes and reports. There is a wide range of attainment. However, the substantial majority of pupils plan their work and write in structured paragraphs. They have a good grasp of punctuation and grammar. They use commas correctly in complex sentences. They are beginning to choose vocabulary to achieve desired effects and their standards of spelling are satisfactory.

118 Throughout the school, but most markedly in Key Stage 2, there is a preponderance of exercises in the technical aspects of writing and pupils have too few opportunities for extended and personal writing. This is a significant factor in pupils' lower attainment in writing compared with reading. Curricular plans give insufficient attention to utilising opportunities in other subjects for planned teaching and consolidation of writing.

119 Pupils' attitudes are satisfactory overall. They usually respond well in the literacy hour. They enjoy reading together and listen attentively. They settle quickly to tasks group tasks and concentrate on them. However, in other lessons, which are often less well-planned and structured, attitudes are sometimes unsatisfactory. On these occasions, younger pupils chat to each other when the teacher is talking and few volunteer answers. Older pupils become restless and behave roughly.

120 The quality of teaching is satisfactory overall. There is more good teaching in Key Stage 2 than Key Stage 1. Teaching is best in the literacy hour. These lessons are planned well and work is matched to pupils' levels of attainment, enabling all to achieve. The lessons proceed at a good pace, which maintains pupils' interest, and opportunities for speaking and listening are incorporated effectively. When teaching is unsatisfactory tasks are poorly matched to pupils' levels of attainment and lessons proceed too slowly. These factors lead to pupils becoming bored quickly or being unable to complete the work. Teachers' marking of pupils' work is a general weakness. Except in Year 4, marking is seldom helpful to pupils, because teachers do not make clear what pupils should do to improve their work.

121 The curriculum meets National Curriculum requirements and effective use is made of national and local authority curricular guidance. There are good procedures for assessing pupils' attainment and

progress. In addition to the national end of key stage tests, pupils in Key Stage 2 undertake non-statutory national tests each year. All test results are analysed thoroughly to pinpoint weaknesses and inform target-setting for individual pupils. However, the school lacks effective plans to address some identified weaknesses, such as writing. A portfolio of pupils' work is kept and the samples are placed at the correct National Curriculum levels. Its usefulness is diminished, because it is not clear what features of the work determine placement at a particular level. Recording of individual pupils' reading progress is inconsistent. It is generally unsatisfactory in Key Stage 1, because little attention is given to analysing pupils' performance and identifying areas needing attention. Not enough is done to promote effective involvement of parents in hearing pupils read regularly.

122 There are many strengths in the management of this subject. However, development work lacks focus and attention to areas of relative weakness is not assured. The enthusiastic co-ordinator has a clear view of development needs. The effectiveness of the implementation of the literacy hour has been monitored well by the co-ordinator and the literacy governor. Good procedures have been introduced for regular monitoring of pupils' progress in reading and writing groups. There have been several recent developments aimed at improving attainment. For example, worthwhile reading homework and a consistent approach to teaching spelling have been introduced in Key Stage 2. A "Better Reading" project has been introduced, using trained support staff to work individually with pupils. This succeeds in improving their confidence and attainment. A very good small-scale extra-curricular initiative has begun in the "Literature Circle". This is very effective in promoting reading and a thoughtful appreciation of books. It merits further development.

123 Resources are generally adequate, except for the library. Its stock is unbalanced and there are some out of date reference books. This inhibits its effective use for teaching reference and information retrieval skills and developing personal study skills.

Mathematics

124 National Curriculum tests of Key Stage 1 pupils in 1998 showed that standards of attainment were close to the national average in relation to the proportion of pupils achieving the expected level, but below the national average for pupils achieving the higher level. However, pupils achieved better results in the tests than pupils from similar backgrounds in other schools. Overall there was little difference between the performance of girls and boys.

125 National Curriculum tests for Key Stage 2 pupils in 1998 indicated that standards of attainment were close to the national average in relation to the proportion of pupils achieving the expected level, and well above the national average for pupils achieving the higher level. When compared to similar schools pupils' attainment is well above average.

126 Inspection evidence indicates that by the end of both key stages pupils' attainment is in line with the national average for their age. Although this is below the achievements of past cohorts, pupils are attaining in line with their abilities.

127 By the end of Key Stage 1 pupils can recognise and use numbers to one hundred. Around a half can recite the twos, fives and tens multiplication tables correctly and use facts from the twos table to work out mental mathematics. Pupils can accurately add and subtract numbers above twenty and about a third can do this mentally. Pupils are beginning to understand place value and they know the value of a ten and a unit. They confidently use correct mathematical language such as 'more than', and 'count on'. By Year 2 pupils have a good knowledge of a range of two-dimensional shapes, including the more complex ones such as hexagons and pentagons. Pupils are able to recognise sides, edges and corners, counting and recording them accurately. They have a good knowledge of money up to one pound. Pupils confidently tell the time to at least the half hour and they can link segments of the clock to the fraction half. However, pupils have below average skills in using and applying mathematics. They have few opportunities to use their mathematical skills in other subjects of the curriculum and have poorly

developed investigative skills.

