

INSPECTION REPORT

Walverden County Primary School
Nelson

LEA area : Lancashire

Unique Reference Number : 119178

Headteacher : Miss M. Thacker

Reporting inspector : Mr G. R. Alston
T12591

Dates of inspection : 22nd - 25th June 1998

Under OFSTED contract number: 508887

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

© Crown Copyright 1998

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

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

Information about the school

Type of school : Infant, Junior and Nursery

Type of control : County

Age range of pupils : 3 to 11

Gender of pupils : Mixed

School address : Bracewell Street
Nelson
Lancashire
BB9 0TL

Telephone number : 01282 614 834

Fax number : 01282 616709

Appropriate authority : The Governing Body

Name of chair of governors : Mrs Jean Ellam

Information about the inspection team

Team members	Subject responsibilities	Aspect responsibilities
G. Alston, RgI	Science	Attainment & progress
		Teaching
R. Esberger, Lay		Attitudes, behaviour & personal development
		Attendance
		Support, guidance & pupils' welfare
		Partnership with parents & the community
C. Cressey	Music	The efficiency of the school
	Under Fives	
	Special Educational Needs	
J. Haves	Information technology	Pupils' spiritual, moral, social & cultural development
	History	Staffing, accommodation & learning resources
	Geography	
C. Aspden	English	The curriculum & assessment
	Art	
	Religious education	
P. Ashton	Mathematics	Leadership & management
	Design and technology	
	Physical education	
	Equal opportunities	

The inspection contractor was:

Nord Anglia School Inspection Services
 Strathblane House
 Ashfield Road
 Cheadle
 Stockport SK8 1BB

Tel: 0161 282 2982

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

The Registrar
The Office for Standards in Education
Alexandra House
29 - 33 Kingsway
London WC2B 6SE

REPORT CONTENTS

	Paragraph
Main findings	1 - 24
Key issues for action	25
Introduction	26 - 29
Characteristics of the school	
Key indicators	
 PART A: ASPECTS OF THE SCHOOL	
Educational standards achieved by pupils at the school	30 - 42
Attainment and progress	
Attitudes, behaviour and personal development	
Attendance	
Quality of education provided	43 - 68
Teaching	
The curriculum and assessment	
Pupils' spiritual, moral, social and cultural development	
Support, guidance and pupils' welfare	
Partnership with parents and the community	
The management and efficiency of the school	69 - 84
Leadership and management	
Staffing, accommodation and learning resources	
The efficiency of the school	
 PART B: CURRICULUM AREAS AND SUBJECTS	
Areas of learning for children under five	85 - 93
English, mathematics and science	94 - 116
Other subjects or courses	117 - 169
 PART C: INSPECTION DATA	
Summary of inspection evidence	170 - 172
Data and indicators	Page 46

Main findings

- 1 Staff and pupils work hard in order to help the school fulfil its stated aims of ‘developing each child to his/her full potential’ in most areas. The strengths of the school are to be found in the good attitudes and behaviour of the pupils, the provision the school makes for social development and in the good standard of work in art and design and technology.
- 2 On entry to the nursery, the attainment of most children is below the expected level for their age. Although progress is satisfactory in the nursery, this is not sustained consistently in the reception classes due to unsatisfactory teaching. Consequently, by the time they reach compulsory school age in reception, their attainment is below the national expectation in all six areas of learning.
- 3 Overall, pupils’ attainment by the end of Key Stage 1 is in line with the national expectation in science, but below in English and mathematics. By the end of Key Stage 2, attainment is in line with the national expectation in all three subjects. Progress is satisfactory in both key stages in science. Overall, in English and mathematics, pupils make satisfactory progress in Key Stage 1 but good progress in Key Stage 2. Pupils make good progress in speaking and listening in Key Stage 1 and satisfactory progress in Key Stage 2. In all three subjects progress is variable across both key stages; being better in Year 2 and in Year 5.
- 4 National test results for pupils in Year 2 in 1997 indicate that the proportion of pupils achieving the expected level (Level 2) is below the national average in reading, writing and mathematics; teachers’ assessments in science indicate a similar picture. Results for pupils in Year 6 in 1997, indicate the proportion of pupils who achieve the expected level (Level 4) is in line with the national average in English, mathematics and science. Pupils’ attainment at the end of Key Stage 1 reflects these test results in mathematics and English but pupils’ attainment is better in science. Here, the coordinators have had a major input into teachers’ planning at Key Stage 1 which has helped to raise standards. At the end of Key Stage 2, pupils’ attainment is in line with test results in all three subjects.
- 5 By the end of Key Stage 1, pupils’ attainment is in line with the national expectation in speaking and listening, but below in reading and writing. All pupils listen well and can use vocabulary with precision. When reading from scheme books, most pupils are accurate, expressive and fluent, but find difficulty in predicting how a story might end. Many pupils have limited strategies to help them read unfamiliar words, and as a result lack confidence in this aspect. The majority of pupils cannot write more than a few sentences unaided; they mix up upper and lower case letters and their spelling of simple words is unreliable. By the end of Key Stage 2, pupils’ attainment is in line with the national expectation in speaking and listening, reading and writing. Pupils listen well and show the ability to develop their ideas thoughtfully, describing events and conveying opinions clearly. Average attaining pupils are able to establish meaning from reading their books and are competent in reading for information. Most pupils have a neat, legible style of handwriting and many are able to write stories of length where they express their own ideas.

- 6 In mathematics, by the end of Key Stage 1, pupils' knowledge and understanding of number, measures and shape is at the expected level for their age but pupils' use of mathematical language is limited. Mental recall of number bonds to ten and understanding of simple fractions is satisfactory. However, the majority of pupils are unsure of which is the correct mathematical operation to use in solving problems. By the end of Key Stage 2, many pupils are confident with mental recall of their tables to 10 and can multiply and divide large numbers. The higher attaining pupils have satisfactory strategies for solving problems and can explain their reasoning. The majority of pupils have a sound knowledge of aspects like symmetry, probability, fractions, angles, decimals and graphs. Data handling skills are satisfactory and in many instances are developed with the help of appropriate computer programs. Across the school there are limited opportunities for pupils to apply their mathematical knowledge in practical situations and as a result, their skills in this area are under-developed.
- 7 In science, by the end of Key Stage 1, with support from the teacher, pupils can make predictions, conduct simple experiments to make measurements and draw conclusions from their results. They have achieved satisfactory levels for their abilities in scientific knowledge and understanding. However, by the end of Key Stage 2, pupils have not been presented with a satisfactory range of opportunities to experiment practically. Pupils' knowledge of the natural world, materials and their properties and the physical world is satisfactory, but pupils' abilities in the investigative aspect of science are under developed, and many pupils find difficulty to effectively plan their own investigations. Skills of testing, controlling and changing variables, and drawing conclusions from their results are limited. The school is taking steps to improve the quality of investigational work but this has not been successfully integrated into planning and teaching in all classes.
- 8 In geography, history, music, physical education(PE) and information technology (IT) pupils' attainment at the end of both key stages is in line with national expectations. In art at the end of Key Stage 2 and in design and technology (DT) at the end of both key stages pupils' attainment is above national expectations. Pupils' attainment in religious education (RE) at the end of both key stages is in line with the level expected by the locally agreed syllabus.
- 9 Overall, in both key stages, pupils of all abilities make satisfactory progress in relation to their capabilities in nearly all subjects. The exceptions are in art in Key Stage 2 and in DT across both key stages, where progress is good. In art at Key Stage 2, pupils learn to record their observations confidently, showing increasing control in a wide range of media. In DT at Key Stage 1, pupils use their knowledge of how every day things work in designing and making their own models. This is built on in Key Stage 2 as pupils further develop their design and making skills. They have developed good skills in evaluating their models and are able to say how they would modify them to improve them. Overall, pupils make consistently good progress in Year 5, but progress in reception classes and in a minority of Key Stage 1 classes is unsatisfactory.
- 10 Across the school, pupils' literacy skills are given sufficient emphasis. Pupils' abilities in reading are effectively used in other subjects. There are opportunities to read for information in history, geography and science. The learning in many subjects is enhanced by opportunities to research through reading. Pupils use their writing skills appropriately in a number of subjects, for example, in history, science and RE. Numeracy skills are used adequately to classify, compare and measure in several subjects. Examples were seen in science, geography, art, IT and DT.

- 11 The vast majority of pupils' have good attitudes towards learning; and this makes a positive contribution to the progress they make. This is a strength of the school. They are enthusiastic when motivated, and have a good capacity to concentrate for long periods. Most pupils behave well in lessons and around the school, responding well to the school's discipline policy. Occasionally, in Key Stage 1, a small number of pupils in a minority of classes do not respond to the behaviour policy and indulge in unsatisfactory behaviour, particularly when the teaching is not challenging. When presented with opportunities to show initiative, pupils respond positively around school and in classrooms. Relationships between pupils are good, and pupils play together harmoniously at breaktime, but over-enthusiasm in some cases leads to boisterous play. One fixed period exclusion was imposed during the 1996-97 school year but this has risen in the current year to one fixed and one permanent exclusion.
- 12 In one half of the lessons observed the teaching was satisfactory, it was good in one third, being very good in one twelfth, but unsatisfactory in one seventh and occasionally poor. Teaching for children under five is unsatisfactory. In one half of the lessons seen, the teaching was judged to be unsatisfactory and occasionally poor, in the remainder it was satisfactory with one lesson of good quality. All of the unsatisfactory teaching was in the reception classes; where as, all of the teaching observed in the nursery class was judged to be satisfactory. In Key Stage 1, in the lessons seen, the teaching was judged to be good in one quarter; it was satisfactory in over one half but unsatisfactory in one fifth. Nearly all of the unsatisfactory teaching took place in one classroom. The picture in Key Stage 2 is better. The teaching was satisfactory in just over one half of the lessons seen; it was good in one third and very good in one seventh. Unsatisfactory teaching rarely takes place; and in one lesson the teaching was judged to be excellent. Consistently good teaching was seen in Year 5 classes and in the teaching of history, geography and art in Key Stage 2.
- 13 Across the school, the best lessons are well planned, cater for the needs of all pupils, have a clear purpose, include challenging activities and incorporate a variety of tasks. In such lessons teachers have high expectations of pupils, know what they have previously achieved, and build upon this. Praise is used well and teachers have built up good relationships with pupils, creating an industrious working atmosphere. Often, in unsatisfactory lessons, in classes for younger pupils in Key Stage 1, the management of pupils is weak and they do not complete the task. A minority of pupils do not listen carefully and are unsure about what they have to do. In other unsatisfactory lessons, expectations of what pupils can achieve are not high enough and the planning lacks clear objectives of what pupils are to learn. Consequently, the progress pupils make is unsatisfactory, as little learning takes place.
- 14 There are ten pupils with a statement of SEN, who receive appropriate one-to-one support in the classroom. The quality of this teaching is satisfactory and pupils have access to all areas of the curriculum. Help for these pupils is also provided by visiting teachers, this support is effective. Non stated pupils with SEN are taught by teachers taking them out of class in small groups. This arrangement is effective and aids the progress they make. The teaching these pupils receive is of a satisfactory quality and helps them make progress towards the targets set for them in their Individual Education Plans.
- 15 Homework is used appropriately to support the work in classrooms, particularly in promoting the development of reading and number work. Although the reading diary provides good opportunities for a link between home and school, it is not used consistently, and there are missed opportunities for teachers and parents to make constructive comments on pupils' progress. In many cases no comment at all is made.

