

INSPECTION REPORT

Trawden County Primary School

Colne

LEA area: Lancashire

Unique Reference Number: 119180

Headteacher: Mr F Royle

Reporting inspector: Mrs J A Sharpe
18101

Dates of inspection: 7–10 June 1999

Under OFSTED contract number: 706022

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Infant and Junior
Type of control:	County
Age range of pupils:	4 to 11
Gender of pupils:	Mixed
School address:	Dean Street Trawden Colne Lancashire BB8 8RN
Telephone number:	01282 865242
Appropriate authority:	Governing body
Name of chair of governors:	Mr Peter Smith
Date of previous inspection:	4 – 8 September 1995

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	art	teaching
	music	leadership and management
	under fives	the efficiency of the school
Mickie Jacobs, Lay Inspector		attendance
		support, guidance and pupils' welfare
		partnership with parents and the community
David Figures	English	the curriculum and assessment
	information technology	staffing, accommodation and learning resources
	geography	
	history	
	special educational needs	
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	religious education	pupils' spiritual, moral, social and cultural
	design and technology	
	physical education	
	equal opportunities	

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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

Characteristics of the school
Key indicators

PART A: ASPECTS OF THE SCHOOL

Educational standards achieved by pupils at the school

Attainment and progress	1 – 12
Attitudes, behaviour and personal development	13 – 16
Attendance	17

Quality of education provided

Teaching	18 – 28
The curriculum and assessment	29 – 36
Pupils' spiritual, moral, social and cultural development	37 – 41
Support, guidance and pupils' welfare	42 – 45
Partnership with parents and the community	46 – 49

The management and efficiency of the school

Leadership and management	50 – 56
Staffing, accommodation and learning resources	57 – 61
The efficiency of the school	62 – 65

PART B: CURRICULUM AREAS AND SUBJECTS

Areas of learning for children under five	66 – 75
---	---------

English, mathematics and science	76 – 102
----------------------------------	----------

Other subjects or courses	103 – 140
---------------------------	-----------

PART C: INSPECTION DATA

Summary of inspection evidence	141 – 142
--------------------------------	-----------

Data and indicators	143
---------------------	-----

MAIN FINDINGS

What the school does well

- Standards in mathematics and science by the end of Key Stage 2 are above and well above average.
- Children's behaviour, attitudes, relationships and personal development are good.
- Attendance is well above the national average, and the school does very well with encouraging this.
- The partnership with parents has a good effect on children's education, and links with the community are very good.
- Provision for children's moral, social and cultural development is good; art and elements of music make a strong contribution to these.
- Children have a lot of opportunities to take part in sporting activities, and have a good understanding of 'fair play'.
- Teachers are caring, know children well, and ensure that they come to school happily.
- Governors are getting to know the school well, and are taking an increasing part in finding out how well the school is doing.

Where the school has weaknesses

- I. The headteacher has an unreasonable number of teaching and curriculum management responsibilities for a school of this size.
- II. Children do not do as well in English by the end of Key Stage 2 as they do in mathematics and science.
- III. The school development plan is not a very clear plan of action for helping the school to improve.
- IV. Teachers do not always make enough use of their knowledge of pupils' levels of attainment when planning what they need to teach next.
- V. Insufficient homework is set, especially in the upper part of Key Stage 2.
- VI. Governors do not yet have any formal methods of finding out if the major decisions they make about spending the funds available to the school represent best value for money for all children

The strengths of the school outweigh the weaknesses. The governors' action plan, which will set out how the weaknesses identified during the inspection will be tackled. A copy of the action plan will be sent to all parents and guardians of children in the school.

How the school has improved since the last inspection

The rate of progress with addressing the weaknesses found at the time of the last inspection is satisfactory. The high quality of children's social, moral and cultural development has been maintained. Concerns about serious weaknesses in the financial management of the school have been tackled successfully. Governors have ensured that almost all legal responsibilities are met, including requirements in the curriculum for information technology, religious education and design and technology; standards in these subjects have risen. Lesson planning has improved, and this now usually takes good account of the National Curriculum; improvements are often due to introducing clearer guidance about what needs to be taught. Progress with developing the role of subject co-ordinators has been slow, but a successful start has now been made. Teachers are capable of extending these roles still further, however, and of taking an even more active part in the management of the school. A great deal of work has been done to improve arrangements for assessing children's attainment, and assessment information is now used when deciding where to target additional help. Information is still not used well enough, however, to plan what children of differing levels of attainment in each class need to learn next. This means that higher attaining children still sometimes continue to under-achieve. The most significant improvement is seen in standards in mathematics and science by the end of Key Stage 2. Staff have made satisfactory progress with introducing the National Literacy Strategy in English, and the training they have undertaken in the National Numeracy Strategy is already beginning to show benefits to children's progress and the standards they attain. Governors have not yet introduced methods of judging the value for money of major decisions about spending, and very little progress has been made with this since the last inspection. The school is on course to continue to improve at a steady pace.

Standards in subjects

This 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
English	C	C	<i>well above average</i> A
Mathematics	A	A	<i>above average</i> B
Science	A	A	<i>average</i> C
			<i>below average</i> D
			<i>well below average</i> E

The inspection finds that standards in mathematics are above average by the end of Key Stage 2; pupils do not do as well with those areas of mathematics which are not tested. Whilst by the end of Key Stage 1, standards are overall average, children learn at a very good pace in mathematics and science in Years 5 and 6, and these areas are the most significant strengths of their attainment by the time they leave the school. Children do well with work in art, and some children do well with performing in music. Children in Key Stage 2 do well with swimming, and when taking part in sporting and athletic activities. By the age of five, children in the reception class attain standards which are above expectation for this age in the personal and social area of learning.

Quality of teaching

Teaching in	Under 5	5 – 7 years	7 – 11 years
English	satisfactory	satisfactory	satisfactory
Mathematics	satisfactory	satisfactory	good
Science		satisfactory	good
Information technology		*	*
Religious education		satisfactory	satisfactory
Other subjects	satisfactory	satisfactory	satisfactory

* Very few lessons were seen in information technology, but other evidence indicates that teaching is satisfactory.

During the inspection, there was no unsatisfactory teaching, and in almost half the lessons, teaching was good. A strength of the teaching across subjects is good classroom management, although poorer behaviour is allowed to disrupt a few lessons in Key Stage 2. Good quality teaching overall is also seen in art and design and technology in Key Stage 1, and in art and physical education in Key Stage 2. Good teaching in mathematics and science in Key Stage 2 is due to the emphasis which is placed upon calculating mentally in mathematics and investigating in science. Good teaching in the personal and social area of learning for children under five helps them to make good progress with developing positive attitudes to school and to work.

Inspectors make judgements about teaching in the range: excellent; very good; good; satisfactory; unsatisfactory; poor; very poor. 'Satisfactory' means that strengths outweigh any weaknesses

Other aspects of the school

Aspect	Comment
Behaviour	Usually good both in lessons and around the school.
Attendance	Above the national average and well below average unauthorised absence.
Ethos*	Everyone works hard and adults show commitment to improving the school. Governors are keen to encourage more parents to send their children, and for the school to do well within the local community.
Leadership and management	The school is managed soundly by governors, the headteacher and staff with management responsibilities. The school development plan is not a clear enough document in helping the school to improve, and teachers are capable of playing a greater role in the management of the school than they are asked to. The headteacher has too many teaching and curriculum responsibilities.
Curriculum	Sound overall. The curriculum is interesting and largely promotes equality of opportunity. Some children in Key Stage 2 spend more time studying music than others. There are too few planned opportunities in English and other subjects for children to extend their speaking and writing skills.
Pupils with special educational needs	Higher attaining children are sometimes less well provided for. Provision for children with special educational needs is sound, and they make good progress when supported and when they have work which matches their individual education plans.
Spiritual, moral, social & cultural development	Good provision for social, moral and cultural development. Spiritual development is not as strong, and assemblies do not provide all the opportunities they could do to further this.
Staffing, resources and accommodation	Satisfactory overall. Support staff and the accommodation make a good contribution to children's learning. No major shortages of resources.
Value for money	Satisfactory. Governors have no formal methods of finding out about value for money.

*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
<p>VII. Parents find it easy to approach the headteacher and staff with questions or problems; there is a welcoming atmosphere. They have great respect for the headteacher.</p> <p>VIII. Parents are very pleased that their children enjoy coming to school, and they like the 'community spirit'.</p> <p>IX. Parents are pleased that the school encourages children to get involved in more than just lessons, including extra-curricular sport and music.</p> <p>X. Communication has improved recently, and parents feel much better informed through the governors' annual report.</p>	<p>XI. A few parents would like their children to have more homework.</p>

Inspectors' judgements support the above parents' positive views of the school. Inspectors agree that there is not enough homework, particularly towards the end of Key Stage 2.

KEY ISSUES FOR ACTION

In order to continue to raise standards and to improve further the quality of education, governors, headteacher and staff should now:

- XII. Review the distribution of teaching and management responsibilities, to ensure that sufficient time is made available for finding out about the strengths and weaknesses of the school. (paragraph 52)
- XIII. Improve the school development plan, so that this provides a clear short and longer term programme of action, which governors and all staff can support and check on progress, including introducing formal methods of the judging value for money of the major spending decisions. (paragraph 55)
- XIV. Raise standards in English in both key stages by:
- extending planned opportunities for pupils to take part in challenging talk in all subjects; (24, 79)*
planning more opportunities for pupils to write purposefully in all subjects, and for them to learn to improve their writing by drafting and re-drafting; (82, 29) and
improving the teaching of handwriting.(82)
- XV. Make better use of the assessment information gathered to plan the next steps in learning for pupils of differing levels of attainment. (paragraphs 26, 35)
- XVI. Provide more opportunities for homework, and for pupils to learn to study independently, especially towards the end of Key Stage 2. (paragraph 27)
- XVII. Ensure that the school's policy and practice for child protection take full account of the local education authority procedures. (paragraph 45)
- Governors, the headteacher and staff should also consider the following:
- XVIII. Ensure that the allocation of teaching time to subjects and pupils provides a balanced curriculum and equality of opportunity for all pupils. (paragraph 30)
- XIX. Provide more planned opportunities for pupils in Key Stage 2 to learn to plan and carry out their own investigations in mathematics and science. (paragraphs 89, 94, 97, 101)
- XX. Develop and agree a scheme of work for music, which shows how the National Curriculum will be taught, and ensure that lesson planning matches the agreed school format. (131, 132)
- XXI. Provide more opportunities in assemblies for pupils to think about the deeper meanings of their lives. (38)

· INTRODUCTION ·

Characteristics of the school

Trawden Primary School is situated in the village of Trawden, which lies at the foot of the Pennine Hills, and is quite close to the small towns of Colne and Nelson. Most of the cotton mills which previously created employment in the village are now closed. The school is a little smaller than most other primary schools, with 181 girls and boys on the registers. The number of pupils on roll has fallen since the last inspection, and more pupils now attend who live in areas beyond the immediate locality. This has resulted in a change in the overall social and academic mix of the pupils since the last inspection. It also means that pupils are now frequently entering the school at various stages of their primary education, having attended other schools previously. The proportion of pupils known to be eligible to receive free school meals is rising, as is the proportion of pupils with special educational needs. One pupil has a statement of special educational need and 13 others are on the special needs register. No pupils speak English as an additional language, and all pupils are from white family backgrounds.

Children start full-time school at the beginning of the school year in which they are five. Many children have already attended some kind of pre-school provision. Children under the age of five are taught alongside the older pupils in the year group, and during the inspection, seven children were still not five. Assessments made soon after children start school show that there is a fairly wide range of attainment, but overall this is about as expected for children of this age. The school's own assessments show that attainment, especially in the areas related to language, is not currently as high as found in past years.

The school was last inspected in September 1995. Since that time, there have been considerable changes to the composition of the governing body, but the headteacher is the same as in 1995. The school's aims are published in the prospectus, and the targets for improvement cover the following areas: -

philosophy and ethos;
school management;
staffing;
curriculum;
building; and
community links.

Staff and governors have agreed targets with the local education authority to raise standards in national tests in English, mathematics and science, at the end of Key Stage 2, in the years 1999 and 2000.

The key issues following the last inspection covered matters relating to financial management, legal requirements, curriculum planning, under-achievement of pupils, the role of subject co-ordinators, standards in design and technology and information technology and the use of assessment information to identify targets for improvement.