128 Throughout Key Stage 2 the sound standards are maintained and by the end of the key stage, the proportion of pupils achieving or exceeding the standards expected of eleven-year-olds is also in line with the national average. By this time, pupils have a well-developed facility with number, which enables them to select appropriate calculations and apply them to real-life situations. They use number to one thousand, showing competency in four-digit place value. Pupils add and subtract to two decimal places using money. They work on fractions, mixed numbers and percentages. Most pupils name the types of angles including, right angles, obtuse and acute angles, estimate and draw angles with confidence. They find patterns in numbers using symbols to solve problems. In shape, space and measures, they classify two-dimensional and three-dimensional shapes. Pupils collect data and are starting to analyse it. They use a variety of methods to record their findings, including block graphs and line graphs.

129 Pupils make satisfactory progress across Key Stage 1 and Key Stage 2. This is due to satisfactory teaching; strong leadership by the co-ordinator and sound short-term planning which is informed through regular daily assessments. At Key Stage 2 the knowledge, skills and understanding of pupils in the different aspects of numeracy, are well developed and the time provided for the development of numeracy skills is appropriate and used well. Preparation of the numeracy hour is in its early stages but teachers already provide pupils with time for direct teaching, a rigorous mental skills session, individual work time and a clearly structured plenary. Throughout Key Stage 2 pupils of all abilities, including those with special educational needs, make satisfactory progress in consolidating their knowledge, skills and understanding in shapes and measures and handling data. However, at Key Stage 1, although pupils' knowledge and understanding develops satisfactorily, pupils make unsatisfactory progress in developing skills in using and applying mathematics. There are too few opportunities for pupils in Key Stage 1 to investigate and solve mathematical problems.

130 The pupils enjoy their mathematics work. Positive attitudes to learning are seen consistently by the vast majority of pupils in all classes. They are interested in their work and frequently imaginative in the answers which they offer. The majority of pupils apply themselves well and show sustained levels of concentration. Pupils in Year 6 display confidence when they are invited to demonstrate how they mentally solved problems using percentages. In most mathematics lessons pupils listen carefully to their teacher and show appropriate consideration towards each other. The effective structure of the lesson enables them to work productively for extended periods. Behaviour in lessons is generally satisfactory and relationships are positive and purposeful, particularly in Key Stage 2.

131 The quality of teaching ranges from satisfactory to good. The quality of teaching in Year 6 is consistently good. In two thirds of lessons seen teaching is satisfactory and in one third of the lessons seen teaching is good. Throughout the school teaching is characterised by clear lesson planning and effective questioning to probe pupils' thinking and clarify their understanding. Pupils' achievements are praised, a satisfactory pace is maintained and time is used efficiently. Knowledge and skills are revised at the start of lessons and pupils understand what is expected of them. This is particularly effective in consolidating and further developing pupils' mental arithmetic skills. Teachers have high, but realistic, expectations of pupils and encourage effort and achievement. The range of pupils' attainment and needs is recognised well in teachers' planning through an appropriate range of activities and resources based on thorough assessment. Teachers mark work regularly but rarely make constructive comment to support pupils' progress.

132 In many lessons in Key Stage 1, over reliance on a published commercial scheme prevents pupils taking responsibility for organising their own work and working at a level suitable for their needs. Those finishing activities quickly are given too few opportunities to extend learning appropriately and are prevented from showing initiative and a greater understanding of concepts.

133 The grouping of pupils by ability in all classes contributes significantly to the efficiency and effectiveness of teaching and to the progress made and standards achieved by the pupils. The use of

non-teaching support is effective in helping to raise further pupils' standards of attainment in Key Stage 1.

134 The co-ordinator offers conscientious leadership to the subject and has a clear understanding of how the mathematics curriculum should be developed. The policy for mathematics properly identifies the importance of developing skills within the discrete subject, but also encourages the use of knowledge, understanding and skills within the wider context of other curriculum subjects. However, there is very little evidence of teachers extending pupils' numeracy skills in other subjects. The medium term planning is satisfactory and relies upon using a combination of commercial schemes and the school's own material. Although this arrangement is appropriate for the current academic year the school is aware that a more detailed scheme of work based upon the numeracy hour will provide a more structured approach to the continuity of knowledge, understanding and skills for the future.

135 Standards of achievement, the thoroughness of teachers' planning and assessment of pupils' work is regularly monitored by the co-ordinator. This is having a positive effect on standards of learning and ensures equality of opportunity for all pupils. There has been no opportunity for the co-ordinator to monitor teaching in other classes.

136 The mathematics work identified for pupils with special educational needs is appropriate and is well supported. The good procedures for assessing pupils' progress are consistently applied and this informs teachers' planning for future work. A careful analysis of the end of Key Stage 1 and 2 assessment results is undertaken and diagnostic data is used very effectively to support future areas of teaching and learning for all pupils.

137 The range of resources available is adequate and the balance of time is appropriate. The subject is central to the work of the school and there is a commitment to continuing high standards.