- 16 Overall, the curriculum is broad and balanced, it covers all areas of learning for children under the age of five and all subjects of the National Curriculum. Pupils are adequately prepared for the next stage in their education. Statutory requirements are met in religious education and a planned programme of personal, social and health education includes arrangements for sex education and raising pupils' awareness of the dangers of misusing drugs. The school has produced satisfactory policies for all subjects, and schemes of work are being reviewed. At present, the majority of schemes lack sufficient detail and guidance to be of help to teachers in planning work, for example, in English and history. Good schemes exist for information technology, design and technology, and music. The curriculum is enriched by class visits and visitors into school. There is also a satisfactory programme of extra-curricular activities well organised by fourteen teachers, in which over one hundred pupils enthusiastically take part. Appropriate opportunities are provided for pupils to play in competitive matches.
- 17 Satisfactory systems of assessment and record keeping are in place but are effective in only a minority of subjects. In these subjects, assessment is adequate in most aspects and gives a sufficiently detailed record of pupils abilities, particularly in reading, mathematics and science, where pupils are regularly tested. Although there are systems in place, this information is not always used effectively in planning work for all levels of ability in the majority of classrooms. This was the case in some aspects of English and mathematics where work given is not challenging at times, especially for higher attaining pupils. Samples of work are kept and portfolios are being developed. However, this work does not indicate the National Curriculum levels the pupils have achieved, therefore limiting its value in judging pupils' progress.
- 18 Generally, the school has a caring ethos and provides pupils with a safe, secure environment in which to work and develop. There are satisfactory procedures in place for pupils' welfare, support and guidance. The vast majority of teachers know their pupils well, support them, and encourage them with their work. In a small minority of classes, the teacher controls pupils negatively, for example, by shouting, and there is not a relaxed atmosphere. In these classes, less confident pupils do not respond positively, or effectively take part in the discussion; this limits the progress these pupils make. As a result, this does not create satisfactory relationships between teachers and pupils and, at times, there is a lack of sensitivity to, and respect for pupils' feelings. A satisfactory child protection policy is in place and the school's health and safety procedures are good. No incidents of bullying were seen during the inspection and in discussion with pupils was not noted as a concern. However, instances of boisterous play are not always dealt with effectively at lunch times and in such small playgrounds can be potentially hazardous. Arrangements for induction of children into school, and transfer from school are satisfactory. Pupils for whom English is an additional language (EAL) receive support from visiting specialist teachers. This provision is unsatisfactory due to ineffective teaching, and in many instances the groups are too large. In such groups the majority of pupils are pupils with special educational needs (SEN) who need a great amount of the teacher's time. This reduces the amount of time the teacher is able to spend with EAL pupils. The school is aware of this and has taken action to remedy this situation. Provision for these pupils within their own classroom is satisfactory.

- 19 The school has satisfactory links with its parents and the community. Parents receive regular, informative newsletters about events in school and information about what pupils are doing in their lessons. However, annual reports do not consistently give a clear picture of pupils' achievements. A number of parents provide effective help in classrooms and most parents provide adequate support for pupils with their homework. The school has a small group of parents who play a valuable part in organising social and fundraising events which have provided important resources, for example, books. Local business and industrial links are more difficult to secure, but opportunities are taken as they arise. The school library was extended with funds from a local business, and the local enterprise council helps to pay for some school visits.
- 20 Provision for pupils' spiritual, moral and cultural development is satisfactory and good for social development. Assemblies, and religious education contribute appropriately to pupils' spiritual development. They are encouraged to think about how their actions can influence others and they reflect on their own feelings during moments of prayer. However, opportunities to develop a deeper understanding of spiritual values are sometimes missed in school assemblies. Social development is good and pupils readily accept responsibility, as for example, in helping around the school. They show respect for each other and for property, work well collaboratively and act responsibly for example, when taking registers and messages to the office. Pupils are trustworthy, know right from wrong and the vast majority respond well to school guidance. Pupils gain an appreciation of culture through history, geography, art, dance and music and multi-cultural awareness through religious education and geography.
- 21 The management of the school is sound and all statutory requirements are met. A conscientious, committed headteacher provides effective leadership and has a clear vision for the school. In the eight terms since her appointment, she has successfully promoted a number of initiatives which are beginning to improve the learning environment. She is supported by a newly formed senior management team, particularly by a hard-working and capable deputy who shows high levels of commitment. Although they are effective in terms of their teaching, their management roles and responsibilities of most team members do not contribute sufficiently well to the main areas of development for raising standards, such as providing a long term curriculum review plan or formally monitoring the quality of teaching and learning. Although there is a system in place to monitor the teaching this has not been successful in significantly improving the situation in some classrooms. The governing body share in the process of development effectively by being supportive, through regular discussions with management and a committee structure. Whilst the budget is carefully monitored, there is a heavy reliance on information from the headteacher in evaluating the effectiveness of spending. The development plan has an appropriate form but too many short term priorities makes it difficult to manage effectively. The school has a positive ethos and the majority of classrooms have a commitment to high achievement, provide an effective learning environment and promote equality of access and opportunity.
- 22 Overall, the school uses the money it receives efficiently. Funding is effectively allocated to appropriate priorities identified in the development plan. Prudent and accurate budgeting has ensured that the school has maintained levels of teaching staff and resources which are favourable. Day-to-day financial control is good due to the efficiency of the administrative staff; the recommendations of a recent auditor's report have been implemented. The use of teaching and non-teaching staff is sound, and coordinators work hard developing their subject and supporting staff. However, the effectiveness of the majority is limited by a lack of expertise and opportunity to monitor the teaching of their subject. Good coordination has taken place in science. Overall, accommodation and resources are used efficiently.

- 23 The number of teaching staff for under fives and in mainstream school is adequate and allows the curriculum to be effectively taught. All teachers are qualified and have added to their expertise by attending relevant in-service courses. They are hard working and support one another well in curriculum matters. The average level of non-teaching support provides satisfactory help for pupils. There is sufficient accommodation of good quality to allow the curriculum to be effectively delivered. However, the library is too small for whole class teaching. The outdoor playground facilities are barely adequate for the number of pupils, but do provide satisfactory facilities for outdoor games. They are very congested at breaks and there is little for pupils to do. The school has taken advice and has plans to improve this. Colourful displays enhance the learning environment and the school has high standards of cleanliness and repair. Resources in most areas of the curriculum are at least satisfactory, and are good for PE, IT and music. Resources for under fives and SEN are satisfactory.
- 24 In terms of the low amount of money the school receives, the quality of education provided and the sound standards achieved, the school gives satisfactory value for money.

Key issues for action

25 *In order to raise standards and to further develop the work of the school the governing body, headteacher and staff should:-*

I). Raise pupils' attainment in English and mathematics at the end of Key Stage 1 by:

- i. improving pupils' skills in spelling, the use of punctuation and handwriting;
- ii. providing pupils with a wider range of strategies to give them confidence in reading unfamiliar words;
- iii. further developing pupils' use of mathematical language and their ability to solve problems.

II). Improve the overall quality of teaching across the school, and eliminate all instances of unsatisfactory and poor teaching in Key Stage 1 and for children who are under five by:

- i. raising teachers' expectations of what pupils can attain;
- ii. recognising differing abilities and making appropriate provision for them, particularly higher attaining pupils;
- iii. further development and implementation of current schemes of work, and assessment and recording procedures to help support teachers in their planning;
- iv. making sure lesson plans consistently identify precisely what pupils are to learn;
- v. broadening the emphasis of the curriculum to include more opportunities for pupils to use and apply their mathematical knowledge in everyday situations and their experimental and investigative skills in science;

and further in a minority of classes by:

- vi. providing a more supportive learning environment fostered by sensitivity to, and respect for pupils by teachers;
- vii. improving the teacher's ability to manage pupils' behaviour more effectively.

III). Further improve the management through:

- i. implementing a more systematic, formal approach to the monitoring of teaching; incorporating the setting of clear targets for improvement to guide teachers;
- ii. improving the effectiveness of coordinators through a managed programme to provide them with the time and skills necessary to monitor the teaching in their subjects, and spread good practice;
- iii. revising the roles and responsibilities of the management team to address the key areas of development.

IV). Improve the existing arrangements for the supervision of pupils at lunch-time by:

- i. developing existing facilities and providing pupils with more opportunities for constructive play;
- ii. eliminating any instances of boisterous play.

V). Revising the current provision for pupils for whom English is an additional language by:

- i. raising the quality of the teaching they receive;
- ii. ensuring the support is targeted specifically to meet the demands of these pupils.

Introduction

Characteristics of the school

- 26 Walverden County Primary School provides education for pupils in the 3 - 11 age range. There are 460 pupils in the main school: 242 boys and 218 girls. There is a nursery with 51 part-time children. The school is situated near Nelson and serves the needs of families who have moved into this central town area. There is a variety of ethnic backgrounds, one third of pupils have a parent of another culture.
- 27 There is a mixture of rented and private accommodation. Pupils come from mainly from terraced houses, a large number of which have been recently renovated. The area has a higher crime rate than the national average. The school has good links with the support agencies.
- 28 Forty four pupils have Special Educational Needs(at Level 2 or above on the Code of Practice), there are 10 pupils with a Statement of Special Needs. A further 33 have been identified at Level 1 of the Code of Practice. At present there are 219 pupils (48%) who are eligible to a free school meal, which is well above the national average. Children's attainment on entry to the nursery is well below the nationally expected level for their age.

Aims and values

- 29 The school aims to :
- provide a caring atmosphere in which children feel happy and secure.
 - foster strong links between home, school and community.
 - create an ordered, disciplined environment at all times.
 - encourage and respect the views of all adults and children in school.
 - provide within the framework of the National Curriculum a broadly-based and balanced programme of study whereby children gain independence of thought and willingness to work cooperatively.
 - help all children achieve their full potential in all areas of school life.
 - develop respect for the environment and property.
 - develop pride in the reputation and appearance of the school and its surroundings, along with an appreciation of environmental issues at a local and global level.
 - further the physical development of each child and encourage a feeling of team spirit and a united effort.