Key indicators

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	15	15	30

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Number of pupils at NC Level 2 or above	Boys	12	12	12
	Girls	12	12	12
	Total	24	24	24
Percentage at NC Level 2 or above	School	80 (94)	80 (83)	80 (94)
	National	80 (80)	81 (80)	85 (85)

Teacher Assessments		English	Mathematics	Science
Number of pupils at NC Level 2 or above	Boys	12	13	13
	Girls	12	12	13
	Total	24	25	26
Percentage at NC Level 2 or above	School	80 (94)	83 (94)	87 (97)
	National	81 (80)	85 (84)	86 (85)

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	10	15	25

National Curriculum Test Results		English	Mathematics	Science
Number of pupils at NC Level 4 or above	Boys	5	8	8
	Girls	12	14	14
	Total	17	22	22
Percentage at NC Level 4 or above	School	68 (73)	88 (58)	88 (73)
	National	65 (63)	59 (62)	69 (69)

Teacher Assessments		English	Mathematics	Science
Number of pupils at NC Level 4 or above	Boys	8	10	10
	Girls	14	14	14
	Total	22	24	24
Percentage at NC Level 4 or above	School	88 (65)	96 (69)	96 (79)
	National	65 (63)	65 (64)	72 (69)

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

Attendance

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

		%
Authorised Absence	School	3.4
	National comparative data	5.7
Unauthorised Absence	School	0
	National comparative data	0.5

Exclusions

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

	Number
Fixed period	0
Permanent	0

Quality of teaching

Percentage of teaching observed which is:

	%
Very good or better	1.9
Satisfactory or better	100.00
Less than satisfactory	0

PART A: ASPECTS OF THE SCHOOL

EDUCATIONAL STANDARDS ACHIEVED BY PUPILS AT THE SCHOOL

Attainment and progress

1The overall average grades attained in the 1998 national tests in English, mathematics and science for pupils at the end of Key Stage 2 were well above the national average, and well above the average grades for pupils in similar schools. Pupils did not do as well in the English tests, however, where standards were average and in line with the standards attained by pupils in similar schools. When considering test results for the last three years together, pupils attain well above the national average, and this takes account of the dip in standards in 1997 in all three subjects, which was due to a poorer year group of pupils who sat the tests. Governors have set realistic targets for improving standards in tests in the years 1999 and 2000 in English, but targets in mathematics and science are not very challenging, given the current high level of attainment.

2The overall average grades attained in the 1998 national tests in reading for pupils at the end of Key Stage 1 were above the national average, and slightly above the grades attained by pupils in similar schools. Pupils did not do as well in writing, however, where results were average, but below the results for pupils in similar schools. This was because no pupils attained a level higher than expected for their ages, compared with reading, where 27 percent of the pupils did so. In mathematics, test results were below average and below the results in similar schools, and this was a weakness in pupils' performance. Standards fell in 1998 in reading, writing and mathematics, and this was due to a poorer year group of pupils who sat the tests. When considering test results for the last three years together, standards are well above average in reading, and about average in writing and mathematics. Governors have not set targets for improving standards in tests for pupils at the end of Key Stage 1.

3At end of Key Stage 1 in 1998, higher attaining pupils did not do as well in the writing and mathematics tests, or in the speaking and listening and science teacher assessments, as other pupils did nationally. At the end of Key Stage 2 in the 1998 tests, higher attaining pupils did not do as well in English as other higher attaining pupils did nationally. The inspection finds that the under-achievement of higher attaining pupils which was found at the time of the last inspection, has not yet been addressed fully. The inspection also finds that pupils' attainment overall is better in those areas covered by national tests, and this explains any differences between test results and inspection findings.

4By the end of Key Stage 2, pupils attain standards which are overall in line with national expectations, although they attain above average standards in mathematics and well above average standards in science. Standards in English, religious education and information technology are in line with expectations. Pupils do not do as well in English as they do in mathematics and science, and this is because, in English they have too few opportunities to advance their skills in speaking, listening and writing across the curriculum. Standards in handwriting are below average, and this is because not enough pupils use a clear joined fluent style of handwriting consistently. Pupils do better in mathematics and science because of the attention paid by teachers to learning to calculate mentally in mathematics and to investigating in science. In both these subjects, however, pupils do not do as well with planning and carrying out their own investigations across the subjects of the curriculum. Standards in literacy are in line with national expectations; pupils read a variety of texts in subjects such as mathematics and history, and they write in most subjects and for a variety of purposes. Standards in numeracy are above national expectations; pupils understand addition, subtraction, multiplication and division, and use these operations to solve problems, including sometimes in other subjects. Many pupils work confidently with numeracy problems involving fractions and decimals, and can look for quite complex patterns in numbers.

5By the time pupils are ready to leave the school, most read books and other texts accurately and with expression and enjoyment. They write in a good range of styles, and at times, in most subjects, but they do not do enough drafting and re-drafting in order to improve the quality of their writing. They spend too much time completing worksheets and too little time engaged in purposeful writing which challenges their thinking. In mathematics, they use advanced mathematical terms with understanding when explaining their calculations. They calculate quickly both mentally and on paper, showing a good level of recall of multiplication tables and number facts. They understand different forms of measurement, including area and perimeter, collect and record different kinds of information for databases and know how to interpret the information.

6By the end of Key Stage 2, pupils have well developed investigational skills in science and know how to make their tests 'fair'. They have a good understanding of scientific ideas such as evaporation, classification of animals, light, sound and materials. They describe more advanced ideas such as refraction and reflection. In information technology, they use computers confidently when working with word processing and desktop publishing programs. They manipulate a mouse, load programs, open files, enter instructions and change images on the screen. In religious education, pupils retell stories from the Christian faith. They can discuss the messages found in these stories and appreciate quite advanced ideas, such as denial and forgiveness. They have only a limited knowledge of religions other than Christianity. Pupils attain high standards in art, where they are able to apply their knowledge of art and artists to their own pieces of work. Those pupils who learn to play musical instruments do very well, and attain standards in performing which are well above expectation for this age. Both girls and boys do very well with sporting activities and skills, such as swimming, games and athletics. They show good attitudes towards 'fair play' and towards using their bodies energetically.

7The inspection finds that by the end of Key Stage 1, standards are in line with national expectations overall, as well as in English, mathematics, science, information technology and religious education. Pupils do particularly well in art, where the standard of their work with two-dimensional art materials is above expectation for this age. As in Key Stage 2, although pupils speak, listen and write in all subjects, they have too few opportunities to extend these skills through challenging talk and purposeful writing.

8When children start school, their attainment is about as expected for children under five. They make satisfactory progress overall, and by the time they are five, they attain the national desirable learning outcomes. They make good progress, however, with their personal and social development, and this helps them to have good attitudes towards work in each area of learning. By five, they understand that print has meaning in reading and writing, recognise some letters and words and enjoy taking part in reading a big book with older pupils. They count at least to ten, write some numbers correctly and use mathematical knowledge to solve simple problems.

9Pupils in Key Stage 1 continue to make satisfactory progress. They learn to read using a variety of ways of tackling new words, and they learn to express their ideas in writing with attention to spelling, grammar, punctuation and handwriting. Although pupils extend their vocabulary in subjects quite well, they do not extend the level of their own speech as much as they could. In mathematics, they learn to work with an increasing range of numbers and mathematical ideas, so that by the end of Key Stage 1, most can calculate accurately using numbers at least to 20. In science, pupils learn to observe living things and to investigate scientific ideas such as materials. In information technology, pupils become more confident when using computers, and become familiar with using different programs. In religious education, pupils learn to make connections between Bible stories and their own actions, and gain some knowledge of how different people worship.

10In Key Stage 2, pupils continue to make satisfactory progress overall, although they make good progress in mathematics, science, art and physical education. They make greatest strides, however, in the upper part of Key Stage 2, where teaching is most effective in helping pupils to improve in these subjects. In mathematics, the attention given to encouraging pupils to calculate mentally and to finding and explaining different methods of solving problems, is a good feature of the teaching, and in science, the emphasis upon practical investigations ensures that pupils gain a good understanding of scientific methods. In art, the good progress is achieved by helping pupils to believe that they can produce work of a high standard, and in physical education, pupils' progress is enhanced well by opportunities to take part in sporting and athletic activities. Progress in English is limited when pupils are given too few opportunities to talk themselves, and when they spend time completing worksheets which add nothing new to their existing skills. In information technology, pupils consolidate their skills with using familiar programs, and learn to use new ones to enhance their work in other subjects. In religious education, pupils increase their knowledge and understanding of Christianity, and extend their ability to discuss their own religious ideas.

11Pupils with special educational needs make good progress overall, although this is most evident when they are supported in English, and when they have well targeted individual education plans. Their progress is not as good in some class lessons, especially when they have the same work as other pupils and when their individual plans do not cover all areas where they have weaknesses. Higher attaining pupils usually make progress at the same pace as others in the class, and sometimes work continues to provide new challenges. There are times, however, when they 'mark time', because the work they are given does not take enough account of the assessment information that teachers already have. Girls and boys make progress at a similar pace and there is

little difference in the standards they attain.

12In the last inspection, progress was not judged. Standards overall have remained fairly constant, but standards have improved in religious education, information technology and design and technology. The most significant improvement in standards is seen in mathematics and science by the end of Key Stage 2, which it appears were in line with national expectations in 1995. These two areas are the strengths of pupils' attainments and areas where they make most educational gains.

12

12 **Attitudes, behaviour and personal development**

13The high standards of behaviour and positive attitudes to learning have been maintained since the last inspection, and this has a significant impact upon the academic progress made by pupils. The personal and social development of the youngest children is above expectation by the time they are five. They are well settled into the life and routines of the school, and have good attitudes towards their work and towards the adults who work with them. They listen attentively and make their own contributions to class discussions with increasing confidence.

14Pupils have good attitudes to learning. They enjoy lessons and are keen to work on the tasks they are given. In most lessons, pupils concentrate well and listen attentively. In a few lessons, however, where classroom management is weaker, pupils are more easily distracted and do not remain on task, nor do they listen carefully. Pupils in Years 4 and 6 use the computer and books to find out more about subjects in science, but pupils' ability to study on their own in school or at home, and to research independently, is not a strong feature across the school.

15Pupils' behaviour in lessons is good, and quite often very good; this matches the views of the parents who responded to the inspection questionnaire. Pupils listen well and follow instructions. They work sensibly with other pupils and take care of any equipment they use. Occasionally, when classroom management is not very strong, pupils do not behave as well, and they make slower progress. Pupils move sensibly around the school, both into and out of assembly and the playground. During assemblies, pupils listen attentively, but they do not appreciate fully the playing of the school band. Pupils are courteous to each other and to visitors during the lunch time break. At playtimes, a number of pupils organise their own games, but not many are involved in these. There is a small amount of exuberant and boisterous behaviour, which sometimes results in younger children becoming upset. There have been no exclusions in the last school year.

16Relationships between pupils and between pupils and adults are good. These are based upon mutual respect, friendliness, firmness and good humour. When given the opportunity, pupils work well with each other. In science, they talk to each other about their investigations, and in physical education, they practise together and share apparatus. In most subjects, however, there are missed opportunities to encourage pupils to work and to talk together. In religious education lessons, pupils show a respect for the values and beliefs of others, and they take an interest in finding out about other religions. Staff are now providing more opportunities for pupils to take responsibility, and pupils have responded well. Older pupils learn to administer the library, and they help younger pupils to work on the computers. Pupils in Year 6 take part in school council discussions, and this has resulted in improvements to the organisation of playtimes. Pupils contribute to the life of the community by taking part in musical performances and raising funds for charity.

16

16 **Attendance**

17Attendance is very good and well above the national average. There is no reported unauthorised absence. Parents understand their responsibility to inform the school of reasons for absences, and they do so promptly. Pupils come to school happily and willingly, and they usually arrive on time. Registers are marked clearly, and this is an improvement since the last inspection. Requirements for reporting rates of absence to parents are now met.

17

17 **QUALITY OF EDUCATION PROVIDED**

17

17 **Teaching**

18Since the last inspection, the overall satisfactory quality of teaching has been maintained, although there has been clear improvement in the teaching of information technology and of design and technology, where there

were previously shortcomings. During the inspection, no unsatisfactory lessons were seen at all, and all lessons were satisfactory or better. Almost half the lessons were good, and one lesson in Key Stage 2 physical education was very good. The quality of teaching was very similar in Key Stages 1 and 2, and the teaching of children under five was slightly better, with more than half the teaching being good.

19When considering individual subjects, teaching is mainly satisfactory, although good overall teaching is found in art and design and technology in Key Stage 1, and in mathematics, science, art and physical education in Key Stage 2. The strongest teaching in the school is in mathematics and science in Key Stage 2, where teachers show a good level of subject expertise which ensures that pupils make good progress and attain standards which are above or well above average. The teaching of pupils with special educational needs is usually good when they benefit from additional support. Their individual education plans vary in quality, however, and although some contain targets which challenge pupils at the appropriate level, in others, the targets are too broad and vague to be of help to teachers in each lesson.

20The teaching of children under five is satisfactory, although in the personal and social development area of learning, teaching is good. This is because priority is given to helping children to develop good attitudes to school and to learning, and because the children are managed well. In the reception class, attention is usually given to helping children to learn the new words associated with each subject, but, when adults talk with children, they do not always expect the children to extend their own speech well enough.