Science

138 Pupils' attainment in science is in line with that expected for their age at the end of both key stages although their scientific investigation skills are underdeveloped. This was identified as a weakness in the last inspection report, and whilst there has been some improvement, there remains work to be done in this respect.

139 In the 1998 national assessments for seven-year-olds, nearly all pupils in Year 2 reached the standard expected for their age. The percentage of pupils reaching the expected level was above the national average. Approximately one sixth of pupils reached the higher level. This was in line with the national average. Compared with similar schools, the percentage of pupils reaching the expected level was well above average and the percentage attaining levels above that expected for their age was above average.

140 In the 1998 national tests for eleven-year-olds three fifths of pupils reached the level expected for their age which was below the national average. Less than one tenth of pupils achieved levels beyond those expected for their age. This was also slightly below the national average. Compared with similar schools, the percentage of pupils reaching the expected standard was average but the percentage attaining the higher level was below average.

141 At Key Stage 1, pupils' experimental and investigative skills are unsatisfactory. They are given too few opportunities to develop these skills and consequently they do not have sufficient understanding of fair tests, and they make insufficient use of direct experience, exploration and investigation to develop their scientific skills, knowledge and understanding. When they are given the opportunities to carry out investigations, pupils begin to develop prediction skills. For example, when investigating which materials reflect light best, they predict what will happen before testing their predictions. Pupils have a satisfactory knowledge of living things. They recognise that creatures grow

and reproduce and they identify simple life cycles. They display an awareness of the importance of diet and exercise to good health. Pupils' understanding of materials and their properties is satisfactory. They know that objects are made from different materials which have qualities suited to their use. Pupils know that materials can be changed and they are aware of the process of changing trees into furniture. Most pupils have a secure knowledge and understanding of physical processes. They identify appliances that are powered by electricity and they demonstrate a satisfactory understanding of the dangers of electricity.

142 At Key Stage 2, pupils' investigative and experimental skills are mainly satisfactory but with some shortcomings. They handle simple equipment safely and carefully but they make insufficient choices in the equipment to be used. Most pupils have a satisfactory understanding of what a fair test is, why it is important that tests are fair, and how to ensure that they are. Pupils' use of scientific knowledge and understanding to predict what might happen in their investigations is satisfactory. Where they are given opportunities for investigative and experimental work, pupils generally use their practical skills effectively to test their predictions. They record their observations satisfactorily in written accounts, pictures and charts. Insufficient use is made of information technology to collect, store, retrieve, and present information. Most pupils have a sound knowledge of living things. They know that living things live in habitats and that they adapt to suit their environment. Most pupils demonstrate satisfactory knowledge and understanding of food chains and use appropriate vocabulary such as 'producer' and 'predator' to describe the relationship between various living things. They know that plants require, water, carbon dioxide, nutrients and sunlight to survive and that the process of plants making their own food is called photosynthesis. Most pupils have a satisfactory knowledge and understanding of materials and their properties. They understand that solids have a definite shape and volume, liquids take the shape of the container and have a defined volume, and that a gas expands to fill the available space. Pupils know that some changes to materials are reversible whilst others are not. For example, freezing water is reversible but the ingredients cannot be reclaimed from pancakes. Pupils have a satisfactory knowledge of appropriate scientific vocabulary associated with materials such as 'evaporate', 'condense' and 'solution'. Pupils have a satisfactory knowledge and understanding of physical processes. They are aware that pushes, pulls, magnetism and gravity are forces.

143 Overall, the significant majority of pupils, including those with special educational needs make satisfactory progress in their scientific knowledge at both key stages but their understanding and investigative skills are restricted by insufficient opportunities for experimental and investigative science particularly at Key Stage 1. Pupils make better progress in some classes than in others. Where teachers have high expectation pupils' progress is better. Pupils in the Reception class name external parts of the human body such as elbow, ankle and knee and they develop a basic understanding of the life cycle of a plant. Year 1 pupils know that some things are living whilst some are not and they identify simple food chains. By Year 3, pupils have a good knowledge and understanding of diet. They know that a balanced diet is important for health. They make good progress in their knowledge of materials and they link the properties of materials with their uses. For example, they understand that plastic is suitable for toys because it is strong, can be produced in bright colours and it is easy to clean. When pupils' investigate what happens to nails when left in different environments, they predict what will happen, observe what does happen and then record their results in a chart. Year 4 pupils make satisfactory progress in their experimental skills. They investigate electrical circuits identifying which materials act as conductors and which as insulators. Through this work they reinforce their understanding of fair tests. Pupils make sound progress in their knowledge and understanding of living things. They know that creatures have either internal or external skeletons and that the skeleton both provides protection for internal organs and support for the body. Year 5 pupils consolidate work done previously but do not always build effectively upon their prior knowledge, skills and understanding.