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
1997	34	26	60

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Number of pupils at NC Level 2 or above	Boys	25	24	28
	Girls	17	18	19
	Total	42	42	47
Percentage at NC Level 2 or above	School	70	70	78
	National	80 (78)	80 (79)	84 (83)

Teacher Assessments		Reading	Mathematics	Science
Number of pupils at NC Level 2 or above	Boys	24	26	28
	Girls	17	17	17
	Total	41	43	45
Percentage at NC Level 2 or above	School	68	72	75
	National	80 (78)	84 (82)	85 (84)

Attainment at Key Stage 2²

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

Year	Boys	Girls	Total
1997	40	30	70

National Curriculum Test Results		English	Mathematics	Science
Number of pupils at NC Level 4 or above	Boys	23	27	28
	Girls	17	19	18
	Total	40	46	46
Percentage at NC Level 4 or above	School	57	66	66
	National	63 (58)	62 (54)	69 (62)

Teacher Assessments		English	Mathematics	Science
Number of pupils at NC Level 4 or above	Boys	23	26	28
	Girls	17	17	19
	Total	40	43	47
Percentage at NC Level 4 or above	School	57	61	67
	National	63 (60)	64 (60)	69 (65)

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	7.05
	National comparative data	5.9
Unauthorised Absence	School	0.8
	National comparative data	0.5

Exclusions

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

	Number
Fixed period	1
Permanent	0

Quality of teaching

Percentage of teaching observed which is :

	%
Very good or better	8
Satisfactory or better	83
Less than satisfactory	17

PART A: ASPECTS OF THE SCHOOL

Educational standards achieved by pupils at the school

Attainment and progress

- 30 The attainment of most children entering the nursery is below that expected of children of this age. This is particularly true in speaking and listening skills where about a third of the children are learning English as an additional language. Overall, provision for children under five is unsatisfactory. Provision in the nursery is sound and children make satisfactory progress towards the nationally agreed Desirable Outcomes for their learning. This progress is not consistently sustained in the reception classes. The provision in the reception classes has significant weaknesses and a large majority of the children make unsatisfactory progress due to ineffective teaching. Consequently, by the time they reach compulsory school age in reception, their attainment is below the national expectation in all six areas of learning.
- 31 Pupils' attainment by the end of Key Stage 1 in English is below the national expectation. Pupils make satisfactory progress in reading and writing, and good progress in speaking and listening. Pupils' attainment by the end of Key Stage 2 is in line with the national expectation and progress is good in reading and writing and satisfactory in speaking and listening. Very good progress is made in Year 5. By the end of Key Stage 1, pupils' attainment is in line with the national expectation in speaking and listening, but below in reading and writing. Pupils of all abilities listen carefully, and most can speak confidently, answering questions or offering their views in a small group situation. In reading, most pupils read fluently and accurately but are not as competent in predicting outcomes. Many pupils do not look beyond the initial sound to work out a word they are not familiar with. Consequently, they lack confidence in reading unknown words. Average attaining pupils cannot write more than a few short sentences unaided, and capital letters and full stops are not always used appropriately. Spelling is unreliable and many pupils have not yet developed a satisfactory standard of handwriting. By the end of Key Stage 2, pupils' attainment is in with the national expectation in speaking and listening, and in reading and writing. Pupils listen well and show the ability to develop their ideas thoughtfully, describing events and conveying opinions clearly. Most pupils are independent readers and read fluently. Higher attaining pupils can talk about their favourite authors and say why they enjoy their books. Many pupils are competent in research skills. Pupils can adapt their style of writing to specific purposes such as instruction, factual or story writing. Higher attaining pupils organise their own thoughts well and write stories of a reasonable length with a plot, setting and characters. Progress in creative writing is good in Year 5, and most pupils are beginning to appraise their own work and improve it by re-drafting. The majority of pupils have developed a neat, legible, cursive style of handwriting. Spelling is generally accurate for many pupils.

- 32 Pupils' attainment in mathematics is below the national expectation by the end of Key Stage 1 and in line by the end of Key Stage 2. Pupils' progress is satisfactory in Key Stage 1 and good in Key Stage 2, particularly in Year 5. In Key Stage 1, pupils are competent in number and shape recognition but have a limited mathematical language. They have a satisfactory understanding of the place value of tens and units and can competently add two digit numbers. By the end of Key Stage 1, many pupils are unsure of which mathematical operation to use in solving problems. Most pupils know that a fraction is part of something and can identify a half of a shape. In Key Stage 2, younger pupils make satisfactory progress with number work, problems and measuring. By the end of Key Stage 2, pupils are confident with mental recall of their tables and can multiply and divide large numbers. Higher attaining pupils are developing their own strategies for solving problems and can explain their reasoning. Pupils make satisfactory progress in symmetry, probability, fractions, decimals, graphs and coordinates, reaching the level expected for their age. Data handling skills are satisfactory, and in many instances are developed with the help of appropriate computer programs. Across the school there are limited opportunities for pupils to apply their mathematical knowledge in practical situations, and as a result, their skills in this area are under-developed.
- 33 In science, pupils make satisfactory progress and their attainment is in line with the national expectation by the end of both key stages. In Key Stage 1, younger pupils are developing a satisfactory scientific approach and exhibit skills in observation and communicating their findings. By the end of Key Stage 1, with teacher support, pupils can make predictions, conduct simple experiments to make measurements, and draw conclusions from their results. They have achieved appropriate levels for their abilities in scientific knowledge and understanding. By the end of Key Stage 2, pupils have not been presented with a satisfactory range of opportunities to experiment practically. Pupils' knowledge of the natural world, materials and their properties, and the physical world, is satisfactory but pupils' abilities in the investigative aspect of science are under-developed and many pupils find difficulty in effectively planning their own experiments. With teacher support, pupils recognise the need for a fair test and can plan and carry out experiments selecting relevant equipment. They use satisfactory prediction skills, can test their predictions, and present their results in table form. Skills of testing, controlling and changing variables, and drawing conclusions from their results, are limited.
- 34 Test results for those pupils in Year 2 in 1997 indicate that the proportion achieving the expected level (Level 2) is below the national average in reading, writing, and mathematics and teachers' assessments indicate a similar picture in science. Evidence from the inspection broadly supports these results. However, in science, pupils' attainment is better than test results indicate, due to the consolidated effort made by the coordinators who have effectively supported colleagues at Key Stage 1 in their planning. Results for pupils in Year 6 indicate the proportion of pupils who achieve the expected level (Level 4) is in line with the national average in English, mathematics and science. Evidence from lessons seen, from examining samples of pupils' work, and from testing pupils supports these results.
- 35 In history, geography, music, information technology (IT) and physical education (PE) pupils' level of attainment at the end of both key stages is in line with national expectations. The exception is in art at the end of Key Stage 2 and in design and technology (DT) at the end of both key stages where pupils' attainment is above national expectations in both subjects. Pupils' attainment in religious education at the end of both key stages is in line with the locally agreed syllabus.

- 36 Overall, pupils of all abilities make satisfactory progress in relation to their abilities in nearly all subjects. In Key Stage 2, pupils' progress in art is good, and in DT, where progress is good in both key stages. Pupils with special educational needs make satisfactory, and at times good progress, towards the targets set for them in their individual education plans. Pupils who have English as an additional language make satisfactory progress in their class lessons. However, when withdrawn by visiting teachers for specialist help, their progress is unsatisfactory due to ineffective teaching.
- 37 Across the school, literacy is given sufficient emphasis. The satisfactory level of reading is effectively utilised in work in other subjects. There are opportunities to read for information in history, geography and science. The learning in many subjects is enhanced by opportunities to research through reading. Pupils use their writing skills appropriately in other subjects, for example, history, geography, science and religious education (RE). Numeracy is used adequately to classify, compare and measure in several subjects, examples were seen in DT, IT, science, geography and art.

Attitudes, behaviour and personal development

- 38 The social and personal development of the under fives is generally promoted appropriately. Most children concentrate and persevere at their work. In the nursery, children work well alongside other children, share resources and wait their turn. They are very kind to each other, and are polite and helpful to their teachers and visitors. On the whole, most children behave well. However, in the reception classes, when activities lack challenge or are inappropriate for the children's age and abilities, they become restless and noisy. In lessons, the response of children who are under five was disappointing; being good in one third of lessons but in one quarter of lessons their response was unsatisfactory.
- 39 The good attitudes towards learning which the great majority of pupils have is a strength of the school and makes a very positive contribution to pupils' progress. This is particularly so at Key Stage 2, where in over two thirds of the lessons observed, pupils' response was good and in no lessons was it less than satisfactory. At Key Stage 1, in one third of lessons it was good, whilst one in ninth it was unsatisfactory. Most pupils are very enthusiastic, attentive, and responsive. They concentrate well, sustain their efforts for long periods of time and work effectively as individuals and with others. The poor response in some lessons is due to weak classroom management by the teacher, low expectations or inappropriate tasks, resulting in pupils losing interest.
- 40 The behaviour of pupils in and around the school is good. Movement along corridors and the steep and narrow stairways is orderly and unhurried. Pupils are friendly, open in their attitudes, courteous and inquisitive. They are many smiling, welcoming faces among them. However, in Key Stage 1, in a minority of classes, a significant proportion of pupils indulge in unsatisfactory behaviour and do little work. This is mainly when the teaching is not challenging. Pupils' respect for property is manifest in the clean appearance of the school, the careful way in which equipment is handled, the absence of graffiti and in the pristine condition of the many colourful displays of artwork and photographs which enhance the school's environment. Pupils play together harmoniously at breaktime but sometimes with an enthusiasm which eventually deteriorates into over-boisterous and dangerous behaviour. Relationships between pupils are good, relaxed, considerate and caring. Pupils' relationship with teachers are generally good but in a small minority of instances are uneasy and in need of improvement. Pupils' attitudes towards other adults, including visitors, is warm and friendly. One fixed period exclusion was imposed during the 1996-97 school year but this has risen in the current year to one fixed and one permanent exclusion.

- 41 Pupils willingly accept responsibilities when given the opportunity and carry them out effectively. All classes have monitors who effectively help the teacher in a variety of tasks. Each class provides an interesting, well organised school assembly once a year. Pupils from Year 6 provide useful help in the dining room with the younger pupils, chaperoning them carefully and protectively with their meals. Monitors successfully supervise corridors, school entrances and internal doors, to assist orderly movement around the school. Year 6 pupils also assist effectively with infant classes at lunchtime. Key Stage 2 pupils are allocated to one of four Houses and each one has a boy and a girl as captains and vice captains. Pupils readily show their initiative. Visitors to the school assemblies are attended to very courteously without prompting or guidance from staff for example, in being shown where to sit. Personal research and study skills are limited by the restricted library facilities but are used appropriately in subjects such as history, geography and science.