21Teachers have sufficient knowledge and understanding of the subjects they teach, including literacy and numeracy. They have recently had training in literacy and numeracy, and some positive features in teaching are beginning to have an effect upon standards. In art, teachers have a good understanding of how to link aspects of the work successfully, and this leads to higher standards. In geography and history, the teachers' detailed knowledge of the locality helps to stimulate pupils' interest in the subject. In music, a very good technical expertise ensures that instrumental players make good progress, but understanding of the National Curriculum for all pupils is not as strong. In religious education, a lack of sufficient knowledge of religions other than Christianity sometimes leads to a lack of confidence with teaching this aspect of the locally agreed syllabus.

22Teachers manage pupils well, and this is often a strength of the teaching. Expectations of pupils' behaviour are usually high, but there are times when low level disruptive behaviour goes unchecked in Key Stage 2. Expectations of attainment vary. Teachers do not expect high enough standards in handwriting, and this leads to a weakness in pupils' performance in English by the end of Key Stage 2. Although expectations are often high for most pupils, the higher attaining pupils sometimes have work which presents too few new challenges, for example, as seen in some lessons in English, information technology science and geography. This weakness was found at the time of the last inspection and has not yet been fully resolved. High expectations of pupils' ability to take part in energetic sporting activities and to learn 'fair play' have a good effect on both standards and personal development.

23Teachers have worked hard to improve lesson planning, and this is now good. An exception is in the specialist music teaching, where planning does not follow the school format and does not make clear enough what pupils are intended to learn. Occasionally, the purpose of other lessons is not clear, when teachers place more emphasis upon what pupils will do rather than learn. Lesson planning is thorough, detailed, and usually takes good account of the National Curriculum. It provides a wide variety of interesting activities for the pupils. Teachers use a good variety of different teaching methods successfully, including direct teaching. They have adopted the methods suggested in the National Literacy Strategy, and are already trying out some of the methods of the National Numeracy Strategy. The teaching of numeracy towards the end of Key Stage 2 is very good overall. Very few lessons were seen in information technology, but in one lesson, good quality direct teaching helped most pupils to learn new skills. Teachers plan too few opportunities for purposeful writing across the curriculum. They rely too heavily upon commercially produced worksheets which sometimes prevent the pupils from making the progress of which they are capable, particularly in English.

24Teachers make good use of the locality to bring lessons 'alive' for pupils in science, religious education, geography and history. They give clear explanations and demonstrations in all subjects, and generally use questioning well. An example is in science in Key Stage 2, where the teacher asked probing questions about light which challenged pupils' thinking, and confirmed their level of understanding. The good emphasis placed upon investigating in science contributes well to the standards which pupils attain. Teachers do not, however, always give pupils enough planned opportunities to talk themselves, and this limits their progress

with speaking and listening; and consequently their reading and writing.

25 Lesson time and resources are used soundly to help pupils to make progress. Good use of resources in art and for those pupils who are learning to play musical instruments, encourages higher attainment. Also, staff make very good use of opportunities for pupils to learn from visiting artists, musicians and crafts people, and for some pupils in Key Stage 2 to learn from opportunities to perform and compete in the locality. Teachers do not always make enough use of computers as an integral part of lessons.

26 Teachers listen carefully to pupils' responses to questioning in most subjects in order to spot misunderstandings and to help them to improve. They mark work regularly, but do not always take this opportunity well enough to urge pupils to address weaknesses. Teachers gather a great deal of assessment information, particularly in English, mathematics and science. Some teachers also devise their own methods of assessing pupils and of recording their findings. They use this information when deciding how to group pupils, and sometimes when deciding what work to give them, but they do not yet make clear enough links between pupils' attainments in relation to the National Curriculum and planning for pupils of all levels of attainment to make further progress.

27 Some homework is set, but this is mainly taking reading books home. There are a few other examples of homework, but provision is unsatisfactory overall in Key Stage 2. This is because teachers do not take advantage of opportunities to help pupils to extend their learning at home and to develop good personal and independent study habits; some parents would also like their children to have more homework.

28 Teachers are friendly, positive and supportive, and have good relationships with their pupils. They know their pupils well and are keen for them to succeed. They show a highly professional approach to attendance, and are very rarely absent. Teachers are willing to accept additional responsibilities and to support the whole school with moving forward.

28

The curriculum and assessment

29 The curriculum makes a sound contribution to standards in the school. It promotes pupils' intellectual and physical development and prepares them well for their next stage of education. It meets the requirements of the National Curriculum subjects and the locally agreed syllabus for religious education. This is an improvement since the last inspection, when the requirements for design and technology, information technology and religious education were not met fully. The curriculum is broad and includes a programme for health education, which covers sex and drug awareness education. Mathematics and English are given proper emphasis, and the methods used for teaching literacy and numeracy are satisfactory. Although pupils are taught the specialist vocabulary associated with each subject, they have too few opportunities to take part in planned talking activities which challenge their thinking and enhance their speaking skills. Similarly, they have too few opportunities to write purposefully in all subjects, and to improve their writing through drafting and re-drafting. These factors depress standards in English in both key stages. Particular emphasis is also placed upon art and music, and these subjects make a good contribution to many pupils' social development and to their education in 'the arts'. This emphasis leads to higher standards in art for all pupils, and also in musical performance for some pupils in Key Stage 2. The lack of a clear and regular programme of homework limits opportunities for pupils to consolidate their learning and to develop good study habits.

30 The length of the school day is similar to that of most other primary schools, and lessons are of a suitable length. Teachers plan weekly timetables to try to achieve a variety of experiences for the pupils. Staff have given considerable thought to the question of ensuring that the curriculum remains balanced, in the light of an increased amount of time devoted to literacy and numeracy. Although curriculum planning indicates that this is likely to be achieved overall, there is no written long term plan which sets out term by term which parts of the National Curriculum and syllabus for religious education will be taught in each year group, nor is it made clear enough how much time should be devoted to each subject. This makes it difficult to check that all pupils are receiving their full entitlement. An example is in music, where some pupils in Key Stage 2 spend more time than others studying the subject, and the time used by other pupils has no specific and clearly identified purpose. This leads to some inequality of opportunity; although teachers try to find meaningful work for pupils who are not involved in the choir or instrumental playing, the disrupted teaching time obliges them to organise 'lower-key' activities to fill the time.

31 Since the last inspection, satisfactory progress has been made with improving the quality and planning of the curriculum. Balance within subjects is now satisfactory, with all attainment targets being addressed. In

mathematics, however, using and applying mathematics in other subjects is under-represented, and in music, too much attention is given to performing, at the expense of a full programme for listening, appraising and composing. The lack of a clear and agreed scheme of work in music has a detrimental effect on pupils' progress. In religious education, opportunities for pupils to learn about religion is given more attention than learning from religion. Commercially produced schemes of work are used in mathematics, and national schemes are used for literacy, science and information technology, but clear decisions about how the expectations of these schemes will be fulfilled have not yet been made through staff discussions.

32The curriculum for children under five is developing well, and it now makes a sound contribution to standards by the age of five. Planning takes account of the desirable learning outcomes and leads children well into the National Curriculum programmes of study. As with Key Stages 1 and 2, there is no long term plan to show how each part of all the six areas of learning will be covered during the time available.

33The curriculum is relevant to pupils' ages and interests. Very good use is made of the locality for work in various subjects, and this gives an immediate meaningful connection which promotes pupils' understanding. An example is where the old school records and village of Trawden itself are used as teaching resources. Pupils in Year 1 recently visited the quarry where the stone used for building the school was hewn. They drew maps about their visit and enhanced their knowledge, skills and understanding in both geography and history. Provision for extra-curricular activities is satisfactory, although provision for extra-curricular sport, and music for some pupils, is good. Provision includes a residential visit, inter-school and sporting events and summer schools for both girls and boys of all levels of attainment. Pupils who perform with recorders and brass instruments benefit greatly from opportunities to take part in competitions and performances out of school time.

34The curriculum largely ensures equality of opportunity for girls, boys and for pupils of differing levels of attainment. Pupils with special educational needs are supported and helped to take part fully. Some individual education plans set clear achievable targets, which allow progress to be checked and built upon, but not all are sufficiently specific to ensure that support time is used to best advantage. Procedures for identifying and assessing pupils with special educational needs are satisfactory.

35Since the last inspection, satisfactory progress has been made with improving the systems for assessment and the use of assessment information to inform curriculum planning. Many systems are now in place for assessing pupils; these include school requirements as well as teachers' own methods. A system for finding out about children's attainments when they start school has been introduced to meet national requirements, and the teacher continues to gather assessment information about how well children perform against each desirable learning outcome. This information is not yet used as well as it needs to be for planning what children need to learn next. National Curriculum assessments meet requirements, and the school also uses voluntary national tests in Years 4 and 5 in order to find out how well pupils are doing. Teachers use the information available to them to track pupils' attainment as they move from class to class, but they do not use it well enough when planning what work pupils of differing levels of attainment need to be given next. Pupils' attainment in reading and mathematics is assessed regularly, but not in relation to the expectations set out in the National Curriculum. The necessary links between National Curriculum planning and assessment are not yet sufficiently firmly embedded in the school's assessment practice in all subjects. This is a weakness in the school's provision which was also found at the time of the last inspection. Procedures for ensuring the accuracy of teachers' assessments are developing, but in speaking and listening, these are not yet in place, and in science in Key Stage 1, teachers' assessments are not always accurate.

36A helpful system for recording pupils' attainments in the core subjects has been introduced, and portfolios of assessed work are being compiled, including for geography and history. Assessment information in general terms is used to identify particular year groups and subjects for additional targeted support, but there is little evidence that any changes to the curriculum are undertaken as a result of any strengths and weaknesses identified.

36

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

37Since the last inspection, the school has maintained the high quality of pupils' social, moral and cultural development. A key issue in the last report asked that provision be embodied in future curriculum plans, but this is not yet evident, and progress with the key issue has been satisfactory. Provision for the personal and social development of children under five is good, and this ensures they are well prepared to take their place as pupils in the school community.

38Provision for pupils' spiritual development is satisfactory. Lessons in religious education now make a good contribution. Pupils in both key stages are encouraged to consider spiritual questions, such as the purpose of religion in people's lives and what is the Holy Spirit? Opportunities to discuss such questions are inconsistent across classes, however, and this is because some teachers feel less confident to do so. Daily assemblies make a satisfactory contribution to pupils' spiritual development. An appropriate range of themes are included which are broadly Christian in nature. Opportunities to think deeply about the messages of the assemblies are given, but sometimes these are very brief, and not taken seriously enough by all pupils. Opportunities are missed to listen to and to reflect upon, the music provided by the school band, and during the inspection there was little singing or other music provided to add a spiritual dimension to the worship.

39Provision for pupils' moral development is good. Teachers and other adults set good examples of personal behaviour and provide positive role models. Staff usually have high expectations of pupils' behaviour, and encourage respect, care and concern for one another. Individual teachers make good use of opportunities to consider the moral messages found in stories, such as in English lessons. They handle small disputes between pupils very well, and make the most of these opportunities to ensure that pupils have a clear understanding of what is the right or wrong way to behave. Parents have not yet seen the new code of conduct and behaviour policy, and these have yet to be put into practice fully; there are plans to do so next term.

40Provision for pupils' social development is good. The school's ethos of respect for one another and high expectations of good behaviour help pupils to relate well to each other and to adults in the school. Pupils are encouraged to work collaboratively in pairs and groups in many lessons, such as, in science, design and technology and physical education. However, teachers are not making the best use of opportunities to work together in other subjects such as English and mathematics. A satisfactory range of extra-curricular activities, including good opportunities in sport and music, give many pupils in Key Stage 2 the opportunity to visit other schools and take part in local and regional competitions, events and festivals. The residential visit for pupils in Year 6 offers good opportunities for social development. There has been an improvement in the opportunities offered to pupils to take on responsibilities since the last inspection. Older pupils learn to administer the library and help younger pupils to work on computers. They help out with younger pupils at lunch times. Pupils in Year 6 have taken part in school council discussions, and have made important requests which have been acted upon. These include the improved organisation of football at lunch times. Pupils are involved regularly in raising funds for charities, and they take part in sponsored events.

41Provision for pupils' cultural development is good. Pupils have many opportunities to appreciate their own culture. Provision in art and in elements of music make a strong contribution. Many visiting artists, crafts people, poets and writers have inspired pupils to produce work of a high quality and have enthused them. The art curriculum ensures that pupils are taught about a good range of artists, some of whom represent different cultures, and African artists visit the school during the arts week. The school has strong links with Mid Pennine Arts and Manchester Camerata, and holds its own arts and music festivals each year. The school's band, choir and recorder group regularly take part in local and regional musical festivals. Those pupils taking part in these events particularly benefit from their involvement. Pupils are taught about the beliefs and traditions of religions of other cultures, and they study India in geography lessons. Opportunities are missed, however, to broaden pupils' understanding of our multi-cultural society through direct experiences across all subjects.