144 Pupils' response in science lessons is unsatisfactory overall. In the lessons observed, it varied between unsatisfactory and good. Most of the unsatisfactory responses are in Key Stage 1 where the inappropriate behaviour of a significant minority of pupils hinders the progress of many pupils. These pupils shout out, make inappropriate noises and are generally inattentive. In Key Stage 2, most pupils demonstrate positive attitudes towards their work. In a Year 3 lesson on diet, the pupils enjoyed their

tasks, paid attention and generally behaved well (although even in this lesson some pupils shouted out). However, in a Year 5 lesson, approximately a quarter of the pupils were slow to respond to the teachers' requests and some pupils displayed a lack of pride in their work. As a result of teachers' concerns about the behaviour of pupils in some classes, science lessons give insufficient opportunities for pupils to work in groups on investigative and experimental tasks. This in itself causes some problems because pupils are not given enough opportunity to behave responsibly in these situations.

145 Overall, the quality of teaching is satisfactory. The quality of teaching in lessons observed during the inspection varied between very good and unsatisfactory. Three quarters of the lessons were satisfactory or better with one eighth being very good and one quarter being unsatisfactory. Most lessons are well planned and there is a clear purpose to the lesson. Teachers have secure subject knowledge and the scientific content of the lessons is accurate. Teachers often place good emphasis on pupils developing an appropriate scientific vocabulary. Marking of pupils' work is generally satisfactory though in some classes it is inaccurate. One very good lesson in Year 3 was very well planned and prepared and the interesting activities promoted pupils' interest which led to them making good progress. Where teaching was unsatisfactory, the teachers' strategies for managing pupils' behaviour were ineffective and the pace of the lesson was inappropriate. Consequently pupils were inattentive and restless and they made inadequate progress.

146 The science curriculum is broad and balanced and it meets statutory requirements. It is planned to provide a range of topics which effectively build upon pupils' prior knowledge. Planning for the development of investigative skills is less evident. The needs of pupils with special educational needs are met through work appropriately matched to their needs. Whilst the curriculum provides equality of access and opportunity for all pupils, the work is occasionally insufficiently challenging for the higher attaining pupils especially in relation to experimental and investigative work. Procedures for the assessment of pupils' attainment and progress are satisfactory. Teachers have a sound knowledge of their pupils and they monitor pupils' progress appropriately. The subject is adequately managed by the co-ordinator who monitors standards through looking at teachers' planning and pupils' work. However, she has not had the opportunity to observe lessons. Although the school borrows resources from secondary schools the quantity of resources is unsatisfactory. Pupils have insufficient access to equipment to enable them to carry out effective investigative and experimental tasks. When pupils in a Year 3 lesson worked in large groups to investigate changes in temperature of water there were insufficient thermometers and some of those which were available were unsuitable for the task. This hindered their progress. The science curriculum adequately promotes pupils' development of literacy skills as they write accounts of their work and through the development of appropriate scientific vocabulary. Numeracy skills are effectively developed through the opportunities provided for recording findings in the form of tables and graphs.

OTHER SUBJECTS OR COURSES

Art

147 All pupils, including those with special educational needs, make sound progress at both key stages and standards are generally as expected for pupils' ages. Pupils are skilled in various techniques of drawing, printing, collage and sculpture.

148 By the end of Key Stage 1, most pupils draw and colour with some accuracy. They use clay to make pots which are painted in attractive, colourful designs. Pupils have printed with leaves and created their own simple patterns by varying the colour and orientation of the leaves.

149 In Key Stage 2, they build effectively on their skills. Pupils in Year 3 use their knowledge of the Willow Pattern' to assist them in their watercolour copies of plates. Year 4 pupils use sound paint mixing techniques when painting a still life painting of a vase of flowers in the style of Paul Gauguin. Pupils in Year 5 create effective wax resist pictures of buildings and they display good use of shading techniques when producing pencil drawings. By the end of Key Stage 2, most pupils have acquired an appropriate range of skills in drawing, painting and sculpture. Pupils study the work of a range of artists including Monet and Lowry and they create their own artistic works in the style of these artists. When pupils partake in a project based on a painting by Gerald Rickards they use their skills effectively to enlarge sections of the picture which are joined together to make a striking mural. Pupils copy and enlarge their sections carefully paying good attention to colour mixing techniques. Pupils work thoughtfully when creating sculptures of imaginary animals from cardboard boxes.

150 Pupils enjoy art and often display enthusiasm for their lessons. They are attentive and involved, working co-operatively upon a range of themes. Behaviour is satisfactory. Most pupils concentrate well on their work and pay good attention when observing works of art.

151 Due to the school timetable it was only possible to observe two lessons, but the information gained from these, together with a scrutiny of pupils' work and teachers' planning indicates that the quality of teaching is overall sound. The quality of the lessons observed was at least satisfactory and good in one lesson. Teachers have sound knowledge and understanding of the subject and they plan interesting activities. In the best lesson, where the pupils worked in groups to create an imaginary animal sculpture out of boxes, the teacher demonstrated strong knowledge of a range of artistic skills, made effective use of a variety of visual aids and provided good levels of support to the pupils.