Attendance

- 42 The attendance rate at the school in the 1996-987 academic year is broadly in line with the national average. Authorised absence is below the national average, whilst unauthorised absence is slightly above the national average. The introduction of 100% attendance certificates, an attendance trophy and draws for a monthly and an annual prize have contributed to a rise in attendance. Classes begin and end on time and the vast majority of pupils are punctual.

Quality of education provided

Teaching

- 43 In the lessons seen, the teaching was satisfactory in one half of lessons; good in one third and very good in one twelfth. However, unsatisfactory teaching occurs in one seventh of lessons, with an occasional poor lesson.
- 44 Teaching for under fives is unsatisfactory. In one half of the lessons seen the teaching was judged to be unsatisfactory and occasionally poor, in the remainder it was satisfactory with one lesson of good quality. The unsatisfactory teaching seen was in the reception classes, all the teaching in the nursery class was judged to be at least satisfactory. In Key Stage 1, in the lessons seen, the teaching was judged to be good in one quarter; it was satisfactory in over one half, but unsatisfactory in one fifth. Nearly all of the unsatisfactory teaching took place in one classroom. The picture in Key Stage 2 is better. The teaching was satisfactory in just over one half of the lessons seen; it was good in one third and very good in one seventh. Unsatisfactory teaching rarely takes place; and in one lesson, the teaching was judged to be excellent. Consistently good teaching was seen in Year 5 classes and in the teaching of history, geography and art in Key Stage 2.

- 45 The best lessons are successful in motivating all pupils, and as a result they make good progress with their learning. These lessons are well planned, cater for the needs of all pupils, have a clear purpose, include challenging activities and proceed at a good pace. Teachers have high expectations of what pupils can do and how to behave. Discussion and questions are used well to challenge pupils' thinking and check their understanding. Good use is made of pupils' own experiences which make the lesson more meaningful. For example, in a Year 5 DT lesson, pupils skilfully evaluated the pencil cases they had designed and made, reflecting carefully on their work. In a Year 5 group reading lesson, pupils enthused at the challenging task and the teacher successfully developed the lesson creating a relaxed, adult atmosphere where pupils' reflected positively on one another's ideas.
- 46 In unsatisfactory lessons, clear objectives of what pupils are to learn are not set. In these lessons, teachers' management of pupils' behaviour is weak, pupils are expected to work for too long on the same activity, and work is not matched to their age and ability. Little account is taken of pupils' experiences and ideas and at times, use is not made of knowledge they bring. For example, in a history lesson about the Pilgrim Fathers, the lesson preparation was poor, with inadequate resources to support the teaching, the teacher lacked knowledge of the subject, and the expectations of pupils was low. Consequently, pupils did not understand what they had to do; misbehaved and did little work. In a lesson when pupils were studying teeth, the task was not matched to their abilities and the teacher did not effectively intervene with relevant questions as pupils worked, limiting the progress they made.
- 47 The majority of teachers have a secure knowledge and understanding of the subjects they teach, and the planning that teachers do is satisfactory and generally gives effective coverage, balance and breadth of the National Curriculum. However, in a minority of classes the planning does not consistently identify precisely what the teacher expects the pupils to learn, and thus the work does not build on previous learning, for example, in English. Teachers plan long-term for a period of weeks and this is particularly effective in most year groups where teachers plan together. A lack of detailed schemes of work in some subjects makes planning for continuity of teaching and progression of pupils learning less secure, as is the case in history and geography. There is good continuity between those lessons that are part of a series, particularly in science lessons.
- 48 Management of pupils in the majority of classrooms is good, especially the discipline. A variety of teaching methods are effectively used to create an industrious learning environment. In a minority of classes, the teacher controls pupils negatively, for example, by shouting, and there is not a relaxed atmosphere. In these classes, less confident pupils do not respond positively, or effectively take part in the discussion, which limits their progress. This does not create satisfactory relationships between teachers and pupils and, at times, there is a lack of sensitivity to, and respect for pupils' feelings. Praise and encouragement are effectively used by most teachers, to motivate pupils and enhance their learning. In most classes, individual teaching of pupils is effective, encouraging and supporting pupils, who make progress as a result. Teachers use their time well and pupils do not waste time waiting to see the teacher. When non teaching support staff or parent helpers are present they are used effectively and promote pupils' learning.
- 49 Homework is used appropriately to support the work in classrooms and helps in promoting the development of reading and number work. However, the reading diary does not provide an effective link between home and school and there are missed opportunities for teachers and parents to make constructive comments on pupils' progress. Parents are happy with the amount of homework given and expressed this view at their meeting with inspectors.

- 50 There are ten pupils with a statement of SEN, who receive some one-to-one support in the classroom. The quality of this support is satisfactory and pupils have access to all areas of the curriculum. Individual education plans (IEPs) exist for all pupils who are at Stage 2 and above on the SEN register. They are well planned and structured and identify appropriate and realistic goals. Support for these pupils is also provided by visiting teachers, this support is effective.
- 51 Non statemented pupils with SEN receive support from teachers by taking them out of class in small groups. This support is of a satisfactory quality and aids the progress they make.

The curriculum and assessment

- 52 Overall, the school provides a balanced and broadly based curriculum covering all six areas of learning for children under the age of five and all the subjects of the National Curriculum for pupils at both key stages. Statutory requirements are met and the locally agreed syllabus for religious education is implemented. There is a satisfactory policy for sex education and the school teaches health education and of the dangers of misusing drugs, as part of a planned programme of personal and social education. The provision for arts is satisfactory.
- 53 The curriculum enables pupils to make progress as they move through the school. It places strong emphasis on the teaching of literacy and numeracy, with teaching support appropriately targeted at raising pupils' achievements in reading. This is proving to be beneficial in Key Stage 2. In mathematics and science there are too few opportunities for pupils to use and apply their skills in practical situations. Pupils have equal access to the curriculum, but it does not always meet the needs of higher attaining pupils, for example, in English and mathematics. There is satisfactory provision for pupils with special educational needs. The curriculum successfully meets the needs of pupils for whom English is an additional language while they are with their class teacher, but the language support given to these pupils by visiting teachers is unsatisfactory. The school prepares pupils adequately for the next stage of their education, ensuring, for example, that they have good library skills.
- 54 There are satisfactory policies in place for all subjects, and schemes of work are being reviewed; but the quality of schemes of work is variable as the guidance these give to teachers in their planning is inconsistent. The majority lack sufficient detail, for example, English and history. There are good schemes for information technology, design and technology and music; in religious education, the coordinator helps teachers with their medium term plans. In other subjects, however, the assistance given to teachers is less effective. As a result they do not all identify clearly what they expect pupils to learn, and thus do not have clear objectives against which to assess pupils' progress. Consequently, a minority of teachers do not always build sufficiently on pupils' previous learning, especially for higher attaining pupils.
- 55 The curriculum is successfully enriched with visits, for example, to the Manchester Museum of Science and Industry and to Nelson library. Visitors include a local watercolour artist who effectively shared his expertise with older pupils. There is a satisfactory range of extra-curricular activities which supports the work of the school. More than twenty pupils enthusiastically take part each time in sessions for netball, football and library clubs, and other activities, such as the choir and the craft club, have more than ten pupils taking part in each session. Fourteen members of staff are involved. Sports teams also compete against other schools.

56 Satisfactory systems of assessment and record keeping are in place but are effective in only a minority of subjects. In these subjects, assessment is adequate in most aspects and gives a sufficiently detailed record of pupils' abilities, for example, in mathematics and science, where pupils are regularly tested. There is an effective system for assessing pupils' attainment on entry to the school and some satisfactory systems of assessment, such as reading tests, for pupils as they move through the school. The results of these are used well to help teachers group pupils and to identify those who need extra support. There are adequate arrangements for the end of key stage assessments in English, mathematics and science. However, pupils' official school records contain only examples of work in English and mathematics, and for Key Stage 1 only in English. These samples are not given National Curriculum levels which limits their value as tools to judge pupils' progress. No samples are kept in science. In other subjects, assessment is left largely to individual teachers at the end of lessons. The quality of these evaluations is inconsistent and do not give a clear picture of pupils' achievements. The majority of teachers do not make sufficient use of the results of assessment in planning future learning. The link between assessment and planning is not sufficiently clear, and the majority of teachers' expectations of higher attaining pupils are not high enough, for example, in mathematics and English. Planning to provide appropriate challenges for all abilities is not secure. There is a clear marking policy emphasising positive feedback, and although a minority of staff make constructive comments, this policy is not consistently applied.

Pupils' spiritual, moral, social and cultural development

57 The school makes good provision for pupils' social development and satisfactory provision for their spiritual, moral and cultural development.

58 Through assemblies and religious education, the school provides pupils with insights into values and beliefs. The pattern of assemblies ensures that major festivals, such as Easter, Eid and Ramadan are celebrated. The quality of assemblies is variable. In some, a clearly articulated theme is explored, with opportunities for reflection. One such assembly, with sensitivity, explored the theme of compassion and used 'Candle in the Wind' as a final inclusive act for spiritual reflection. In other assemblies, however, opportunities for reflection are missed as pupils' attention is directed towards popular culture. Assemblies often lack background music to create mood and the act of collective worship is sometimes dealt with too briefly. Hymn practices do provide opportunities to celebrate beliefs. The religious education (RE) syllabus plays a major part in developing spiritual awareness, and also contributes significantly to moral, social and cultural provision. In Key Stage 1 pupils explore feelings of sadness and joy; in Key Stage 2, they write about their own 'special journey'. In one design technology lesson, pupils were encouraged to reflect upon their successes.

59 The school clearly teaches pupils the difference between right and wrong. The behaviour policy sets out clear guidelines. Issues are explored within assemblies; for example, 'helping others'. A reward system places an appropriate emphasis on good behaviour. Currently opportunities to explore moral themes are somewhat limited, being mainly found in RE and, to a lesser extent, within personal and social education. The school has identified the need to involve all pupils in developing classroom codes of conduct.

60 The school successfully promotes good relationships between all pupils. They are encouraged to choose partners for activities and work collaboratively. The house points system rewards pupils for a range of attributes, including their relationships. Inter-house sport further develops notions of competitiveness within a framework of fair play. Pupils are encouraged to take responsibility in the library, dining hall and corridors. Each year, pupils are encouraged to help with charitable fundraising; for example, 'Fundraising for young athletes'. Pupils in Year 6 have independent access to the library. The school is involved in the community. Pupils take part in the 'Pendle Festival' and visit the elderly at home. Such activities make a good contribution to the development of citizenship.