41

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

42The school provides a secure and caring place of learning, and this makes a sound contribution to the standards which pupils attain. Almost all parents who responded to the inspection questionnaire say that their children like school, and more than six out of ten parents agree strongly that this is so. Pupils' individual academic and personal progress is watched closely, and profile records are kept for each pupil which enable teachers to give appropriate advice and guidance. Staff get to know and understand pupils and their families very well; this process begins before children start school as part of a sensitive and well-planned pre-school scheme which parents value highly. Pupils in Year 6 are prepared well for the next stage of education by visits to their chosen high schools and meetings with their new teachers. Pupils with special educational needs are supported soundly, and liaison with outside agencies is good.

43Although the policy for behaviour and discipline has still to be implemented fully, pupils usually behave well. They are encouraged by merit points, which are awarded for effort and achievement, with an emphasis on positive discipline methods; pupils also know that poor behaviour will usually be checked. Most parents and

pupils believe that behaviour is good, and that any rare incidents of bullying are dealt with quickly and effectively. A lack of a clear written and agreed behaviour policy, however, sometimes results in difficulties for teachers with classroom discipline.

44 Good attendance is promoted very effectively; parents are made aware of their responsibility to inform the school of reasons for absences and to ensure that their children arrive at school on time. On rare occasions when absence is a cause for concern, the educational welfare officer gives the support required.

45 Day-to-care care for pupils is satisfactory. Although everyone is very concerned about the welfare of pupils, and problems are identified, there is no trained and designated teacher for child protection, and this is a weakness in the school's provision. First aid is administered sensitively, and good quality records are kept. The policy for the care of pupils who are unwell, however, is not always followed correctly. Health and safety checks and risk assessments are carried out regularly. The downstairs hall used by pupils in Key Stage 1 contains wooden equipment which restricts movement in some physical education lessons. Similarly, the upstairs hall contains computers which are switched on whilst small games equipment is being thrown; these situations present health and safety hazards. Arrangements for ensuring that fire exits are drawn to attention are good, and these comply with new regulations. Lunch times are organised well and provide a sociable setting for the pupils. The level of supervision is good, but not enough is done by supervisors to help pupils to become involved in high quality play outdoors. Although there are picnic benches on the field and playground markings are shortly to be improved, the outside provision does little to encourage pupils to take full advantage of their recreation time.

45

45 **Partnership with parents and the community**

46 The positive links between staff, governors, parents and the community are a strength of the work of the school. Almost all parents who returned the inspection questionnaire find it easy to approach staff with questions or problems. Parents are well informed and feel that communication has improved recently. The prospectus is organised carefully and includes helpful information, for example about the literacy hour. Parents also appreciate the clearer layout of the governors' annual report this year. The recent introduction of a regular newsletter, which has been edited by a parent, has also been welcomed. Information about school events, curriculum matters and the parents' and teachers' association (PTA) is included; the letters are easy to read and give parents good notice of the dates of forthcoming events. Meetings and special leaflets help to keep parents up to date with educational initiatives, such as the literacy hour. Annual reports to parents about their children's progress are of good quality. They tell parents clearly what children know, understand and can do, as well as saying where children can improve. Parents of pupils with special educational needs are properly involved in review meetings.

47 Parents feel that their efforts are valued highly by staff. They are active in the life of the school and are very supportive; several parents and grandparents help in classrooms. Some parents support the literacy hour and others help with baking, information technology and the library. Parents volunteer willingly to accompany educational visits, and some offer their expertise as a resource to the school - for example a vet. The PTA is a small group of parents and teachers who arrange a wide variety of social and fund raising events in order to provide additional revenue to supplement the school budget. Most recently, they have helped to purchase additional equipment for the teaching of information technology. Plans have been made for a home and school agreement to be introduced next term.

48 Links with the local community are very good. The recently developed field and environmental area is used by community organisations, such as scouts and guides. The youth club also uses the premises. Many pupils belong to these organisations, and are enabled to enjoy leisure pursuits in familiar surroundings. Staff work closely with other local schools to share sporting events and to agree National Curriculum levels for pieces of pupils' work. Close links with the main receiving high school help pupils to move to their next stage of education happily, and some secondary age pupils undertake their work experiences in the school. Students from a further education college and from a nearby nursery visit the school for the practical part of their training in nursery nursing. Trawden Primary School is well known in the locality for its successful involvement in musical competitions and performances. Pupils benefit in school from workshops given by ensembles, such as Manchester Camerata.

49 Links with local businesses and industry are developing well. A local engineering company has provided picnic benches for the field as well as resources for information technology. Most recently, this company has

sponsored an arts week, when representatives from a wide range of arts visited the school to demonstrate their talents and to introduce pupils to poetry, painting, dance, writing, drama, storytelling, acrobatics, journalism, puppetry and magic. Pupils' awareness of the local community is well developed through regular visits to the library and through work in geography and history. Their awareness of the needs of the wider community is fostered through regular fund raising, usually for major national charities, which send representatives to talk to pupils. Links with a school with pupils from other ethnic backgrounds help pupils to learn more about the society in which they will become adults. Pupils from both schools write to each other and visit each other in their schools. Pupils in Year 5 are made very aware of the importance of caring for the future environment, through their topic work on recycling.

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49 THE MANAGEMENT AND EFFICIENCY OF THE SCHOOL

49

Leadership and management

50Overall, the school is led soundly by governors, the headteacher and staff with management responsibilities, who have ensured a satisfactory level of school improvement since the last inspection. Realistic, but not all very challenging, targets for standards in tests at the end of Key Stage 2 have been set for the years 1999 and 2000. Provision ensures that the school's aims are seen soundly in practice. Legal requirements are now very largely met; at the time of the last inspection, requirements for information technology, design and technology and religious education were not being met fully, and this concern has now been addressed fully.

51The governing body has fairly recently been re-constituted, and attendance at meetings has improved. Governors are now beginning to play a key role in the management of the school. An issue in the last report was to establish more rigorous monitoring by governors. This is being addressed, and some governors are able to visit the school very regularly. As well as keeping a watchful eye on how things are progressing by attending meetings, reading reports, scrutinising financial statements and asking questions, some governors have specific responsibilities and find out more directly about provision. Most governors are now knowledgeable about their school, and take their own training seriously. They support the staff and pupils with great enthusiasm, and are keen for more pupils to attend the school and for the school to be seen as a good school within the community. They understand the very special circumstances of the school in terms of a falling roll, changing intake and the strong musical tradition, and they are prepared to tackle difficult problems when these arise. Although they are fairly well informed about test results, they have not yet asked enough questions about areas where pupils do not do as well.

52The headteacher is extremely committed to the school, dedicated to the pupils and works very hard; parents who attended the meeting and governors have much confidence in him as a leader. He also has responsibility for a class of Year 6 pupils for most of the school week. He has recognised the need to delegate management responsibilities to others, and has started this process fairly successfully. A key issue at the time of the last inspection was to develop the role of subject co-ordinators, and to ensure that they take part fully in the management of the curriculum, including planning, resources and checking on the quality of provision. A slow, but positive, start has been made with this, but the headteacher still has an unreasonable number of management and teaching responsibilities himself, and this limits opportunities for him to find out directly about the work and teaching in individual classrooms. This means that not all management matters are dealt with as quickly as they need to be. Also, teachers are eager and capable of accepting responsibilities, and of contributing even more fully to decisions about spending and school organisational matters as part of a whole school team. Plans are in hand to decrease the amount of time the headteacher must spend teaching next term.

53During the inspection, the headteacher's responsibilities included mathematics, information technology, design and technology, special education needs, the curriculum, assessment and several other important areas. The school has no deputy headteacher, but the senior teacher supports the headteacher well. Arrangements for covering in the event of the headteacher's absence in the short term are suitable, but the senior teacher has not yet benefited from management training to help her to meet the school's needs in the event of any longer term absence.

54Subject co-ordinators make a sound contribution to the management of the school. Where additional responsibilities have been delegated to class teachers, these are mainly carried out to the best of their abilities. A teacher who has only very recently accepted responsibility for a subject, for example, has already carried out an audit of the school's provision and mapped this to what is expected in order to identify strengths and weaknesses in provision. The management of provision for children under five and for pupils with special education needs is sound.

55School development planning results in satisfactory school progress. The plan itself follows a suitable format which ensures that targets are set which cover all areas of school life. The plan shows what is to be considered, who will be responsible and by what date the work should be completed. The priorities are sometimes too vague, however, and they are not in any clear order of priority. The plan does not always say exactly what is to be done to achieve the targets. Too much work is included, and the plan does not provide any longer term view of what could be included at a later date. Sometimes important costings are included, but although co-ordinators have some idea about how much they have to spend on subjects, this is not included in the financial plan. There is too little detail about monitoring and evaluating the plan, and governors do not yet include how they will know if important decisions about spending is money well spent. Everyone has an opportunity to comment on the plan, and this is now displayed on the staff room wall, but it is not at all clear what the current priority is and what everyone is expected to be doing.

56Governors, the headteacher and staff now gather a great deal of information about pupils' attainments, and have used this information to decide where to target additional support in order to raise standards. As with the school development plan, however, they have not yet formed a clear view of what they expect as a result of these additional resources, and how they will know if this has been successful. Although many good management procedures are initiated, some are in the early stages of development, and are not yet pulled together clearly in order for everyone to know how the school is improving as a result of their combined efforts. Given the current situation, the school is likely to continue to improve at a steady pace.

56

56 Staffing, accommodation and learning resources

57There are sufficient staff who are suitably qualified and have a good range of experience. This enables them to meet the demands of the National Curriculum and religious education, and to promote pupils' attainment and progress. There is currently no deputy headteacher, but the senior teacher supports the headteacher and deputises in his absence. Specialist music teaching makes a good contribution to the standard of performance of pupils who are learning to play recorders and brass instruments. The good provision of well qualified and experienced support staff enhances pupils' learning well, especially those pupils with special educational needs. The level and quality of lunchtime supervision is satisfactory, although the headteacher and senior teacher also assist with this. All teaching and other staff have appropriate job descriptions.

58Arrangements for the professional development of staff have a satisfactory effect on the quality of education provided. Subject co-ordinators in the core subjects have received specific training for this responsibility. The staff have shown a high level of commitment to their training for the National Literacy Strategy, and this has ensured its successful introduction. Training in the National Numeracy Strategy has taken place, and some features of this are already having a good effect on teaching in mathematics. Some support staff have also benefited from training in these two national initiatives. The attendance on courses is sometimes linked to the school development plan. Arrangements for the induction of new staff, including newly qualified teachers, are satisfactory. The programme for the appraisal of teachers is in place and up to date.

59The indoor and outdoor accommodation provides an effective environment for pupils to learn, and it is all well maintained by the caretaker and cleaning staff. It is suitable for teaching the National Curriculum, and includes specialist rooms for science, art and design and for music. These rooms provide additional space with resources to hand, and further the opportunities for pupils to learn in these subjects. Some classrooms do not have access to a water supply, however, and most of the building is not accessible to those with impaired mobility. There is no convenient and regular access to a suitably safe and secure outdoor area for children under five, as a result of which, opportunities for the youngest children to extend their curriculum outdoors are limited. Playground markings for use by all pupils during recreation times are soon to be improved, but there is little outdoors to encourage pupils to become involved in imaginative and high quality play. Although there are lots of different areas and corners outdoors, there are no seating or quiet areas where pupils can engage in quieter or more thoughtful activities if they wish. Displays of pupils' work further enhance the classrooms and open areas, and help pupils to see that their work is valued.

60Overall, resources for teaching the curriculum are satisfactory. They are fairly good for art, but unsatisfactory for religious education, where there are insufficient artefacts, and for design and technology, where an insufficient range of materials restricts the curriculum which can be offered to pupils. A good range and quality of books for the teaching of reading and for use in the literacy hour is helping to promote good attitudes to books. Books and equipment in the school are looked after well by staff and pupils. The shortage of suitable physical education equipment in Key Stage 1, found at the time of the last inspection, is still evident, and work on electricity in science is hampered by a shortage of materials.

61The library areas, which for infants is in the lower hall and for juniors is at the foot of the stairs, are a satisfactory resource. In addition, many books are distributed to classrooms to support the current work. During the inspection, the junior library was not well used by the pupils or teachers, and this reduced opportunities for pupils to learn to use a library for independent research and for the development of personal study skills.