152 The art curriculum is supported by a draft scheme of work which provides pupils with sound opportunities to develop a variety of artistic skills along with a knowledge of the works of several famous artists. The curriculum is enhanced by visits to the school from artists such as potters and sculptors. The art curriculum is due to be reviewed at the end of the school year so that the co-ordinator and teachers can ensure that it is broad and balanced. The co-ordinator, who is the head teacher, makes a significant contribution to art in the school. He teaches art to a number of classes and he leads the subject by example, advising colleagues, and supporting them where necessary. Through, supporting teachers and occasionally teaching demonstration lessons he helps to develop teachers' confidence in the subject. The co-ordinator values all work and this has an impact on pupils' motivation and progress. The quality and quantity of resources for art are good. Resources are well organised and are easily available to both teachers and pupils.

Design and technology

153 The previous inspection report identified shortcomings in design and technology. At the end of both key stages, the attainment of a significant minority of pupils was below that expected for their age, particularly in design, and some teachers had insecure subject knowledge. The school has made

satisfactory progress in tackling these weaknesses, and now, by the time they leave the school, pupils' design and make skills are satisfactory for their age. The substantial majority of pupils, including those with special educational needs, make sound progress throughout the school.

154 From the very earliest stages in Key Stage 1, pupils gain valuable experiences in designing, making and evaluating. Pupils in the Reception classes develop skills and techniques in joining materials together. For example, they make model houses and vehicles from recycled boxes, sticking them together with glue and painting them. They use construction kits imaginatively when making models such as space ships. In Year 1, when pupils design and make puppets they draw their designs, identify the materials which they need and then make the puppet using a variety of materials such as fur, drinking straws and ribbon. By Year 2, pupils' skills in joining materials are well developed. When making model cars with axles and wheels, they use a variety of materials such as wood, plastic cartons and cardboard boxes and they develop progressively their finishing techniques such as painting. Pupils' designs include detailed lists of tools and step by step instructions. Having made their models, pupils evaluate them carefully, identifying possible improvements.

155 By the end of Key Stage 2, the pupils measure, mark out and shape a range of materials using a variety of tools and techniques. They use drills, saws and glue guns. Whilst they generally use the tools carefully and properly, occasionally they are unsure of how to overcome difficulties. For example when a small number of Year 6 pupils experienced difficulty in sawing large pieces of wood with a saw intended for use on smaller pieces they did not work out alternative strategies. When making wooden models with moving parts, pupils incorporate mechanisms and cams. Pupils in Year 3 design and make pop up greetings cards and examine how a variety of boxes are made before making their own packages. In Year 4, pupils look carefully at how a number of purses are designed and made. They then design and make their own purses which are carefully sewn together.

156 Pupils' attitudes towards their work are satisfactory. They enjoy design and technology lessons and often talk enthusiastically about their projects.

157 Although only one lesson was observed during the inspection, scrutiny of pupils' work and examination of teachers' planning along with discussions with both teachers and pupils indicates that the quality of teaching is satisfactory. Teachers plan design tasks for the pupils and they display satisfactory subject knowledge. This has improved since the last inspection. The one lesson observed in Key Stage 1 was good. It was well planned, educational support staff were effectively deployed and pupils were given good opportunities to select the materials best suited to their task when choosing fabrics for the prince's cloak.

158 Since the previous inspection there has been an appropriate emphasis on developing the design and technology curriculum. This has resulted in the pupils being provided with greater opportunities to develop their knowledge, skills and understanding and consequently standards of attainment have risen. The curriculum is broad and balanced. There are presently no consistent and coherent whole school assessment and record keeping systems for design and technology.

Geography

159 By the time they leave the school, pupils' achieve the standards that would be expected from eleven-year-olds. They make unsatisfactory progress in Key Stage 1 and good progress in Key Stage 2.

160 Progress in all aspects of geography is better in Key Stage 2 than in Key Stage 1 based on the small amount of evidence available. At Key Stage 1, pupils make little progress in developing mapping skills and by the end of the key stage very few pupils understand directions such as 'north', 'south', 'clockwise' and 'anti-clockwise'. Pupils have a sound knowledge of weather patterns but do not extend their knowledge sufficiently to compare the weather in this country to that of polar and desert regions

and understand how it effects the way people live. There is insufficient work on the observation of the locality of the school or the early stages of fieldwork. Pupils do not systematically gain knowledge of geographical terms. Progress is much better in Key Stage 2. During this key stage, pupils' develop a secure understanding of the differences between urban and rural life and can use this evidence to debate the issues surrounding the development of a local industrial estate. They effectively compare and contrast their home region with places in both the developed and less developed world. Pupils' are able to debate and make judgements about ecological issues such as pollution and the pros and cons of constructing a new motorway. They are able to use wider knowledge of geographical facts to support their thinking. Pupils have considered a range of primary and secondary sources of geographical evidence; for example, through fieldwork and analysis of maps and photographs. This has given them a good knowledge of their own locality. Skills are consolidated and enhanced on a residential visit to the Lake District.