- 61 Opportunities are provided to help develop pupils' cultural awareness. Visits to museums, such as the Manchester Transport Museum help develop a sense of heritage. Visiting musicians, the study of Lowry's paintings and local studies in history and geography, encourage an understanding of cultural traditions. Extra-curricular activities, such as the choir, support this. The school places an important emphasis on respecting all cultural traditions within the local community. Visiting speakers, from various faiths are invited into school. A successful 'multi-cultural music day' was held earlier in the school year. Within the curriculum, the study of contrasting localities provides opportunities to investigate differing cultures, such as Caribbean, through the topic on St. Lucia. Pupils are given a sound knowledge of their own local culture through history and geography.

Support, guidance and pupils' welfare

- 62 The school has adequate procedures for pupils' support and guidance. It provides a safe and secure environment in which most pupils develop well. However, the support and guidance it generally provides so well is impaired by an unsatisfactory relationship between a small minority of teachers and their pupils, which is characterised by a lack of respect and, at times, the absence of sensitivity towards the feelings and needs of those pupils.
- 63 There are satisfactory procedures for monitoring academic progress and personal development, but these are newly devised and have yet to be fully implemented to be effective. The current procedures suffer from inconsistent application by teachers and variation in the information provided from one year to the next. The school does not have a formal code of conduct, but its behaviour policy is satisfactory and is based on a system of rewards and sanctions. At present, this is under review, with the major aims of introducing more positive encouragement of good behaviour and a set of school rules which will be displayed in all classrooms. Current procedures are satisfactory and are consistently and effectively implemented by all staff. Each classroom has a book which records transgressions of the rules. Procedures for monitoring and promoting attendance are good. The electronic registration system is used very effectively to provide a variety of analyses relating to individual and group attendances and punctuality over different periods of time, which are used by the school's education welfare officer (EWO). The EWO visits the school each week and enjoys a productive working relationships with its staff.
- 64 The school effectively follows the child protection procedures devised by the local authority. The policy guidelines are satisfactory and are based upon these procedures. The headteacher carefully maintains detailed records of staff concerns and of incidents relating to child protection. The school has a designate person responsible for child protection who has had appropriate training enabling her to carry out her role purposefully. The staff are alert to their responsibilities and are kept well informed. The school is appropriately served by a number of external agencies which support the school's welfare and guidance systems and procedures. Support for pupils with SEN is satisfactory. Arrangements for induction of children into school, and transfer from school are satisfactory. No incidents of bullying were seen during the inspection, and in discussion with pupils it was not noted as a concern. However, instances of boisterous play are not always curbed immediately by lunchtime supervisors, resulting in a potentially hazardous situation, especially to the younger pupils. Pupils for whom English is an additional language (EAL) receive support from visiting specialist teachers. This provision is unsatisfactory due to ineffective teaching, and in many instances the groups are too large. In such groups, the majority of pupils are pupils with SEN who need a great amount of the teachers' time. This reduces the amount of time the teacher has available for EAL pupils. The school is aware of this and has taken action to remedy this situation. Provision for these pupils within their own classroom is satisfactory.

- 65 Arrangements for health and safety are good. A health and safety representative effectively carries out regular risk assessments of the school accommodation. Records indicate that rigorous inspections, involving the chair of governors, are held each year. A very recent audit carried out by the Local Authority's health and safety officer complimented the school on its safety awareness. It did, however, express serious concern about playground congestion. Good provision is made for first aid, and ten members of the staff are trained first aiders.

Partnership with parents and the community

- 66 The school's partnership with its parents and the community is satisfactory. Information for parents is well presented and comprehensive. The school prospectus mentions the rates of authorised and unauthorised attendance and meets statutory requirements. A regular newsletter keeps parents well informed of the school's activities and about what pupils are doing in their lessons. Appropriate induction meetings are held for parents of new pupils, and the governors provide an thorough annual report to parents.
- 67 Parents are given the opportunity to discuss their child's progress at two parents' evenings and staff are readily available at the end of school each day to talk with parents. The school's policy towards parents is genuinely 'open door.' The pupils' annual school report has been revised and provided with a more attractive format but it remains lacking in subject specific details and fails to set future targets. Parents consider themselves kept well informed about what is taught and about their child's progress. Parents are encouraged to offer their help and expertise in classrooms and a number do attend each week, including grandparents and governors, providing a good source of support for pupils. Parents also support teachers well on school visits and help with homework. A small but energetic number of parents meet at the beginning of the year to decide fund raising activities for the year. These events are well supported. A recent summer fair, for example, raised £1500 and a 'readathon' over £1000. This has helped provide valuable resources, for example, books.
- 68 Links with the local community are satisfactory and developing. Industrial links are difficult to secure, but opportunities are taken as they arise. Liaison with the local secondary schools is generally good and transfer arrangements are satisfactory. The school benefits from extra support when it provides placements for student nursery nurses, initial teacher training students and work experience for pupils from local high schools. The local college of further education has effectively mounted a course for parents on 'learning through play' and continues to arrange adult literacy courses. The school choir goes out into the community and performs at local festivals. The school welcomes the local community to its Christmas concerts and nativity plays. Pupils are involved each year in fund-raising for a major charity and they take part in a variety of local sports competitions. An outside organisation provided a very effective Vikings Day and another contributes regularly to school assemblies. Good links with local businesses facilitated the funding of a library extension, and monies from the local enterprise council help to pay for school visits. Most recently, the school has enlisted the aid of a local newspaper to support an interesting Year 4 project.

The management and efficiency of the school

Leadership and management

- 69 The management of the school is sound. A conscientious, committed headteacher provides effective leadership and has a clear vision for the school. A number of initiatives that she has promoted are beginning to provide a more effective learning environment. She has faced several significant difficulties, for example, poor internal fabrication, co-ordinators with little management expertise, and the absence of a number of policy documents or effective schemes of work. Her approach to these problems has been rigorous and detailed, with an emphasis on open discussion. Furthermore, she is supported by a newly formed senior management team, particularly by a hard-working, capable deputy who ably assists in evaluating policy and in the implementation and development of new policies. However, the current roles and responsibilities of most of the senior management team do not fully address the main areas of development for raising standards. Their roles do not contribute sufficiently well to monitoring the quality of teaching and learning, providing a long term curriculum review plan, or raising the quality of teaching. Governors are supportive and ensure that statutory responsibilities are met through a helpful committee structure. However, their role in monitoring and evaluating the work of the school is limited and relies heavily on information from the headteacher.
- 70 The quality of management is unsatisfactory when it comes to the monitoring and evaluation of teaching and academic standards. The headteacher monitors teachers' planning and pupils' books on a regular basis, and curriculum co-ordinators monitor planning. This has not proved to be fully effective, as a minority of teachers' planning does not consistently identify precisely what pupils are to learn, resulting in unsatisfactory teaching. The crucial task of monitoring teaching is not carried out formally or systematically. This means that areas where teaching is unsatisfactory there is insufficient knowledge of styles to be able to help individual teachers to progress. However, some weaknesses in teaching have been identified informally, but as yet effective measures have not been taken to bring about the necessary improvement needed.
- 71 The school succeeds in meeting many of its aims. The mission statement successfully identifies the development of each pupil to his/her full potential. However, the brightest pupils are not always challenged, and in some classes the pace of lessons and the control of pupils is below an acceptable standard. The values that the school promotes are well received by the parents, and pupils like school and feel secure in it. There are successful policies for many aspects of school life. The SEN policy meets the requirements of the Code of Practice and is considered in the development plan.
- 72 The school development plan is technically sound and has benefited from staff participation. It has an appropriate form with adequate costings, monitoring and reporting arrangements. However, there are too many short term priorities, which make it difficult to manage effectively, for example, all curriculum areas are mentioned. A weakness of the longer three year plan is its lack of detailed costings. This makes the development of "rolling programmes" difficult to prepare.
- 73 The school has a positive ethos. Relationships are very good between pupils, and the attitudes held by the majority of pupils to learning and behaviour are good. The majority of classrooms have a commitment to high achievement, provide an effective learning environment and promote equality of access and opportunity.

Staffing, accommodation and learning resources

- 74 There are sufficient, appropriately qualified and experienced staff to meet the demands of the curriculum. The pupil-teacher ratio is broadly typical for this type and size of school. The school has a number of long serving members of staff, some in senior positions, all of whom are well qualified for primary education. All members of staff have positions of responsibility and appropriate job descriptions are in place. They are hard working and support one another well in curriculum matters.
- 75 The school has sufficient numbers of qualified support staff, who play an important role in the education of specific pupils. These include staff employed directly by the school and staff whose salaries are paid by the local authority. Staff effectively support pupils' following individual education plans; pupils with statements and pupils for whom English is an additional language. Bi-lingual assistants are also effectively employed to work with this group. The co-ordinator for special needs is appropriately supported by the senior management team. She has had suitable training and her timetable is appropriate to the scale of the coordinating task.
- 76 The school actively promotes a programme of professional development. A senior member of staff oversees this appropriately. The programme of support is adequate and is based upon local authority provision and in-house training. External courses are formally evaluated and their outcomes used to inform future training. One particular area of success is in the provision in information technology, where teacher confidence has risen, leading to a greater use of computers. The school has effectively identified relevant priorities for the next academic year, such as meeting the requirements of the National Literacy Project. In addition, training is being successfully established to develop staff expertise beyond their immediate curriculum area. There is a satisfactory process for staff appraisal which fully meets local authority requirements and informs the professional development programme. An appropriate policy for the induction and mentoring staff is in place and has proved to be helpful to new staff in recent times.
- 77 The accommodation is adequate to meet the needs of the curriculum. The classrooms are large and all have sinks. Two large halls support the curriculum well, particularly in physical education. They provide a venue for assemblies and one is used as a dining hall. The main library area is too small for whole class teaching. However, most classrooms have book corners. The nature of the building, on two stories, makes it unsuitable for educating disabled pupils. Outside accommodation is barely adequate for the number of pupils. There are no playing fields and only hard playground areas, some on differing levels. There are no playground markings for games, which would provide a positive impact on the outdoor environment for pupils. Despite this, physical education is held outside and all activities are pursued. The school has allocated funds and is drawing up plans to improve this situation. The nursery accommodation is adequate and there is a very good outside area for the under fives. Classroom displays are colourful and add to the learning environment. The buildings are clean and well maintained by the caretaker and cleaning staff.
- 78 All subjects have a sufficient level of learning resources to meet the requirements of the curriculum. Resources are good in physical education, music and information technology. Resources for special educational needs are adequate and include an adequate base room. Co-ordinators effectively audit provision to ensure that future needs are identified. Priorities are appropriately included in the curriculum section of the school development plan and are costed, ensuring adequate resources are available.