61

61 **The efficiency of the school**

62Overall, the efficiency of the school is satisfactory. The last inspection found serious weaknesses in the school's financial planning procedures, and two key issues were related to these. Since that time, weaknesses have been addressed to satisfaction. Procedures have been reviewed, with the involvement of the local education authority (LEA), and only official funds are now considered when allocating funds to the various budget headings each year. Governors understand the need to keep spending within budget limits, and they have taken suitable action to limit spending in response to the reducing amount of money available to them as a result of a falling roll. They now look closely at the numbers of pupils in each year group in order to be able to predict when budgetary problems might need to be tackled. The funds available for pupils with special educational needs are spent appropriately.

63All governors are involved in financial planning and control, but the preparation of the initial annual budget has been delegated to the LEA. Governors agree the spending patterns at the beginning of each financial year, and receive regular budget statements which enable them to continue to find out how well plans are progressing. They are aware of some of the implications of the major decisions they make, such as organising for teaching in seven classes, with the headteacher having responsibility for Year 6. They do not, however, consider well enough how this impacts on the headteacher's ability to ensure that the school uses its resources to make the best provision possible for all its pupils.

64A very recent financial audit undertaken by the LEA found financial systems and procedures to be of a standard which provides for efficient and effective control of the school's resources. A number of recommendations were made, some of which have now been acted upon. Day-to-day financial control has been delegated successfully to the administrative assistant, who ensures that teachers are able to get on with their job of teaching without needing to concern themselves with administrative duties.

65The school development plan (SDP) shows how some of the resources available to the school will be used, particularly larger sums of money, such as the staffing budget; alternative staffing plans are provided in response to uncertainties. Subject co-ordinators now have responsibility for managing their own budgets, but the SDP does not state how much has been allocated, and the co-ordinators are not always sure about this. Spending on resources is not prioritised, and arrangements for ensuring that the money spent on resources is directed to where it is most needed are not clear enough. Following the last inspection, governors have still not put formal procedures into place for finding out if the major spending decisions they make are ensuring best value for money. An example is where in last year's budget they committed a large sum of money to additional specialist music teaching, without a clear enough view of how they will judge the success of this in terms of the quality of education for all pupils. Most teaching and classroom support time is used appropriately, but weaknesses in this area are not always being spotted and addressed. Learning resources and the accommodation are used soundly in raising standards, although during the inspection computers were often under-used. When taking account of pupils' attainment, progress, attitudes, behaviour and personal development, as well as the quality of education being offered to them, the school gives satisfactory value for money.

65 **AREAS OF LEARNING FOR CHILDREN UNDER FIVE**

66When children start school at the beginning of the school year in which they are five, their attainment is assessed using the scheme approved by the local education authority, as well as by using the teacher's own methods. These two forms of assessment together indicate that children's attainment on entry is about as expected for children of this age. The current year group did not do as well with their knowledge of rhymes when they were tested in mathematics, reading and rhymes. During the inspection, seven children were still not five, and several had only just reached the age of five, and judgements take account of evidence from both groups of children. Overall, children make satisfactory progress, and by the age of five attain the standards expected nationally. They make a sound start with work in literacy and numeracy and in the National Curriculum for Key Stage 1.

66

Personal and social development

67This is a strength of children's attainment; they make good progress and attain above expectation by the age of five. Many attend some kind of pre-school provision before they start school, but they quickly learn about the routines and expectations of full-time school. They respond equally well to work in each of the five other areas of learning. They make good progress with learning to work with different adults and materials and with finding their way around the classroom and the school. By the time they are five, they can work alone, in pairs, in small groups and as a whole class. They are confident to take part in whole school activities such as playtimes and assemblies, and can tackle a wide range of different kinds of work. They behave well, listen carefully to adults and enjoy learning. They show personal independence, as in physical education lessons when they change their clothes with a minimum of help. In lessons in religious education, children make thoughtful responses to questions, such as what makes a good friend, and they learn to make connections between stories with morals and their own actions.

67

Language and literacy

68Children make satisfactory progress and attain the standard expected by the age of five. They learn to listen carefully in all subjects, and to use the new words they learn in their own speech. Examples are where some children use the words associated with the life cycle of butterflies following work about this, and where most children use the language of mathematics, such as "less than", when talking about their work. They learn to handle books correctly, and by the time they are five, they enjoy following the words in big class books and reading aloud along with other children. They have their own reading books and learn to use a few different ways of finding out what words are. They recognise some letters of the alphabet and a few words, and can predict the ending of sentences in rhymes. Children begin to learn to read using a good range of well chosen books. When writing, they understand that print has meaning, and compose messages for birthday cards by copying letters, often correctly, which are provided by an adult.

68

Mathematical development

69Children make satisfactory progress overall, although during the inspection, they made good progress with learning to record mathematical ideas through practical activities such as games involving numbers and shapes. By the time they are five, they attain the standard expected for this age. They can sort buttons into those with two, three or four holes, count at least to ten and sequence shapes in order of size. They learn to use mathematical equipment, such as their 'Show Me' cards, to solve simple problems involving mental addition and subtraction. They learn to write numbers correctly, and can use these to record their work.

69

Knowledge and understanding of the world

70Children make satisfactory progress and attain the standard expected by the age of five. They learn to use information technology equipment with confidence. In science lessons, they learn to talk about and observe natural things closely, and to look for differences and similarities. By the time they are five, they talk about their environment and record their experiences in different ways. In their religious education lesson during the inspection, they made sound progress with learning about the holy book used by Muslims. They learn to use tools and equipment for cutting, joining and folding materials, and by the time they are five, they are

appropriately skilled with this.

70 *Physical development*

71 Children make satisfactory progress overall and attain the standard expected by the time they are five. They make good progress in design and technology lessons with learning to control tools and equipment safely, and satisfactory progress in physical education lessons, where they increase their skills with using small and large apparatus. By the time they are five, children move safely and confidently around the classroom and the school, showing a good level of awareness of others. They use scissors correctly to cut card and large needles and thread to sew. When using the computer, they use the mouse correctly to control images on the screen.

71

Creative development

72 Children make satisfactory progress and attain the standard expected by the age of five. In music lessons, they learn to explore sound by clapping and using percussion instruments. They learn to use their own imaginations through taking part in role play, such as the Teddy Bears' Picnic area. They are encouraged to respond to what they see and feel through work in science, religious education, design and technology and story sessions. Although they record their work through art, they are not always expected to learn to select and experiment with art materials themselves, and too much is sometimes done for them. Some art activities have too much direction by the teacher, and leave too little to children's own creativity. Children take part in formal music lessons, and are keen to get on with making music and exploring instruments, but they are given limited opportunities to do so.

73 The quality of teaching is satisfactory overall. It is satisfactory in language and literacy, mathematical development and in each other area of learning, with the exception of personal and social development, where teaching is good. This is largely because adults manage these younger children very well, and help them to grow in confidence, as well as ensuring that they behave well and develop good attitudes to school and to learning. The classroom is presented well to encourage children to take an interest and to want to do their best.

74 The teacher's knowledge and understanding of the national desirable learning outcomes for children by the age of five is increasing, and lesson planning takes account of these. Planning for specialist musical activities, however, is unsatisfactory because it does not show how the creative desirable learning outcome will be met. The teacher and the nursery nurse work well together and have the same expectations of the children's behaviour. Expectations are high in design and technology in terms of children's ability to make things. Adults do not expect enough of children, however, in terms of learning to handle their own equipment in physical education lessons, and in terms of taking responsibility for their own equipment in science. The tasks set in the science lesson during the inspection, asked too little of even the youngest children. The teacher organises some opportunities to work outdoors, but it is not possible to plan a full outdoor curriculum for each area of learning because of a lack of easy access to suitable space and to a wide range of equipment. Nevertheless, children have a few opportunities to initiate their own play and to learn to take responsibility for their own equipment.

75 Adults speak clearly to children and give clear guidance about activities. They use resources, questioning and practical investigations quite well, and they help children to extend their vocabulary in each area of learning. They could use their interactions with children even more purposefully, however, to engage them in challenging talk, which encourages children to think and to extend their range and level of speech. Adults support all children with sensitivity, and understand their particular social needs. A weakness arises in physical education lessons, however, where games and gymnastics are taught together and this poses a safety hazard. The teacher makes sure that requirements for assessing children are met and gathers and records a lot of useful assessment information. She takes this knowledge of children into account when deciding how to interact with them and what to give them to do. Although curriculum planning takes some account of assessment information, it does not yet show how children will attain those aspects of each desirable learning outcome which are not yet met before they embark upon work in the National Curriculum.

75

75 **ENGLISH, MATHEMATICS AND SCIENCE**

75

English

76In the 1998 national tests for pupils at the age of 11, standards were in line with the national average, and in line with the standards attained by pupils in similar schools. Fewer pupils than found nationally, however, attained at a level higher than expected for pupils of this age. Girls attain higher standards overall than boys, but this is also the national trend. When considering test results for the last three years together, standards are slightly above average. Inspection evidence finds that by the end of Key Stage 2, standards are average. The current Year 6 pupils are on course to do a little better in tests this year than in the previous two years. Governors have set realistic targets for standards in tests in the years 1999 and 2000. By the end of Key Stage 2, pupils do not do as well in English as they do in mathematics and science.

77In the 1998 national tests for pupils at the age of seven, standards were above the national average in reading and slightly above the standards attained by pupils in similar schools. In writing, standards were in line with the national average, but a little below the standards attained by pupils in similar schools. Standards in speaking and listening were below average, and fewer pupils than found nationally attained at a level higher than expected for their age. This appears to represent a fall in standards in speaking and listening since the last inspection. These standards were judged by teachers' assessments alone, however, and the school does not yet have procedures in place for ensuring that these are always accurate. In reading, a similar proportion to the national average attained at a level higher than expected by the age of seven, but in writing no pupils did so, and this result was well below the national average. Pupils in the school do better in reading than they do in speaking, listening and writing, but the inspection finds that standards overall are average.

78Pupils in both key stages make satisfactory progress. In Key Stage 1, most pupils lay a firm foundation of reading skills, learn to express their ideas in writing and begin to understand grammar, punctuation and good spelling habits. In Key Stage 2, pupils continue to consolidate their reading skills and extend the accuracy and understanding of a range of reading material, such as holiday brochures. Writing improves at a steady pace, as pupils learn to write in an increasingly wider range of styles and subjects, and understand more about punctuation, grammar and the rules of spelling. Pupils with special educational needs have additional support and make good progress towards the targets set for them in their individual education plans.

79Many pupils develop satisfactory skills in speaking and listening, although some pupils in both key stages have difficulty with articulating their ideas. From the reception class onwards, pupils listen carefully to teachers and to each other; their questions show that they are listening and thinking about the content of lessons. Higher attaining pupils are keen to contribute to class discussions or to discuss their reading, but others are more reticent. Pupils in Key Stage 2 listen to text with enjoyment and attention. They discuss their feelings about it and offer thoughtful contributions. The highest attaining pupils in Year 6 discuss their reading, but their vocabulary is not as extensive as it could be. Some find maintaining an extended conversation difficult, but others explain their ideas well, as when explaining how they have made their calculations in mathematics. Pupils do not benefit from enough opportunities to take part in a range of listening and talking activities which challenge their thinking and encourage extended speech, in all curriculum areas.

80Many pupils in Key Stage 1 become confident readers, and by the end of Year 2 they read accurately, fluently and with expression, using a range of methods of reading unfamiliar words. Lower attaining pupils are more hesitant, but have a sound knowledge of the sounds represented by letters which helps them to tackle new words. By the end of Key Stage 2, there is a wide range of attainment. The majority of pupils read longer and fairly complex texts accurately; some read with a good level of expression and enjoyment. Lower attaining pupils, however, read hesitantly, and misread many comparatively easy words. By the end of Year 6, pupils know how to use books and the library for finding information.

81Pupils make a sound start with learning to write down their ideas in the reception class. By the end of Key Stage 1, the higher attaining pupils write interesting accounts of events, such as the Gunpowder Plot, in history. They experiment with different styles of writing, and their writing often has character and personality. Their handwriting is joined and their spelling is accurate. Others write five or six lines of a diary entry which is largely accurate, but much less confident. Lower attaining pupils write a little unaided, but have few ideas of their own, and their handwriting is immature, although usually legible. In lower Key Stage 2, pupils extend their ability to write in different styles, including letters, captions and books reviews.

82By the end of Key Stage 2, pupils write in a good range of styles and in most subjects of the curriculum. They use a mixture of simple and complex sentences, organise their writing into paragraphs, and some are able to use speech marks correctly. The best writing is lively and well structured, as in a piece entitled "The face in

the mirror". The writing of the average attaining pupils, although enthusiastic, is often brief, and has errors. Their previous work contains too few examples of practising drafting and re-drafting in order to improve the standard of their own writing. Although most pupils present their work carefully, the standard of handwriting overall is below average. This is because many pupils do not hold their pencils and pens correctly, and not enough pupils can use joined handwriting consistently. The standard of punctuation, grammar and spelling is satisfactory overall. Pupils use computer programs competently when presenting their work.