161 Literacy and numeracy skills are developed satisfactorily through geography in Key Stage 2 but insufficiently through Key Stage 1. Pupils discuss and use correct geographical language as well as adopting and using persuasive language and sound speaking skills. Written work is presented satisfactorily and correct punctuation and spelling is expected. In map reading pupils' make good use of co-ordinates and pupils collect information accurately from a variety of charts and graphs.

162 The attitude and behaviour of pupils is generally satisfactory although there are inconsistencies that hinder the progress the pupils make. There are occasions when a significant minority of younger pupils do not listen carefully to the teacher and continue to talk whilst the teacher is explaining the task. These younger pupils also shout out, prod and poke one another and engage in other acts of silliness throughout the lesson. The older pupils generally concentrate well, work independently and answer questions politely and sensibly.

163 Teaching seen during the inspection was satisfactory. Teachers have sound subject knowledge, are clear about what they want the pupils to achieve and use effective questioning to involve the pupils. Their planning is usually satisfactory and they match work satisfactorily to the needs of the pupils. Class control is a weakness of some teachers. In one lesson there was a brisk introduction, quick questioning to establish understanding and pupils' attention was maintained by an adherence to the school's discipline policy. Too frequently however, teachers do not follow the guidance within the policy with the result that behaviour deteriorates and pupils do not make the progress of which they are capable.

164 The new co-ordinator is enthusiastic and is ready to implement a detailed scheme of work. Teachers short-term planning is satisfactory and clearly identifies targets for each lesson. These are linked to National Curriculum programmes of study but are sometimes a little vague. Monitoring and evaluation of the subject content is completed by the subject co-ordinator. This process is well developed and is having a very positive effect on standards in Key Stage 2. However, there is insufficient input into Key Stage 1 and the progress of pupils is unsatisfactory in this key stage. Good use is made of barely adequate resources. There is an adequate range of maps and atlases in school, too few globes and although there is a range of reference books in the library, they are insufficient.

History

165 Few lessons were seen on inspection. Judgements are therefore also based on interviews with pupils and staff and scrutiny of pupils' work and teachers' planning.

166 Pupils make satisfactory progress in both key stages and, by the time they leave the school, their attainment is broadly typical of that seen in pupils of their age.

167 In Year 2 pupils know that everyday life was different before homes commonly benefited from an electricity supply. They take an interest in artefacts from this time, such as a flat iron and a hand

food mincer, and how they were used. They have learned about famous people from the past including Florence Nightingale. They know she was a nurse who cared for soldier hurt in a war but do not know which war. They are developing a good understanding of historical sources. They know they can find out about the past by talking to older people and from books as well as from artefacts.

168 Year 6 pupils have satisfactory knowledge and understanding of the historical subjects they have studied. They have an adequate grasp of chronology and mention dates when talking about historical events, such as the Great Fire of London and the plague, both of which they have learned about from a study of Samuel Pepys' diary. They give reasons for changes from Stuart times to the present day. For example, they explain that plague is no longer a problem in Britain because of improved standards of hygiene. They appreciate that the same event can be interpreted in different ways and recognise that Picts and Romans would have viewed the building of Hadrian's wall differently.

169 Pupils' progress is generally steady throughout the school. However, it is not equally good in all elements of the work. Overall it is best in the knowledge and understanding aspect of work and learning to use a range of sources to pursue an historical enquiry.

170 The quality of teaching is satisfactory throughout the school, though better in Key Stage 2 than Key Stage 1. This is based on the quality of work in pupils' books and folders which show more evidence of history skills being taught in Key Stage 2.

171 Pupils use their reading and writing in their work. This was seen on inspection when Year 3 pupils read about differences between Celts and Romans, reorganised the information and presented it in a different form. However, work is seldom planned to teach literacy skills through work in history and sometimes the literacy requirements in history lessons are poorly matched to pupils' levels of attainment.

172 The history curriculum is sufficiently broad and balanced and due attention has been paid to recent national curricular guidance. However, there are weaknesses in subject management and curricular provision, which limit pupils' progress in some aspects of work. Curricular guidance for teachers is in place. However, it gives insufficient attention to ensuring that pupils in Key Stage 2 make progress in acquiring the skills needed for effective historical study. As a result uneven progress is made in the acquisition of these skills and standards are higher in some elements of the work than others. There is no guidance on teaching methods. Subject management is unsatisfactory and has little impact on pupils' work and attainment. There are not enough resources to support some of the historical work undertaken and some staff, including the subject co-ordinator, are not aware of the full range of resources in school.

173 Educational visits, such as to Helmsore Textile Museum, are used well to enhance pupils' understanding. The subject makes a sound contribution to pupils' cultural development.

Information technology

174 Pupils' attainment at the end of both key stages is in line with the national expectation in spite of a lack of resources.

175 By the end of Key Stage 1, pupils use a variety of equipment and software, including computers to carry out a variety of functions. They have insights into the use of information technology in the outside world. When using a word processing package, most pupils show an awareness of the cursor position, enter text, and use the space bar, shift and delete keys. Higher attaining pupils save their work successfully and change the size and style of the characters. They enter information into a simple database. Through using programs linked to the school reading scheme, pupils use computers effectively to develop their literacy skills.