The efficiency of the school

- 79 Overall, the school makes efficient use of the money it receives. The development plan identifies appropriate priorities and effectively allocates funding to support them for example, in improving the internal fabrication of the building. The income per pupil is £1328, which is below the national average per pupil. Consequently, prudent and accurate budgeting has ensured that the school has maintained levels of teaching staffing and resources which are favourable. There is good practice evident in the acquisition of tenders for building work which ensures cost-effectiveness. The school has a substantial, but reducing, surplus. Effective long-term planning has recognised the need for more reading books, establishing an Infant library and improving outdoor facilities.
- 80 Funds for SEN are well spent, and support staff are appropriately deployed to support pupils with SEN. The SEN co-ordinators ensures that there are efficient procedures in place to enable the school to fulfil its obligation with regard to the Code of Practice.
- 81 The use the school makes of its own teaching staff is sound. Overall, the competence of co-ordinators is satisfactory, but for the majority it is limited by the lack of the necessary expertise, and regular opportunity to effectively monitor the teaching of their subjects. Good coordination has taken place in science. Support staff are well-deployed. Teachers employed by the local authority who visit the school to support pupils with English as an additional language are not effective. Teaching in these groups is often unsatisfactory and the groups in many instances are too large to meet individual needs. Pupils with more complex SEN needs are often included in these groups and this has a detrimental effect on the progress of additional language learners. The internal accommodation is used well, however the external areas provide little opportunities to enhance the curriculum. The two halls are extensively used for a variety of opportunities such as dining, drama, assemblies, music and PE. The central activity area for younger pupils is used most of the day but, on occasions, activities are not well organised. Overall, satisfactory use of resources is made to support pupils' learning. However, resources for the under fives in the reception classes are not always well managed, or used effectively to promote sound learning.
- 82 The current school development plan identifies key issues in need of improvement and covers all curriculum areas. The governing body has used a significant amount of the schools' large budget surplus to improve the internal accommodation. This has a positive effect on the quality of the learning environment. The school recognises the need to improve the playground and has recently allocated additional monies to address this.
- 83 Effective financial procedures have been established. They are managed well by the head and supported by highly efficient administrative staff. Computerised systems provide effective support for financial transactions and school records. The head and governors regularly receive accurate information through which to monitor expenditure. The school seeks best buys and value for money by careful monitoring of suppliers' costs. Accounts are regularly audited and the few recommendations in the most recent auditor's report have been implemented.
- 84 Given the amount of money the school receives, the quality of education provided and the standards achieved, the school gives satisfactory value for money.

PART B: CURRICULUM AREAS AND SUBJECTS

Areas of learning for children under five

- 85 The attainment of most children entering the nursery are below those expected of children of this age. This is particularly true in speaking and listening skills where about a third of the children are learning English as an additional language. Overall, provision for children under five is unsatisfactory. Provision in the nursery is sound and children make satisfactory progress toward the nationally agreed Desirable Outcomes for their learning. This progress is not consistently sustained in the reception classes. The provision in the reception classes has significant weaknesses, and a large majority of the children make unsatisfactory progress due to unsatisfactory teaching. Consequently, by the time they reach compulsory school age in reception, their attainment is below the national expectation in all six areas of learning.

Language and literacy

- 86 In the nursery, children are beginning to make independent marks on paper and recognise that print carries meaning. During the inspection, children were making their own books about the 'Three Bears'. Their writing included recognisable sounds and letters which the children took great pride in reading to teachers and visitors. Most children are able to recognise their name and many are writing them using upper and lower case letters. Children enjoy books, handle them with care, and can often be seen reading to a friend or an adult in the attractive reading area. The nursery staff provide a satisfactory range of activities to develop and extend children's spoken language. They encourage children to talk about their experiences and offer them sound models of language structures. Children listen attentively and follow instructions carefully. There are missed opportunities to develop further children's reading, writing and speaking skills, through high quality planned activities and daily routines.
- 87 As children enter the reception class they are becoming more confident in their use of the spoken word, although many still have a restricted vocabulary. Imaginative play situations are of a poor quality and are not used sufficiently well to further extend children's language and literacy programme. Children recognise and write their own name and a few children are writing independently. Many children know the names of the alphabet and can use sounds to help them read unfamiliar words in their reading books. However, an over-reliance on poor quality work sheets inhibits children's progress in developing further their reading and writing skills.

Mathematical development

- 88 Children in the nursery are becoming more confident with numbers and a majority recognise and write numbers to six and are familiar with larger numbers. Children are able to use basic mathematical language correctly when talking about the 'Three Bears' and are aware of shapes and patterns. In the reception classes, children have measured themselves and have done simple data handling. However, there are insufficient experiences to use mathematics practically in play situations and through handling real objects to develop further children's mathematical skills.

Knowledge and understanding of the world

- 89 In both the nursery and reception classes children understand the passage of time through the celebration of birthdays and festivals, and through talking about the days of the week and changing seasons. During the inspection, children in the nursery were encouraged to observe the process of change whilst they were making porridge for the 'Three Bears'. In one lesson in the reception class, children's understanding of simple maps was hindered by inappropriate resources and poor explanations. Overall, in the reception classes there is a lack of interesting focused activities to encourage children to investigate problems and try to find solutions. Children use the computer with confidence and have developed appropriate mouse control. Children have opportunities to cut, fold and join and to use tools safely.

Physical development

- 90 In the nursery and reception classes, the majority of children move confidently and show a growing awareness of space, body control and co-ordination. In the nursery outdoor play is well planned. An excellent adventure playground provides children with a variety of opportunities to balance, climb and jump with increasing skill. In the reception classes, children's physical development is appropriately supported through structured physical education and dance lessons. However, children have no opportunities to use wheeled toys or large imaginative equipment to extend their physical development. All children handle tools, construction toys and malleable materials with growing control and skill.

Creative development

- 91 In the creative areas of their learning children have appropriate experiences of art, music, dance, stories and imaginative play. Children experience colour, shape and texture and are using materials in a variety of ways to produce their own finished product. Children have developed satisfactory skills of cutting and gluing. They develop observational skills well in painting. However, in the reception classes these experiences are often of a low quality and do not sufficiently extend and challenge children's creativity.

Teaching

- 92 Teaching for under fives is less than satisfactory. In one half of the lessons seen the teaching was judged to be unsatisfactory and occasionally poor, in the remainder it was satisfactory, with one lesson of good quality. The unsatisfactory teaching seen was in the reception classes, all the teaching in the nursery class was judged to be at least satisfactory. In the nursery, activities are appropriately planned and there is a sufficient range to promote the Desirable Outcomes. However, at times, some activities lack focus and quality teacher intervention. There are missed opportunities to develop further children's language and literacy skills and mathematical skills. All nursery staff enjoy good relationships with the children. In the reception classes, many activities and experiences lack interest and challenge. Learning objectives are often confused and inappropriate. Questions and comments do not extend children's thinking, and as a result little new learning takes place. Staff do not focus what children are to learn in relation to the areas of learning. Insufficient use is made of reading corners, and classrooms lack inviting areas to encourage young writers and imaginative role play situations. There are insufficient opportunities to develop children's independent learning skills. Teachers have low expectations of children's behaviour and abilities, resulting in slow progress and low attainment.

- 93 Teachers and support staff work together as a team, and where lessons are well planned and activities are appropriate, this has a positive effect on the quality of teaching and learning. There is a simple baseline assessment system in place but as yet this is insufficiently developed to have an effect on the curriculum. There is a satisfactory early years policy and sound scheme of work which is effectively implemented in the nursery but is less so in the reception classes. Resources are sufficient to promote the Desirable Outcomes but are not always efficiently used or well organised.

English, mathematics and science

English

- 94 Pupils' attainment is below the national expectation at the end of Key Stage 1 and in line at the end of Key Stage 2. At the end of Key Stage 1, pupils' attainment is broadly in line with the national expectation in speaking and listening, but below in reading and writing. 1997 end of Key Stage 1 national tests indicate the proportion of pupils achieving the expected level (Level 2) was below the national average in reading and writing, and in speaking and listening skills, as measured by teacher assessment. At the end of Key Stage 2, pupils' attainment is in line with the national expectation in speaking and listening, reading and writing. The 1997 end of Key Stage 2 tests indicate the proportion of pupils achieving the expected level (Level 4) was in line with the national average. Inspection findings at the end of both key stages broadly reflect these results.
- 95 By the end of Key Stage 1, pupils listen attentively and they can follow instructions. They use appropriate vocabulary to discuss whether or not a story might be true. The majority of them speak confidently within a small group, but they are less confident when speaking in front of large groups. In their reading, pupils can make sense of a story, but they do not always look beyond the initial letter sound to work out a word that they are unsure of. Most higher attaining pupils read reasonably accurately and fluently but many find it difficult to predict how a story might end. As they write, higher attaining pupils form letters correctly and spell words like 'bite' accurately. However, many of them still cannot write more than a few sentences unaided. The majority do not always use full-stops appropriately and sometimes mix upper and lower case letters. Spelling of simple words is unreliable for many average attaining pupils. The majority of pupils have not yet developed a satisfactory style of handwriting.
- 96 By the end of Key Stage 2, pupils are confident in discussing the books they are reading, suggesting ways in which the story might end. They can extract relevant details from a tape-recording to help them work out, for example, the identity of a kidnapper. However, when speaking in front of a larger group of people, pupils' responses cannot always be heard. The majority of pupils can read fluently and often expressively. They can explain the plot and give details of the main characters. Higher attaining pupils can talk about their favourite author and say why they like their books. Many of them have good library skills. As they write, the majority of them spell accurately. They select vocabulary carefully, including words like 'mysterious' to create a ghostly atmosphere. They have a grasp of basic punctuation and their handwriting is clear and fluent. Higher attaining pupils include more complex punctuation, and organise their writing into paragraphs. They are beginning to appraise their work and improve it by re-drafting.