83Other subjects make a sound contribution to standards in literacy. In science, pupils write up their experiments, and in history they skim-read reference books to find information. In mathematics, care is taken to develop mathematical vocabulary, and pupils practise reading using text books and worksheets.

84Pupils' response to English is good in Key Stage 1 and satisfactory in Key Stage 2; the difference arises because of the low level disruptive behaviour of a few pupils in Key Stage 2 which sometimes goes unchecked by the teacher. Most pupils are attentive, show enjoyment, enthusiasm, diligence and perseverance. An example is in a lesson in Key Stage 1, where pupils worked independently, sticking to their task until they had completed two pages of good quality writing.

85This year, staff have adopted the National Literacy Strategy as a method and scheme of teaching, and this results in satisfactory teaching overall in both key stages; although during the inspection some good features were noted in lessons, especially in Key Stage 1. These include examples of good quality questioning, which encourage pupils to extend their thinking and speaking skills, and good use of support staff and voluntary helpers to provide help for individuals and groups of pupils. Teachers in Key Stage 2 do not help pupils to make enough use of the school library. Teachers have a sound knowledge and understanding of what they need to teach, but they sometimes rely too heavily upon commercially produced teaching materials without ensuring that these have a clear purpose in taking pupils forward in their learning; higher attaining pupils are particularly disadvantaged by this. Teachers do not provide enough opportunities for pupils to take part in purposeful writing across the curriculum, and this limits their progress. Most teachers manage their pupils well. They usually set appropriately high expectations, but there are times, however, when the higher attaining pupils are insufficiently challenged. This is due to the fact that lesson planning does not take enough account of assessment information which shows what they need to learn next. Some lesson planning does not make it clear enough what pupils are intended to learn. Homework in the form of reading is encouraged, but in Key Stage 2, homework is not set sufficiently regularly to enable pupils to develop good study habits. Teachers mark pupils' work using supportive comments, but these do not include enough suggestions to urge pupils to improve.

85

Mathematics

86In the 1998 national tests for pupils at the age of 11, standards were well above the national average, and well above the standards attained by pupils in similar schools. The proportion of pupils who attained at a level higher than expected for their age was also well above average. Test results for the last three years together are well above the national average, and this includes 1997, when standards lowered, due to a poorer year group of pupils who sat the tests. Although when taking account of the judgements of the last inspection report, standards have improved, test results have not risen overall, and the current Year 6 pupils are on course to attain similar standards to last year. Governors have set realistic targets for standards in tests in 1999 and 2000, but these are based on what is already known about pupils in Years 5 and 6, and do not represent any further increase in standards. Girls in the school performed better in the tests than boys over the last three years, whereas nationally, boys did slightly better than girls. Inspection evidence finds that standards by the end of Key Stage 2 are above average; the difference arises because pupils do better in those areas of mathematics which are tested. They do not do as well with planning their own in-depth investigational work in mathematics or in other subjects.

87In the 1998 national tests for pupils at the age of seven, standards were below average and below the standards attained by pupils in similar schools. These low standards were due to a poorer year group, and when taking results from the last three years together, standards are about in line with the national average. Pupils in Year 2 are on course to attain about average standards this year, but a larger proportion than last year are on course to attain at a level higher than expected for their age. Inspection evidence finds that standards are in line with the national average by the end of Key Stage 1, and this was also the judgement at the time of the last inspection. By the end of Year 2, pupils use mathematical equipment, such as balances, and record their work using mathematical vocabulary, such as 'heavier than'. They calculate answers to questions involving numbers and money, understand halves and quarters in fractions, and record their work about the weather using bar

charts. They calculate accurately using numbers at least to 20.

88The school's method of teaching numeracy is satisfactory; teachers follow several published schemes, and plan a few opportunities for pupils to apply their skills in numeracy and other areas of mathematics to work in other subjects. Staff are preparing to introduce the National Numeracy Strategy in September, and have already devoted time to taking part in training. The school's numeracy action plan is expected to be completed before the end of the summer term. Some teachers are already using the teaching methods suggested by the strategy, and during the inspection, these had a positive effect on pupils' progress in lessons. Teachers provide some opportunities for pupils to use information technology as an integral part of their work, such as the collection and recording of information about recycling undertaken in Year 5 topic work. This is not yet, however, a strong feature of pupils' work.

89By the end of Year 6, pupils use advanced mathematical terms correctly when recording and explaining their work. They use mathematical equipment, such as compasses, to record their work. All calculate both mentally and on paper, showing a good level of mental recall of multiplication tables and number facts. Most know how to multiply and divide whole numbers by ten; higher attaining pupils do this in calculations which include a decimal point. Many add fractions correctly, and all pupils understand and explain what square numbers are. Many pupils measure angles correctly using protractors, and know how to calculate the area and volume of shapes. All pupils can collect information for a database and construct bar charts and graphs about a range of subjects, such as heights and temperatures. They are not as skilled with planning and carrying out mathematical investigations together without help, and with extending these investigations into their work in other subjects.

90Pupils make satisfactory progress overall in Key Stage 1 and good progress in Key Stage 2. This difference arises because the quality of teaching improves towards the end of Key Stage 2, where more is expected of pupils in terms of behaviour and levels of concentration. Pupils in the reception class learn to record mathematical ideas in a variety of ways, including talking about them, and they learn to work confidently with smaller numbers. Pupils in Year 1 extend their understanding of numbers to 20 and beyond, and by the end of Year 2, pupils use terms such as "count on" with understanding, and can identify and explain odd and even numbers. During the inspection, pupils in Year 2 made good progress with learning about money through practical work and playing games. Evidence from looking at previous work shows that the practice of studying mathematical topics in depth, such as the work in Year 2 on weight, has a good effect on pupils' levels of understanding.

91Pupils in Years 3 and 4 respond soundly to their lessons and learn at a steady pace. They learn to check their own calculations using a multiplication square, extend their understanding of the relationship between multiplication and division, and make sound gains with learning to calculate answers to mathematical questions about time using a calendar. Pupils in Year 5 further their ability to use mathematical information to solve problems; during the inspection, most made good progress with learning to interpret information found in holiday brochures, and with making and checking their own mental calculations. Good progress continues in Year 6 when pupils improve their ability to make, explain and check their own mental calculations, and also with their understanding that there are many different ways of doing so. Pupils make greatest strides with their learning in Years 5 and 6.

92Higher attaining pupils and those with special educational needs usually make progress at the same rate as others in the class, but there are times when all pupils are given exactly the same work, and this means that lower attaining pupils struggle to complete it and higher attaining pupils are under-challenged. This problem arises because not enough account is taken of assessment information when teachers plan the programmes of work for their classes. A lot of time and effort is invested by teachers in assessing pupils, for example, the national voluntary tests are carried out in Years 4 and 5, but this information is not yet used to plan different work for pupils of clearly differing levels of attainment.

93Pupils' response has a good effect upon the progress they make. Most are eager and confident, enjoy mental challenges and are willing to apply their thinking to problems. Pupils usually behave well, treat equipment with care and are respectful towards other adults who work with them. Previous work shows that they can apply their mathematical skills to work in other subjects, but they do not have many opportunities to show how well they can collaborate and use their initiative to carry out in-depth investigations.

94Teaching is satisfactory in Key Stage 1, and good overall in Key Stage 2. Teaching of numeracy is very good

towards the end of Key Stage 2. Teachers have a good subject knowledge which is evident in their lesson planning and in their explanations to pupils. In most lessons, they have high expectations that pupils can and will be successful. Occasionally, in Key Stage 2, teachers do not check low level disruptive behaviour and they sometimes allow pupils to work at a slow pace. The planning of lessons is detailed, thorough and takes good account of the National Curriculum; although a lack of planning for pupils of differing levels of attainment sometimes limits pupils' progress. An example is where a pupil with special educational needs does not have a work plan based upon known difficulties. Teachers use a good variety of teaching methods, including direct teaching. They have recently taken part in training in the National Numeracy Strategy, and make good use of the methods suggested. This is having a good effect upon pupils' progress. Lesson time and resources are usually used to good advantage, but pupils do not have enough opportunities to learn to select and manage their own resources when carrying out investigations. Teachers use questioning well in order to find out what pupils know and understand, and they often adjust their interactions with them as a result of what they find out. Homework is sometimes set, but this does not yet make enough contribution to pupils' learning, particularly at the end of Key Stage 2.

95The subject co-ordinator is also the headteacher, and this makes it difficult for him to find out directly how well teachers are doing with putting the policy for mathematics into place and with ensuring that teaching is consistent in quality. Some problems are being identified and addressed, however, such as the additional support which is provided for those pupils who did poorly in the 1998 national tests at the end of Key Stage 1.

95

Science

96The results of the 1998 national tests for pupils at the age of 11 were well above average, and well above standards found in similar schools. When considering test results over the last three years, even taking into account the dip in standards in 1997, standards are well above average. There is no significant difference between the test results for boys and girls. The proportion of pupils in Year 6 who are on course to attain the level expected by the end of Key Stage 2 is high, but fewer pupils than last year are predicted to attain at a level higher than expected for their age. Governors have set realistic, but rather unchallenging, targets for standards in tests for the next two years, but these show that high standards are expected to be maintained.

97Since the last inspection, standards by the end of Key Stage 2 have risen. Inspection evidence confirms that by the end of Key Stage 2, standards are well above average. These high standards arise because of the large proportion of pupils who attain at the level expected for this age. Pupils in Year 6 have well developed investigative skills; they understand the need to make sure that their tests are fair. They are able to record the results of their investigations showing sufficient skill in numeracy; for example they use bar charts and line graphs to help them to interpret the information they have collected. They are less familiar, however, with using information technology to gather information and to record their results. Also, there is little evidence that they can plan their own investigations. Pupils are familiar with classifying animals, and they use their own keys of the features of animals. They ask appropriate questions to help them to group and classify animals. Pupils can explain how water evaporates very clearly, and they know the differences between liquids, solids and gases. They are less certain about whether changes to materials are reversible or not. Pupils have a very good understanding of light and sound; they describe how sound travels and how the pitch of sound is changed in a variety of musical instruments. They describe phenomena such as refraction and reflection. Although they write reports on their investigations and use technical terms, they often spell these incorrectly.

98In the 1998 teachers' assessments at the end of Key Stage 1, pupils attained standards which were in line with the national average. Inspection evidence from lessons, discussions with pupils and previous work, confirms that standards by the end of Key Stage 1 are average. There has been an increase in the proportion of pupils achieving at a level higher than expected for this age, and about a third of the pupils in Year 2 are on course to attain Level 3 this year. In 1998, no pupils attained at a level higher than expected for their age, and this was because the teacher had under-estimated their ability when setting work. By the end of Key Stage 1, pupils have satisfactory skills of investigation. They suggest ways of comparing differences between each other, but when measuring, they do not understand fully the need to do so accurately. They use simple bar charts and tables to display their results, and higher attaining pupils recognise whether a test is fair or not. Pupils describe the life cycles of various animals, including humans. As a result of a visit to a sea life centre, most pupils can explain how animals adapt to live in different surroundings. Pupils describe the differences between materials, and the changes to water when it is frozen and heated. They recognise and describe the forces of pushing and pulling; they understand the need to push objects with different amounts of force to produce different speeds.

99Pupils make satisfactory progress in Key Stage 1 and good progress overall in Key Stage 2. Pupils in the reception class learn about the life cycle of butterflies through observing them and talking about what they find out. Pupils in Year 1 learn to investigate which materials are magnetic and which are not. Whilst pupils in Years 3 and 4 continue to make satisfactory progress with learning about taking care of their teeth and with learning how to classify creatures and build up a database about this on the computer, the rate of learning in Years 5 and 6 speeds up to very good. This contributes very well to the standards attained by pupils at the end of Key Stage 2. Pupils of all levels of attainment in Year 5 make very good progress with learning about sound, because of well focused questioning and well directed investigations on the part of the teacher. Pupils in Year 6 make good progress with learning about light, but there are not enough chances for them to talk about their work. Pupils with special educational needs in both key stages make good progress, because teachers match their work and questions well to their level of understanding. Higher attaining pupils in Key Stage 1 are not always challenged sufficiently in occasional lessons where there is nothing new for them to learn.

100Pupils' attitudes to work in science are good. They enjoy finding out through investigations, and older pupils, especially, are curious and want to find out more. Pupils listen attentively, concentrate hard and follow instructions carefully. In one lesson in Key Stage 2, pupils became noisy and achieved less than they could have, but generally behaviour in lessons is good. Pupils often work together, sharing equipment and talking to each other about what they need to find out. Pupils in Year 5 show confidence when asked to talk to the class about their findings. In Key Stage 2, pupils are familiar with using books and CD-ROM to find out more information, for example, about animals and their habitats.