176 By the end of Key Stage 2, the majority of pupils display a satisfactory level of keyboard

skills. They edit, underline, highlight and delete text and use the bold and italic functions appropriately. They successfully save and print their work. They use computer programs to support their learning in other subjects such as English, mathematics, science and geography. They have a sound understanding of how to programme a floor robot to carry out simple movements. Year 6 pupils have learned most of their computing skills on older computers and they are unused to operating the school's latest computers and software. Therefore, their skills are more evident when they use the older computers.

177 Most pupils, including those with special educational needs, make satisfactory progress in developing and understanding the impact of information technology and in their use of it. Those pupils who have had greater access to more up to date computers and software as they have moved through the school have made more progress. Shortcomings in pupils' progress in Key Stage 2 are the result of a mismatch between the latest computers and the availability of sufficient and appropriate programs. The youngest pupils in the Reception class develop their skills in operating tape players which they use to listen to stories. They make sound progress in using the computer such as when using the 'Animated Alphabet' and 'Animated Numbers' programs. When using a simple word processing package, Year 1 pupils display increasing skills in using the mouse to select options on the screen. For example, they use the mouse proficiently to pinpoint and sequence the days of the week for their pirate diaries. They make good use of reading programs to develop their reading skills. By Year 3, pupils use the computers confidently. Year 4 pupils make good progress in their understanding of how to programme a floor robot to make it move forwards and backwards and turn. By Year 5, pupils use computers to support their learning in subjects such as mathematics and geography. They also use an encyclopaedia on CD-ROM.

178 Pupils' response to information technology is satisfactory. Pupils enjoy using computers. They treat computers and other equipment with appropriate care and respect. When working in pairs on computers, most pupils do so sensibly, co-operatively and take turns.

179 Only one formal lesson of information technology was observed during the inspection. Observation of pupils at work on computers, scrutiny of teachers' planning and discussion with both teachers and pupils indicated that the quality of teaching is satisfactory overall; pupils receiving appropriate support from their teachers, educational support staff and students. In the one lesson observed, the quality of teaching was good. The teacher demonstrated a secure knowledge of the 'Roamer' floor robot as she clearly taught the pupils how to programme it with a series of instructions.

180 The curriculum is broad and balanced and meets statutory requirements although the lack of resources limits some of the opportunities available for pupils, particularly at Key Stage 2. There is insufficient opportunity for pupils to use databases and spreadsheets due to the absence of appropriate programs for the latest computers. There is also no equipment to allow pupils to use information technology to monitor external events. For example, pupils do not monitor changes in light or temperature in science experiments. The school recognises that the present system for assessment and recording of pupils' knowledge, skills and understanding is inadequate and has identified this as an area for development. The information technology co-ordinator is enthusiastic and keen to raise standards. She monitors coverage of the curriculum but as yet has had insufficient opportunity to monitor the quality of teaching and learning through observation in lessons. Resources for information technology are unsatisfactory. There is a variety of old and more up to date computers which are used efficiently. However, there are insufficient programs for the latest computers or for work on databases, desktop publishing or monitoring external events.

Music

181 Throughout school, all pupils, including those with special educational needs make satisfactory progress in lessons and over time. They make good satisfactory progress in listening and performing and by the age of eleven most pupils attain the standards expected of eleven-year-olds. There is insufficient evidence to judge attainment or progress in appraising and composing music.

182 In Key Stage 1 pupils remember what they have learned previously, consolidate their understanding and reinforce and extend their skills. They improve their accuracy in singing the songs and playing instruments and sing a range of songs from memory. They are able to maintain tempo and repeat simple rhythms by clapping. They can name and explain the use of a variety of instruments and describe the effects. Pupils at Key Stage 2 build well on their previous experiences. They too can keep a steady beat and identify repeat phrases when listening to music. Satisfactory progress in the development of performing skills was seen in lessons. They listen to music from different eras and recognise differences between a variety of styles. There are however, too few opportunities to discuss and appraise music.

183 Satisfactory progress is maintained throughout the school because pupils respond well to the music provision in both key stages. They enjoy the lessons provided for them, use the resources well and persevere with the tasks set. Most pupils work well together, showing good levels of self-discipline when listening to music and playing the percussion instruments. However, in some lessons a small number of pupils do not concentrate or participate well.

184 The quality of teaching is satisfactory in both key stages. Common characteristics of most of the teaching seen include a brisk pace and a clear purpose for the lesson. All teachers plan a satisfactory range of activities and their choice of music engages and motivates most pupils. In the best lessons pupils are challenged well and encouraged to improve their performance. In some lessons however, teachers do not effectively deal with a small number of inappropriately behaved pupils and the lesson becomes less enjoyable. Most teachers have adequate subject knowledge but lack confidence. They are supported satisfactorily by the teacher with expertise who gives sound advice and guidance. The teachers set work that is more demanding as pupils move through school and but pupils' skills are not developed systematically since there is no scheme of work which is commonly adopted by all teachers. Assessment in music has not been developed and does not inform teachers' future planning sufficiently. Teachers do not know what their pupils have done in the past, how much they know or what they are able to do.