- 97 At Key Stage 1, pupils make satisfactory progress in reading and writing and good progress in speaking and listening. Progress is however, generally better in Year 2 than in Year 1. In speaking and listening, pupils learn to recount important details after hearing a story and, as they liken animals to different types of transport, they learn to use vocabulary with precision. They consolidate their reading skills, although not all become confident in the use of a range of strategies to help them read new words. Their writing becomes more legible and they begin to understand how to sequence their ideas into a story.
- 98 At Key Stage 2, pupils make good progress in reading and writing and satisfactory progress in speaking and listening. Again progress is not consistent across the key stage, being best in Year 5. Throughout the key stage, pupils learn how to listen carefully and how to extract the main points from what they hear. They gain confidence in expressing their opinions as they exchange ideas with the teacher and with each other, but do not gain as much confidence in speaking in front of larger groups. They consolidate their reading skills, and in Year 5 they make great strides in their ability to interpret what they read. They make good progress in library skills. Younger pupils make sound progress in writing. Their handwriting improves in fluency and they begin to see how to adapt their writing to suit the situation, such as a newspaper or an advertisement. In Year 5, pupils' writing becomes more lively and thoughtful and they make good progress in punctuation. These skills are consolidated in Year 6, but higher attaining pupils are not challenged sufficiently to enable them to reach the higher levels.
- 99 Pupils with special educational needs (SEN) make satisfactory progress in relation to their individual education plans at both key stages. Pupils for whom English is an additional language (EAL) make satisfactory progress overall at Key Stage 1 and good progress overall at Key Stage 2 when taught in their own classroom. When these pupils are withdrawn for language support with visiting teachers, their progress is unsatisfactory due to ineffective teaching.
- 100 Pupils at both key stages have a positive approach to their work. They are keen to take part in lessons, and concentrate well. Pupils work well in pairs, sharing a task equitably and pooling their ideas. They listen to, and appreciate the contribution of others. Even when the tasks they are given to do are not well matched to their needs, pupils still behave well.
- 101 At Key Stage 1, the teaching in half of the lessons seen were good, a third was satisfactory and one sixth unsatisfactory. At Key Stage 2 teaching ranged from satisfactory to very good, with the majority of lessons being satisfactory, one quarter was good and one sixth very good. Teachers often provide suitable tasks, but they do not always ensure that the work is sufficiently challenging for higher attaining pupils. Lessons are generally carefully planned, but in a minority of lessons the planning does not consistently identify precisely what the teacher expects the pupils to learn, and thus the work does not always build sufficiently on previous lessons. The most successful teaching is in Year 5, enabling pupils to make good progress. Here the teachers provide tasks to make pupils think hard, such as when they read part of a story called 'The Gallows', and predicted the ending. They make effective use of questions to ensure that everyone participates, and the relaxed relationships between the pupils and teachers ensure that everyone's contribution is valued. Teaching in Key Stage 1 is unsatisfactory when the tasks do not match pupils' prior attainment and discipline is ineffective.

- 102 The curriculum meets statutory requirements and allows pupils to make progress through the school. The co-ordinators do not monitor the teaching, effectively but they do check the planning appropriately to ensure continuity, and have drawn up a scheme of work indicating what should be taught each year. The scheme does not, however, give teachers sufficient guidance as they plan their lessons, with the results that they do not all identify clear learning objectives or provide work which is sufficiently challenging for higher attaining pupils, either in quantity or range. Nor does the scheme place enough explicit emphasis on the development of speaking skills, for example, through the use of drama. There are some regular systems of assessment, such as reading tests, the results of which are used to group pupils and to support those who need extra help. There is however, no consistent system for assessing pupils' attainments in other areas of the English curriculum and overall the results of assessment are used insufficiently to inform future planning.
- 103 Satisfactory use is made of areas of the curriculum other than English to develop and extend pupils' literacy skills. In religious education lessons at Key Stage 1 for example, pupils write about the special friends and recount their own experiences of attending special church ceremonies. At Key Stage 2, pupils in Year 3 write up the results of their science experiments, such as when they study the loss of water from leaves, and pupils in Year 6 research and prepare information sheets about Ancient Egypt.
- 104 Resources for the teaching of English have recently been supplemented and are adequate in quantity and good in quality. The reading scheme books are in good condition and accessibly stored. The library for Key Stage 1 pupils is adequate, but not easily accessible to pupils in Year 2. The library for Key Stage 2 pupils is located in a small area next to the main entrance. This area can only accommodate small groups of pupils at any one time, and many of the books are located in classrooms rather than in the library. These factors limit pupils' access to the full range of resources. Effective use has been made of visits to Nelson library to enhance pupils' progress in library skills.

Mathematics

- 105 Pupils' attainment is below the national expectation at the end of Key Stage 1 and progress is satisfactory. At the end of Key Stage 2, pupils' attainment is in line with the national expectation and progress is good. Progress is very good in Year 5 classes. Pupils' skills in the key area of number are satisfactory at the end of both key stages. Pupils with SEN and EAL pupils make satisfactory progress in Key Stage 1 and good progress in Key Stage 2. The judgements of the inspection confirm the results of the 1997 national tests. At the end of Key Stage 1 the proportion of pupils reaching the expected level (Level 2) was below the national average and at the end of Key Stage 2 the proportion of pupils reaching the expected level (Level 4) was in line with the national average.
- 106 By the end of Key Stage 1, pupils can use simple metric measures and can tell the time to half-hours. They demonstrate satisfactory understanding of place value, know the value of each digit in a two digit number (for example, that 86 is made up of eight tens and six units), and use this knowledge effectively when adding numbers which have both tens and units. Subtraction skills are satisfactory. Pupils know that a fraction is a part of something; and identify a half of a shape. Although they add and subtract single digit numbers, understand basic mathematical symbols and recognise and use coins appropriately, their use of mathematical language is limited. Pupils have a satisfactory understanding of shapes and identify two dimensional shapes such as triangle, square, rectangle and circle by reference to properties, such as the number of sides and corners. Pupils' abilities to solve problems are limited and many pupils are unsure of which operation to use in solving problems.

- 107 By the end of Key Stage 2, pupils have a sound knowledge of number, including recall of multiplication tables. Their understanding of place value is secure and they add, subtract, multiply and divide numbers accurately. Pupils can successfully round numbers to the nearest ten and hundred. They have a satisfactory understanding of decimals and they successfully add and subtract numbers which include tenths and hundredths. Pupils' knowledge of fractions is good. Most pupils know that some fractions, although written differently are the same: for example, that a half is the same as three sixths and seven fourteenths. Many pupils understand the relationship between fractions and decimals. Higher attaining pupils also have a good knowledge of percentages and can calculate percentages of numbers: for example, twenty five per cent of one hundred. Pupils' knowledge of shape, space and measures is satisfactory. They recognise lines of symmetry in shapes and they have a sound knowledge of co-ordinates. The majority of pupils have a satisfactory understanding of probability and can find the perimeter and area of shapes. Data handling skills are satisfactory. Pupils collect information, record it in appropriate ways including frequency charts and then use bar, line and pie graphs to display the information. This is sometimes done with the assistance of appropriate computer programs. Higher attaining pupils have satisfactory strategies for solving problems and can explain their reasoning.
- 108 Pupils' attitudes to learning are positive overall and in over half of the lessons observed they were good. Most pupils enjoy the activities which are provided for them and the majority respond with interest, enthusiasm and concentration. The majority of pupils behave well. Where pupils' response is unsatisfactory, it is in lessons where teachers' explanations are unclear and where disciplinary measures are ineffective.
- 109 At Key Stage 1, in approximately three fifths of the lessons observed the quality of teaching was at least satisfactory, it was good in one fifth, but unsatisfactory in one fifth. At Key Stage 2, the teaching was at least satisfactory in three fifths of lessons, being good in over one quarter and occasionally unsatisfactory. Where teaching is good, teachers plan their lessons well and clearly identify what they want the pupils to learn, display a secure knowledge of the subject, and have high expectations of pupils' attainment and behaviour. This was evident in the Year 5 classes where the teachers gave good explanations which enabled the pupils to carry out proficiently the challenging work on area which was set for them. In the very best lessons the teacher uses questions skilfully to assess pupils' understanding and to encourage them to think carefully about the topic. Where teaching is unsatisfactory, discipline is ineffective, lessons are not planned to build upon pupils' previous knowledge and understanding and explanations are not clear.
- 110 The mathematics co-ordinators are working hard to raise standards and a closer partnership between key stages has been established. The policy and scheme of work provide satisfactory guidance for teachers on what topics should be taught each year. However, they are of limited value in planning lessons which effectively build upon pupils' previous experiences and learning as no guidance is given on methodology. Assessment is carried out appropriately but teachers do not always use their knowledge of pupils' attainment and progress effectively when planning lessons, especially for higher attaining pupils. Across the school there are limited opportunities for pupils to apply their mathematical knowledge in practical situations and as a result, their skills in this area are under-developed. Resources are satisfactory. The subject is allocated an appropriate amount of time and the work fully meets the requirements of the National Curriculum. Numeracy skills are used in other subjects to classify compare and measure. Examples were seen in DT, IT, science, geography and art.

Science

- 111 In lessons and from workbooks by the end of both key stages, pupils' attainment is in line with the national expectation. All pupils, including pupils with SEN and EAL pupils, make satisfactory progress at both key stages. 1997 teacher assessments at the end of Key Stage 1 indicate the proportion of pupils achieving the expected level (Level 2) was below the national average. Pupils' attainment is better than these results indicate; this is due to a large input from the coordinators into the planning at Key Stage 1 which has helped raise standards. The results of national tests at the end of Key Stage 2 in 1997 indicate the proportion of pupils reaching the expected level (Level 4) was in line with the national average. The inspection findings support these results.
- 112 At Key Stage 1, younger pupils gain experience of science as they watch seeds grow, are involved in baking activities and experiment in water play. They are developing a satisfactory scientific approach, observing materials and discussing why certain materials are best suited for different purposes. They are making observations on the weather and can understand that some substances dissolve in water and others will not. They can record the results of their work in simple tables and have and use appropriate language. By the end of Key Stage 1, with support from the teacher many pupils can conduct simple investigations, knowing how to make a fair test. They have achieved appropriate levels for their abilities in scientific knowledge and understanding. They understand that sound travels in waves and can identify a number of light sources. Pupils' ability to seek information and record their findings is satisfactory. In a study of 'Forces' pupils experimented using cars and ramps, drawing conclusions from their results. Pupils are aware of the need for a fair test and used this knowledge well to investigate which was the best surface in order for their model car to go the furthest.
- 113 At Key Stage 2, younger pupils can carry out a fair test with some accuracy, and record their observations using drawings, diagrams and written accounts. They understand magnetism, and can successfully test a range of items to check if they are magnetic after they make their predictions. With teacher support, they have planned their own experiments to investigate heat insulation and can effectively draw conclusions from their results. They know about sources of electricity and can make simple circuits using a bulb and batteries. Pupils' knowledge of, and ability to use scientific terms is satisfactory. By the end of Key Stage 2, pupils' knowledge of the natural world, materials and their properties and the physical world is satisfactory. However, pupils have not been presented with sufficient opportunities for practical experiment and their abilities in the investigative aspect of science are underdeveloped; consequently, many pupils find difficulty to effectively plan their own experiments. The school is taking steps to improve the quality of investigational work but this has not been successfully integrated into planning and teaching in all classes. Pupils are able to explain electrical circuits through the use of accurate diagrams and can identify materials which have better insulating or conducting properties. They use satisfactory prediction skills, and can test their prediction and present their results in table form. They are able to describe a wide range of light sources and know that light travels in a straight line. Evidence from the scrutiny of previous work indicates that most pupils have developed an appropriate knowledge of how the human body works and the benefits of leading a healthy lifestyle. They understand about the forces of gravity and friction and can measure forces in 'newtons'. Pupils can successfully use simple keys as an aid to the identification of animals.
- 114 Pupils greet science lessons with enthusiasm and show high levels of interest. Concentration is good and pupils are keen to answer questions. They work well together in group situations, discuss their work sensibly and respect each others' views. They readily ask and answer questions that are sensible and related to the focus of the lesson. Very responsible attitudes are displayed when experimenting with materials in groups taking care to use materials safely.