101Teaching is satisfactory in Key Stage 1 and good overall in Key Stage 2. Teachers have a satisfactory level of expertise in Key Stage 1, and in Key Stage 2, good subject understanding enables teachers to ask probing questions and to challenge pupils. This represents an improvement in teaching since the last inspection. Teachers have higher expectations of their pupils in Key Stage 2 than they do in Key Stage 1, where in some lessons they do not plan to challenge pupils' thinking further. The written planning of lessons is good; it is detailed and refers closely to the National Curriculum programmes of study. Teachers use a good range of teaching methods, with plenty of emphasis upon investigating. Higher attaining pupils, however, are not expected to plan their own investigations, and opportunities for using information technology are not made full use of. Lessons progress at a steady pace, but there are times when lessons lack a sense of urgency, and this restricts pupils' progress with investigating. Teachers generally make good use of scientific equipment and of the locality, in order to provide first hand experiences. They usually set high standards of behaviour and manage pupils well, but occasionally pupils are allowed to become distracted from their work. Assessment information is collected, but not enough use is made of this to ensure that pupils always have the work they most need in order to move forward from where they already are; higher attaining pupils are most affected by this. Homework is rarely set to make a contribution to the standards attained by pupils.

102Since the last inspection, the co-ordination of the subject has improved. A new scheme of work has been introduced, and the quality of planning and teaching is now checked. Staff and governors are now making better use of the assessment information they have in order to find out how to raise standards. Shortages of resources for teaching about electricity has restricted the teaching of this part of the programme of study.

102

OTHER SUBJECTS OR COURSES

Information technology

103Little direct teaching was seen during the inspection, and judgements take account of curriculum planning, observations of pupils at work and discussions with them. Since the last inspection, standards have improved in both key stages, and these are now in line with the national expectations by the ages of seven and eleven. This improvement has been brought about by revising and refining all the curriculum documents, and by introducing a scheme of work which states clearly what pupils are expected to know, understand and do in each year group in relation to the National Curriculum.

104By the end of Key Stage 2, pupils use word processing and desktop publishing programs confidently when presenting their work. They manipulate a mouse, load programs, find and open files and change image and font size. When creating a database about the weather, they input information, but are unable to interrogate it using different criteria or display the results. They control with accuracy the movement of a model by entering instructions into a computer.

105By the end of Key Stage 1, the highest attaining pupils use a mouse confidently and purposefully to control a computer, selecting from menus and displaying different areas of information. They retrieve work without assistance, change it and print the selected data. Lower attaining pupils know that the mouse controls icons on the screen, but do not yet have a clear understanding of how the program works and tend not to work as purposefully.

106Pupils in both key stages make satisfactory progress. In Key Stage 1, their manipulation of the mouse and the controls becomes more accurate and assured. They learn how to use the mouse to manipulate images, and become increasingly familiar with application programs. During the inspection, pupils made good progress in Year 1 with learning how to use a mouse to 'click and drag'; higher attainers, however, could already do this confidently and made slower progress. In Key Stage 2, pupils consolidate their skills and learn to use new programs. They make good progress with learning to use programs in mathematics and English. During the inspection, pupils in Year 4 made good progress with learning to use information technology to enhance their work in the data handling area of mathematics, but generally pupils in Key Stage 2 do not gain sufficient experience of data handling and presenting information. All pupils make satisfactory progress with learning to use the terminology of the subject.

107Pupils in both key stages are confident and diligent in their use of computers; they treat them responsibly and with appropriate respect. They are willing and show interest and perseverance when working alone or in pairs, often unsupervised.

108Only one example of direct teaching was seen during the inspection, and it is not possible to make reliable judgements. The fact that pupils attain the standards expected by the end of both key stages, however, indicates that teaching is satisfactory. Teachers and support staff demonstrate a basic range of skills which ensure that computer programs run smoothly and that pupils complete the tasks they have been set. During the inspection, most interactions between teachers and pupils were limited to providing emergency help, but in the one lesson seen, the teacher made good use of the opportunity to teach pupils specific skills, and this had a good impact on their progress. Teachers have at least satisfactory subject knowledge, and sometimes it is good. Their instructions, demonstrations and explanations to pupils are appropriately clear. Lesson plans are based on the national model scheme of work, and teachers select suitable teaching methods. Teachers often provide good support to pupils to encourage them to work independently; for example, written instructions and guidance are displayed beside computers. They manage pupils well, and only rarely have to address behavioural difficulties. During the inspection, teachers made only adequate use of the computers available to them.

109Procedures for assessing pupils against the attainment targets identified in the National Curriculum are in the early stages of development, and the role of assessing pupils in order to find out what to plan to teach next is under-developed. A helpful policy and guidelines are in place which are based on the national model scheme, although these have yet to be refined further to ensure that provision responds fully to the specific needs of the pupils in the school. The co-ordinator is also the headteacher, and he has ensured that the subject is managed soundly. A scheme for checking how well the school is doing is in place, and this includes observing lessons and looking at pupils' work. In the cross-curricular role, information technology enhances work in literacy, mathematics, science and art. There are limited opportunities in other subjects, however; for example in geography and history where there is potential for collecting and analysing data more frequently, and in music, where pupils do not use information technology equipment and programs as often as they need to.

Religious education

110Since the last inspection, standards have improved, and this is largely due to the fact that more teaching time is now allocated to the subject, and because a scheme of work has been introduced. By the end of both key stages, standards are now in line with the expectations of the locally agreed syllabus. Pupils in Year 6 know about the Christian faith, and can recall stories from the old and new testaments. They can discuss the important messages contained in these stories, and appreciate ideas such as denial and forgiveness. Some pupils are able to talk about how they believe that the Holy Spirit affects them. Pupils understand that different religions share a common purpose for good in the world, but they only have a limited knowledge and understanding of religions other than Christianity.

111Pupils in Year 2 can recall Bible stories, and can say how these relate to their own lives. They understand

that there are different religions, and they begin to compare the beliefs of Buddhism with Christianity. Some pupils refer to the Holy Spirit as being inside themselves, and they are aware of religion as a way of helping people to be good.

112Pupils of differing levels of attainment make satisfactory progress over both key stages. In the reception class, pupils learn to make thoughtful comments about friendship, and they make connections between their own actions and the stories they hear. In Year 1, pupils learn about the Muslim religion and compare places of worship. Pupils discuss special events, such as baptism, and learn to recognise the important nature of these events in people's lives. In Key Stage 2, pupils continue to increase their knowledge of Christianity, and the depth of their discussion about the relevance of stories and events increases. Learning about other religions is inconsistent across Key Stage 2. The scheme of work sets out when such learning will take place, but the lack of detail in lesson planning slows pupils' progress. Lower attaining pupils have difficulty in recalling stories in their own words, and find it hard to express their ideas about denial and forgiveness.

113Religious education makes a strong contribution to pupils' personal development. Pupils have positive attitudes to learning in religious education lessons. They enjoy the stories and, when given the opportunity, they respond well to those questions which make them think more deeply. In their writing and in discussion, pupils show a respect for the values and beliefs of others. They give thoughtful responses when talking about what God and the Holy Spirit mean to themselves and others. Pupils behave well in lessons and most take a pride in their written work.

114The quality of teaching in both key stages is satisfactory. Teachers have a sound knowledge of the subject, which enables them to teach about Christianity. Their knowledge and understanding of other religions is not as secure, and this leads to an inconsistency in the amount of teaching about other religions. Teachers have satisfactory expectations of pupils' ability to learn, and they encourage them to think about issues, such as the purpose of a god and a spirit. Lesson planning is satisfactory, but it sometimes identifies what pupils will do more clearly than what they are intended to learn. Although the scheme of work has improved since the last inspection, and it now meets the requirements of the locally agreed syllabus, it lacks detail and is not sufficiently helpful to teachers when planning lessons. Teachers use a satisfactory range of teaching methods. Pupils are encouraged to write about ideas, but in some lessons in Key Stage 2, teachers miss opportunities to encourage pupils to talk about beliefs and faith. Where artefacts, books and videos are available, teachers use them to stimulate pupils' interest. Visits to local churches are planned, and this is an improvement since the last inspection. The range of artefacts and books available is inadequate to support the curriculum fully. Teachers assess pupils' progress at least once each year, but they make little use of assessment information to help them to plan the next stages of learning. Homework is not used to enhance learning.

Art

115Provision for pupils to learn about the work of artists, and for them to further their own artistic skills, makes a strong contribution to their cultural development. The curriculum is planned to make sure that they meet and work with artists, and that they learn to apply what they find out to their own pieces of work. The school week which was recently set aside for concentrated art activities was particularly valuable in helping pupils to find out about modern day artists. The work completed by pupils is valued greatly and displayed carefully in the entrance and around the school.

116By the time pupils leave the school, they have a good knowledge of the work of famous artists as well as lesser known artists. They use a good range of two-dimensional art materials and complete pieces of work in a wide variety of styles. Their sketchbooks and folders of previous work show that they develop and record their ideas with a good degree of detail, accuracy and imagination. Observational pencil drawings of the weathered cottages in Trawden and the mixed painting and collage work of the school and houses in Trawden are of a standard above expectation for pupils by the age of 11. Pupils keep collections of their ideas and of their experiments with art materials, and sometimes write to compare the work of different artists. Some have written thoughtful art diaries to record their activities during the arts week. Work with three-dimensional art materials, however, is not as good because pupils do not yet have sufficient opportunities for this. Pupils use computer programs well to express their own artistic ideas.

117During the inspection, only one lesson was seen in each key stage, but evidence from displays and collections of previous work indicates that pupils in both key stages make good progress. In the reception class, pupils paint self portraits, and the standard of work is as expected for this age. By the end of Key Stage 1,

however, pupils use different art materials alone or mixed with other materials to complete careful and detailed pieces of work, such as the copies of famous works of art displayed in the hall. Much of the work of pupils in Year 2 is of a good standard. Throughout Key Stage 2, pupils continue to make good progress overall. An example is where, in Year 3, pupils study printing in depth over a period of time, and make good progress with finding out about the technique of printing and its use in real life. They learn to print for themselves using different methods and materials, and make good progress with understanding about art from other cultures. Pupils' skills of observation grow at a good pace, as seen in the attractive paintings of dandelions on display in Year 4.

118 This good rate of progress is due to good teaching. Teachers have a strong knowledge and understanding of the National Curriculum, and know how to plan to link the different areas of work together successfully. They have high expectations of the pupils and help them to believe that they can produce work of a good standard. Some of the work, however, offers pupils little opportunity to express their own ideas and to select their own materials for this. Teachers place great value on pupils' work, as well as on the subject itself as part of the whole curriculum. They often make good use of resources, such as visiting artists and prints of works of art. They also value the positive contribution made by a support assistant who has a particular interest in art. All pupils respond well to a good range of art activities, and this contributes well to the progress they make. They listen carefully to teachers, remember previous work, concentrate hard and try their best.

119 The co-ordinator has only recently been asked to lead the subject, but has made a very good start with finding out where the strengths and weaknesses in the curriculum lie. A new draft scheme of work is available, but this is not yet being followed consistently, and the co-ordinator is aware that changes may need to be made following anticipated national changes.

119

Design and technology

120 Standards have improved since the last inspection, and this is largely due to the introduction of a scheme of work. This provides greater guidance to teachers when planning lessons at each stage of the curriculum. By the end of Key Stage 2, pupils design and build moving vehicles using wood and card, and they use various means of propulsion. They talk about their designs and make adjustments to their models in order to meet their original plans. Pupils work with a visiting artist to design and make brightly coloured and carefully produced party bags for younger children. By the end of Key Stage 1, pupils use computers to help them to design Joseph's coat of many colours; they work carefully with paper patterns and felt to produce the coat. Pupils in Year 2 work carefully with wood to make wheels and axles for vehicles. They talk about how they made their models and can suggest improvements.

121 Pupils make good progress in Key Stage 1 and satisfactory progress in Key Stage 2. In Key Stage 1, pupils learn to work out what they want to make and what they want their product, a playground toy, to be able to do. They learn to work with paper, card, wood, textiles, food and plasticine, and use an appropriate range of simple tools. Some lessons have less emphasis on designing and evaluating than they should have, and consequently, progress in these areas is slower. In Key Stage 2, pupils continue to improve their designing and making skills in these materials. They use more complex construction kits, but do not often learn to use electronics to control objects. The limited number of tools and work benches restricts the range of work in resistant materials. In Year 3, pupils learn to plan and make sandwiches, and in Year 5, pupils learn to use cams to make a model of a flying bird. When designing their products, pupils think carefully about what tools they will need, and what they need to do, but they do not always think about the purpose of the product. This makes it difficult for them to evaluate whether their designs have been successful or not.

122 Pupils enjoy making things and respond well to the demands of designing and evaluating. They behave well, and generally take care to produce work of a good standard. They concentrate well and follow instructions. They are happy to talk about what they have done and how they can improve their products.