185 Resources for music are barely adequate in range but are generally organised satisfactorily and used well. There are no extra curricular musical activities but a small number of pupils benefit from instrumental teaching of violin and woodwind. Pupils have the opportunity to perform in concerts at various times through the school year.

Physical education

186 On inspection, all physical education lessons seen were conducted indoors, with the majority being in dance. Judgements are based on these lessons and records of pupils' attainment in swimming.

187 Pupils' achievements are broadly typically for their age at both key stages in dance, games skills and swimming. Nearly all pupils learn to swim 25 metres.

188 Pupils make satisfactory overall progress. However, progress in gymnastics in Key Stage 2 is relatively slow. On inspection, pupils in Year 4 performed balances and stretches less well than would be expected at their age, although they received satisfactory teaching. Progress in games, in Key Stage 2, is less good than previously, due to timetable changes which make the lessons too short. Dance is taught well and pupils in Key Stage 2 make good progress.

189 The quality of teaching is satisfactory overall. All teaching seen on inspection was at least satisfactory. Very good teaching of dance was observed at the beginning of Key Stage 2. The good teaching observed on inspection was characterised by very good subject knowledge and thorough preparation. These factors enable teachers to select appropriate music for dance and provide good role models for pupils. Questioning is used effectively to enhance pupils' expressive response to the music. Expectations of pupils' behaviour and attainment are high and this secures a good response from pupils who make good progress. Teachers give appropriate attention to teaching pupils about the effects of exercise on their bodies and the importance of warm up and warm down activities. When teaching is less good it is usually because effective strategies to manage pupils' behaviour are used inconsistently and the pace of lessons is slower.

190 There are several strengths in the subject. The school's overall plan of work ensures that all aspects of the subject are taught. Specialist teaching in Years 5 and 6 is effective. There is a good range of extra-curricular activities, which have a positive effect on the progress of pupils who participate in them and motivate pupils. The local football club provides coaching, which enhances games skills for girls and boys. The subject co-ordinator is enthusiastic about the subject and has sound plans for its development. Resources are satisfactory.

191 There are also some weaknesses. The co-ordinator has little impact on work in Key Stage 1. The curricular guidance for teachers is insufficient to support non-specialists and some teachers have limited subject knowledge. Curricular plans have been modified in the light of recent national changes. The modifications are generally reasonable but the consequent timetable changes have resulted in games lessons in Key Stage 2 being too short for pupils to make sufficient progress.

PART C: INSPECTION DATA

SUMMARY OF INSPECTION EVIDENCE

192 A team of four inspectors carried out the inspection. Three inspectors were in school for four days and the lay inspector for two days. In addition, one day was spent in school on a preliminary visit and a meeting was held with parents.

193 Forty eight lessons or part lessons were observed. Children were heard to read, and work was scrutinised. Much time was taken in speaking to pupils about their work, knowledge and understanding. Inspectors attended assemblies and acts of worship. The attitudes, behaviour and personal development of pupils were monitored in class, at play, before and after school, and at lunch-times.

194 Teachers' planning and records were carefully examined, and meetings were held with all teaching staff and with some non-teaching staff in the school. Discussions were held with a number of governors and with personnel from various outside agencies. Discussions were held with staff from the local secondary school in order to assess the quality of transfer arrangements. School policies and documents were examined, as were minutes of governors meetings and staff meetings.

195 Views of parents expressed in the meeting, at school, and in the returned questionnaires were also taken into account.

DATA AND INDICATORS

196 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	194	4	43	53

197 Teachers and classes

Qualified teachers (YR – Y6)

Total number of qualified teachers (full-time equivalent)	8
Number of pupils per qualified teacher	24

Education support staff (YR – Y6)

Total number of education support staff	3
Total aggregate hours worked each week	63

Average class size:	28
---------------------	----

198 Financial data

Financial year:

1997-1998

	£
Total Income	300,224
Total Expenditure	282,401
Expenditure per pupil	1,398
Balance brought forward from previous year	24,801
Balance carried forward to next year	42,624

199 PARENTAL SURVEY

Number of questionnaires sent out:

194

Number of questionnaires returned:

32

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	47	50	3	0	0
I would find it easy to approach the school with questions or problems to do with my child(ren)	59	41	0	0	0
The school handles complaints from parents well	37	50	10	3	0
The school gives me a clear understanding of what is taught	69	28	3	0	0
The school keeps me well informed about my child(ren)'s progress	50	44	6	0	0
The school enables my child(ren) to achieve a good standard of work	50	47	3	0	0
The school encourages children to get involved in more than just their daily lessons	44	47	6	3	0
I am satisfied with the work that my child(ren) is/are expected to do at home	53	35	9	3	0
The school's values and attitudes have a positive effect on my child(ren)	56	44	0	0	0
The school achieves high standards of good behaviour	47	47	3	0	3
My child(ren) like(s) school	50	44	6	0	0