123 The quality of teaching is good in Key Stage 1 and satisfactory in Key Stage 2. This represents an improvement since the last inspection, which found that teaching had shortcomings. Teachers have a satisfactory knowledge of the subject which enables them to plan activities which include the required elements of designing, making and evaluating using a range of materials. Teachers have high expectations of pupils to design and produce worthwhile finished products. The new scheme of work helps them to plan units of work and lessons in detail. Teachers use a suitable range of teaching methods, including teaching specific skills directly. They manage pupils' behaviour in lessons well. The pace of lessons sometimes lacks rigour, however,

and higher attaining pupils are not always challenged sufficiently. Teachers make satisfactory assessments of pupils as they work and help them to improve. No homework is given.

124 Some checking of the quality of teaching has taken place, and examples of good work have been collected; this has helped to improve standards. Pupils' work is assessed and recorded annually, but assessment information is not yet used fully to inform the next steps in pupils' learning.

Geography and history

125 Due to the way in which the timetable is organised, few lessons were seen, and judgements take account of pupils' previous work and discussions with them about it. In geography, pupils make satisfactory progress in both key stages with gaining geographical knowledge and skills. In Year 1, for example, they find out about the locality and learn to make plans and maps using the information they gather. In Year 2, they develop their mapping skills further by learning to locate features using a grid. When recording their work on paper, they learn to use the correct terminology associated with the subject. Pupils in Key Stage 2 develop an awareness of the scale of the world, through a study of maps. They gain knowledge of the climate in different parts of the world. In Year 3, they learn about India, particularly the city of Delhi, and they learn to compare climates in cities, such as London and Delhi. In Year 4, they extend their ability to make geographical comparisons by studying maps of the island of St Lucia. In Year 5, pupils' skills increase, as they learn, through topic work on conservation, about how natural and human factors change the environment. This work also increases pupils' historical, social and moral understanding well. By the end of Year 6, pupils can bring together their geographical and historical knowledge in order to study their own locality; they know how it has changed over time.

126 In history, pupils in Key Stage 1 make satisfactory progress with learning to understand the differences between the past and the present, and with gaining knowledge about famous events and people of the past, such as the Gunpowder Plot and Grace Darling. In Key Stage 2, they continue to make satisfactory progress with developing a knowledge of the history of their own locality, and of periods of history chosen for special study, such as Romans and Tudors in Years 3 and 4. In Year 6, pupils learn about Greeks and the Second World War, and by the end of Year 6, they have a satisfactory level of knowledge about the last war. They can talk about the blitz, evacuees and the persecution of Jews. They are, however, uncertain about the background of historical events and about how to use the sources of evidence used in historical investigations. They use their literacy skills well when writing accounts and when describing their own thoughts about historical events. They can combine information from books, pictures and information technology to provide a 'picture' about the past.

127 Pupils' response to work in geography and history is satisfactory overall in both key stages. It is sometimes good, however, as seen in Years 1 and 5 when the work being covered had personal meaning to them. Pupils listened, concentrated well, and worked willingly and diligently at their set tasks.

128 The quality of teaching is satisfactory overall in both key stages. Good teaching was seen in geography during the inspection, however, when teachers' own detailed knowledge of the locality, and an enthusiasm for the subject provided a very good basis for helping pupils to think deeply about their own environment. Otherwise, teachers have sufficient knowledge and understanding of the subjects. They plan carefully and have realistic expectations about what pupils can achieve; on occasions, however, they under-estimate the capability of some pupils. Teachers use appropriate methods; field visits help to bring the subjects 'alive' for the pupils. They manage pupils well, and sometimes very well. The content of lessons is taught at a suitable pace, and resources, particularly the locality, are used well to encourage learning. Teachers assess pupils informally through questioning and discussions. No homework is set to help pupils to develop good study habits.

Music

129 Trawden Primary is well known in the community and beyond for its strong musical tradition, and this encourages some parents to choose the school for their children. Governors attach high priority to providing opportunities for pupils to grow in confidence through their involvement in musical performances, both in and out of school. Some pupils learn to play brass instruments, recorders and guitars, and some attend the school choir. Governors employ a specialist music teacher, who does most of the music teaching during the school day; this includes leading the choir in Key Stage 2. Of the 114 pupils in Key Stage 2, many play brass instruments, recorders, guitars and sing in the choir.

130Pupils who play brass instruments play to a standard of performance which is well above the expectations of the National Curriculum, and the standard of guitar and recorder playing is above expectation. During the inspection, the standard of singing in the choir was as expected for pupils of their ages, but it was very disappointing that all pupils did not sing together in the assemblies. The choir, however, have previously performed well in a local musical festival and won first and second prizes. Recorder players won a prize with distinction in their performance in another musical festival. Opportunities of this kind make a strong contribution to the social and cultural development of those pupils involved.

131No class music lesson was planned for pupils in Year 6 during the week of the inspection, and a discussion with them indicates that these occur infrequently. Although performing in music for some pupils is given a lot of attention, the listening, appraising and composing aspects of the curriculum are much less evident, and this makes the curriculum out of balance. When asked about music, some pupils had only a limited knowledge and understanding of many areas covered by the National Curriculum. Additionally, during the inspection, the lesson time spent by those pupils who are not in the choir or do not learn to play instruments was disrupted by the movement of those pupils who are. Although class teachers tried to provide meaningful work for those pupils left behind, pupils report that this is often a time for finishing off and tidying up. For these pupils, their curriculum time is not planned for a sufficiently clear and dedicated purpose, and this leads to some inequality of opportunity.

132Pupils in Year 2 sing together to the standard expected by the end of Key Stage 1. They can listen to simple pitch sequences and respond using the same sounds. They recognise familiar hymn tunes hummed by the teacher, and can keep to a steady beat when singing, clapping and clicking fingers. As with Key Stage 2, pupils' attainment is limited by the lack of a clear whole school scheme of work, that shows what pupils are expected to know, understand and do in each area of the National Curriculum as they move from class to class.

133Pupils' response to music is satisfactory overall, but it is variable depending upon their personal levels of involvement. Those who play instruments are confident to perform, enjoy performing together and give their own time to attending festivals and to performing in the community. In class lessons, most listen appropriately, show interest, take turns and are not afraid to offer responses to questions and activities. Those pupils who play in the school band are proud to perform at the start and end of assemblies, but other pupils do not listen to them politely, and too little is expected of them to do so; they are allowed to talk and move about boisterously during the performance. Too few opportunities are provided in other assemblies for pupils to listen carefully to different kinds of music, in order to encourage them to prepare for, and to reflect upon, the themes of each act of collective worship.

134Pupils make satisfactory progress overall, although instrumental players make very good progress over time with performing and with learning the technical aspects of reading music and playing the instruments. In class lessons and the choir practice, pupils make satisfactory progress with improving the quality of their performances, although this is not always a strong enough feature of the teaching.

135Teaching is satisfactory overall; strong commitment and a dedication to the school and the pupils is evident in video evidence and in the filed collection of information about the achievements of pupils. Technical subject expertise is very good, and this benefits some pupils greatly. Lesson planning, however, is weak because it does not follow the agreed school format and does not show how the National Curriculum is being addressed; nor does it show which parts of the curriculum pupils are intended to learn about. Teaching attaches importance to promoting enjoyment through good relationships, and class management is usually secure. Although class teachers are not all expected to teach music to their own pupils, there is no reason why they should not do so. There were times during the inspection when splitting classes for music lessons in smaller groups was not an efficient way of using teaching and learning time.

136The school's links with other musical organisations, and activities, such as the recent arts week, promote music as a subject positively to many pupils, and make a good contribution to all pupils' education in 'the arts'.

Physical education

137By the end of Key Stage 2, pupils achieve well in swimming. All pupils can swim 25 metres, and over half of the pupils are competent swimmers who have a range of personal survival skills. Pupils have well developed throwing, catching and fielding skills which they use effectively in games of rounders and kwik cricket. By the

end of Key Stage 1, pupils perform well in gymnastics, and handle large apparatus safely. They perform sequences of movement with control and imagination on large apparatus, and evaluate the performance of others.

138 In Key Stage 1 pupils make satisfactory progress. In the reception class, pupils learn to move on the apparatus safely, but opportunities are missed to improve pupils' knowledge of the language of physical education. In Year 1, pupils learn to throw beanbags correctly, and they learn to express themselves through movement. In Key Stage 2, pupils make good progress. In Year 3, they learn the correct techniques of throwing and catching through clear demonstrations and explanations by the teacher. They improve their skills by practising and using them in small competitive games. In Year 5, pupils make very good progress with improving their cross-country running. They learn how to warm up correctly and about the effects of exercise on their bodies. The good range of extra-curricular activities helps pupils to improve their performance in games and athletic activities. Both girls and boys achieve well in local football competitions.

139 Pupils are enthusiastic, hard working and they enjoy physical education lessons. They share equipment happily and are aware of the need for safety. They work very well together in pairs and groups, co-operating in practices and in teams. They understand the need for fair play and good sporting attitudes. Pupils' positive approach to lessons helps them to make progress.

140 The overall quality of teaching in Key Stage 1 is satisfactory and sometimes the teaching of gymnastics is good. The overall quality of teaching in Key Stage 2 is good and sometimes the teaching of athletics is very good. Teachers know about the activities they teach and are able to give pupils suitable advice on how to improve, for example, their games skills. Teachers in most lessons have high expectations of pupils' levels of physical activity and ability to improve. Teachers' expectations are particularly high in Key Stage 2 athletics and in Key Stage 1 gymnastics, when pupils are expected to move with control and to evaluate their performance. Teachers' planning is detailed and reflects the National Curriculum well, although sometimes learning objectives are expressed as what is to be done rather than what pupils are intended to learn. Teachers give clear demonstrations of games skills in Key Stage 2, and pupils are encouraged to warm up correctly. On occasions, however, insufficient attention is paid to health and safety. In a Key Stage 1 gymnastics lesson, pupils working on apparatus were at risk of being distracted by fast moving games equipment. Also, computer trolleys and other furniture around the edge of the halls present a health and safety hazard in lessons. Lessons are taught at a good pace, and pupils are physically active, especially in the Year 5 cross-country running lesson. Teachers watch their pupils and, in response to their assessments, give suitable advice to them on how to improve their games skills. The shortage of gymnastic apparatus which is suitable for the younger pupils to learn to lift and carry for themselves, which was reported at the time of the last inspection, is still a concern.

140 **PART C: INSPECTION DATA**

140

SUMMARY OF INSPECTION EVIDENCE

141 Four inspectors, including a lay inspector, spent a total of 14 inspection days in the school over a period of four days. In this time, they spent 52 hours in observing pupils in lessons, discussing work with them and looking at their previous work. Other evidence included that gathered from the following activities:

- school policies, documents and minutes of meetings were read;
- school assessment information and test results were analysed;
- teachers' curriculum and lesson planning was looked at;
- pupils of all age groups read in the literacy hour or shared books with inspectors;
- discussions with staff, governors, parents and visitors took place;
- assemblies were attended;
- attendance registers were examined;
- photographic and video evidence was looked at;
- lunch was eaten with pupils; and
- pupils were observed at play and moving around the school.

1 In addition, comments made by 14 parents at a meeting held before the inspection were considered, along with the 37 responses to questionnaires which had been circulated earlier.

142

143 **DATA AND INDICATORS**

143

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	181	1	14	15

143

Teachers and classes

Qualified teachers (YR - Y6)

Total number of qualified teachers (full-time equivalent):	7.5
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143 **Education support staff (YR - Y6)**

Total number of education support staff:	2
Total aggregate hours worked each week:	35

Average class size:	25.8
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143 **Financial data**

Financial year:	1998/99
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	£
Total Income	281808.00
Total Expenditure	279494.00
Expenditure per pupil	1535.60
Balance brought forward from previous year	5028.00
Balance carried forward to next year	7342.00

Number of questionnaires sent out:
 Number of questionnaires returned:

131
37 (28%)

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	50.0	47.2		2.8	
I would find it easy to approach the school with questions or problems to do with my child(ren)	64.9	32.4		2.7	
The school handles complaints from parents well	29.4	47.1	17.6	5.9	
The school gives me a clear understanding of what is taught	21.6	62.2	13.5		2.7
The school keeps me well informed about my child(ren)'s progress	32.4	48.6	8.1	5.4	5.4
The school enables my child(ren) to achieve a good standard of work	37.8	51.4	8.1	2.7	
The school encourages children to get involved in more than just their daily lessons	54.1	40.5	2.7	2.7	
I am satisfied with the work that my child(ren) is/are expected to do at home	25.7	40.0	20.0	14.3	
The school's values and attitudes have a positive effect on my child(ren)	35.1	51.4	13.5		
The school achieves high standards of good behaviour	32.4	56.8	10.8		
My child(ren) like(s) school	62.2	35.1			2.7