- 115 The quality of teaching is satisfactory overall at both key stages. In the lessons seen, the teaching was always at least satisfactory, with examples of good teaching in over half the lessons in Key Stage 2 and occasionally teaching was very good. In Key Stage 1, the teaching was always at least satisfactory and good in one lesson. Teachers generally have a secure subject knowledge. Planning is good and learning objectives are clear and concise. Scientific vocabulary is developed well. The very good lessons are characterised by challenging opportunities for the pupils to investigate together, for example, in one lesson where pupils examined a rotting log. In these lessons, probing questions are asked and praise is used very effectively to encourage and motivate pupils. Work is planned for the different ability levels, pupils are supported in these groups and there are opportunities at the end to discuss and evaluate results. Excellent relationships have been established with accepted standards of behaviour and respect. In less effective lessons, the pace is slow and there is a lack of challenge for the higher attaining pupils. Long periods of direct teaching are used, with little involvement for the pupils to use real materials for investigations.
- 116 The coordinators are hard working and are beginning to develop the subject. They have recently completed an effective audit of the subject through observing science lessons. An action plan is in place to improve identified areas in need of development and is beginning to show limited success, for instance, in the improvement in the teaching of experimental and investigative science. The scheme of work lacks some detail but does give adequate guidance to teachers on what to teach and when. Consequently, there is a heavy reliance on the skills of the coordinators through the monitoring of teachers' plans to check for continuity of teaching. This they do well, and their involvement in planning with teachers further adds to her effectiveness in this aspect. Satisfactory assessment procedures are in place and indicate what pupils' have achieved. The range of resources for supporting the development of experimental and investigative science are adequate. The subject meets the requirements of the National Curriculum.

Other subjects or courses

Art

- 117 By the end of Key Stage 1, pupils' attainment is in line with national expectations. By the end of Key Stage 2 pupils' attainment is above national expectations.
- 118 By the end of Key Stage 1, pupils have an awareness of colour, shade and texture. They confidently record what they see, paying attention to such details as the segments of the chain when they sketch bicycles. They recognise the style used by Lowry to represent figures and link this in with their own drawings of people.
- 119 By the end of Key Stage 2, pupils make subtle use of shading as they draw skulls, and they convey a strong sense of movement in their figure drawings of footballers. They make successful use of different techniques, producing, for example, remarkably authentic Egyptian drawings using strong colours on papyrus. They can evaluate the style of famous artists such as Picasso, and achieve considerable success in incorporating elements of his abstract style into their World Cup posters.
- 120 All pupils, including pupils with SEN and EAL pupils, make satisfactory progress at Key Stage 1 and good progress at Key Stage 2. Pupils at Key Stage 1 develop an ability to represent what they see, using a variety of materials and styles, and they begin to make links between their own work and that of famous artists. Pupils at Key Stage 2 learn to record their observations confidently, showing increasing control in the use of a wide range of media, learning, for example, how to use watercolours successfully. Through their study of ceramics and by working with clay, they begin to recognise the links between design and purpose.

- 121 Pupils enjoy their work in art and they behave well. The work well together, sharing resources and taking turns, making an effort and being appreciative of the efforts of others.
- 122 Of the lessons seen at Key Stage 1 two thirds were satisfactory and one third unsatisfactory. At Key Stage 2 half of the lessons seen were satisfactory and half were good, but it is clear from looking at pupils' work that the teaching for Year 5 and Year 6 pupils is often of high quality. Teachers generally have secure knowledge of the subject, and in the case of the art co-ordinator, considerable expertise. Teachers do not always identify clearly enough what it is they want pupils to learn, but they give pupils clear instructions and often give them good support in lessons. Sometimes, however, the teacher finds it difficult to maintain a good working atmosphere, either because all the pupils need help at the same time, or because the lesson is disrupted by small groups going in and out, for example to visit the library. When the teaching is unsatisfactory, pupils are left to get on with very little support, and thus they make little progress.
- 123 The art co-ordinator uses her expertise well to organise and run professional development in school, and she provides very effective informal support for colleagues. She has drawn up a scheme of work including a balance of activities to cover the National Curriculum, but it does not support teachers sufficiently in the identification of clear learning objectives for their lessons. There is no formal system of assessment and teachers do not make effective use of assessment in their planning. The curriculum is, however, effective in allowing pupils to develop and extend their skills through work in good variety of media and styles. Visits, such as that by a local artist to demonstrate the use of watercolours, enhance the curriculum.
- 124 Resources are carefully organised by the co-ordinator; they are adequate in quantity and good in quality. Work done in art makes a positive contribution to pupils' spiritual and cultural development and the displays throughout the school not only celebrate the achievements of pupils of all abilities, but also help to make the school attractive and welcoming.

Design and technology

- 125 During the week of the inspection only four lessons involving design and technology (DT) were seen. However, after examining teachers' planning, talking to pupils, and from displays around school, attainment at the end of both key stages is judged to be above national expectations. All pupils, including pupils with SEN and EAL pupils, make good progress in both key stages.
- 126 At Key Stage 1, younger pupils have the opportunity to make models with construction kits and other equipment, and through these activities are beginning to develop their own ideas. On occasions these activities lack a clear focus for pupils and limit the progress they make. By the end of the key stage, they can construct working models of a lighthouse using card. In completing this task, pupils extended their knowledge and understanding of how buildings are made for a specific purpose. Good design skills were exhibited in designing boats. Skills of cutting and sticking develop well through the use of paper and materials. Pupils experiment in the technique of weaving using wool, paper or material creating some colourful pieces of work. Food technology is used well and pupils understand the need for simple hygiene and safety rules.

- 127 At Key Stage 2, opportunities for pupils to experience design and technology are often linked to other areas of the curriculum. Younger pupils are developing their skills in measuring, marking, cutting and shaping a limited range of materials using simple tools. Pupils effectively designed and made models pots linked to their topic on Aztecs. Pupils display good design skills making jewellery, after studying how it is made. By the end of Key Stage 2, good making skills are present as pupils make their pop-up books for their 'Final Days' books. Good work was seen in an upper Key Stage 2 class when pupils designed and made a pencil case after studying commercially produced ones. Pupils showed good evaluative skills when they tested them, and could effectively say how they would modify them in order to improve them.
- 128 In the lessons seen, where expectations are high, pupils rise to the challenge and become deeply involved in the activity. They work well together, discussing their work sensibly and are sensitive in their evaluation of each others' attempts. Good relationships exist between teachers and pupils to which pupils respond to by perseverance and a pride in their work.
- 129 The quality of teaching is good at both key stages. In the lessons seen the teaching was satisfactory and in the majority of lessons was good. In the most effective lessons teachers have a good knowledge of the subject and plan activities which challenge pupils to use all aspects of their DT skill. Instructions are clear and the teacher provides a wide range of resources and support for pupils. There is effective intervention and skilful questioning, pupils are encouraged to be critical of their work or propose modifications to their designs. Consequently the finished product is of good quality.
- 130 The coordinators are working hard both in monitoring teachers' planning and supporting colleagues. Limited monitoring of teaching has taken but has not been effective in developing the subject. There is a good scheme of work which provides effective guidance for teachers and the subject meets National Curriculum requirements. Assessment procedures are not clearly identified and are being developed. Some recording of pupils' achievements is taking place but this is mainly photographic evidence. Resources are satisfactory and a regular annual audit identifies needs effectively.

Geography

- 131 Pupils' attainment is broadly in line with national expectations at the end of both key stages.
- 132 By the end of Key Stage 1, pupils have a good sense of direction and use it to follow a route on a map. They acquire an appropriate vocabulary. Pupils study their locality carefully; for example, they recognise differing house styles and record this accurately. In map work, pupils recognise basic symbols and begin to use co-ordinates. Most pupils are able to recognise and describe features on an appropriate map, such as roads, rivers and towns. They record local weather conditions and identify the effect of climatic change upon human activity.
- 133 By the end of Key Stage 2, pupils acquire a good understanding of their locality. A detailed study of Nelson includes land use, transport and population. Comparative studies of Spain and the Caribbean provide opportunities to contrast climate, culture and landscape. Through these, pupils become proficient in map reading and using atlases. They develop skills in using compass directions and co-ordinates to locate fixed points. Pupils develop their knowledge of the European Community. They plan routes between European capitals, typically planning journeys for the 'World Cup football supporters'. This activity provides opportunities for decision making, in planning the most effective route.

- 134 All pupils, including pupils with SEN and EAL pupils, make satisfactory progress in both key stages, with good progress in Year 5. In Key Stage 1, there is an appropriate development in skills, which pupils consolidate well through their written work. In Key Stage 2, mapping skills develop steadily and pupils acquire a sound understanding of environmental issues. Good use is sometimes made of information technology.
- 135 Pupils have positive attitudes towards the subject throughout the school. They concentrate well and share their learning. Older pupils sustain effort well and take responsibility in acquiring additional resources for topic work.
- 136 The teaching is satisfactory in Key Stage 1. In the lessons seen the teaching was always at least satisfactory. All lessons have clear objectives linked to appropriate tasks. In a minority of Key Stage 1 classes, there is effective questioning which helps promote thinking. Pupils' success is often celebrated. However, at times lesson pace is too slow. In Key Stage 2, the teaching is good. In the lessons seen the teaching was always at least satisfactory; being good in three-quarters and occasionally very good. Teachers' subject knowledge is good and pupils are encouraged to present detailed work in a variety of formats. Where very good teaching occurs, imaginative tasks are set, with discussion contributing effectively to pupils' learning.
- 137 National curriculum requirements are met. The two co-ordinators monitor planning thoroughly and work sample on a regular basis to check standards. Resources are adequate. The scheme of work provides some detailed guidance for staff. However, it lacks a clear structure to enable continuity and progression to be tracked effectively. Assessment criteria are imprecise and there are no clear records of pupils' achievements.

History

- 138 Pupils' attainment is broadly in line with national expectations at the end of both key stages.
- 139 By the end of Key Stage 1, pupils have a sense of chronology. They draw their own family tree, clearly identifying relationships within it. Pupils study Guy Fawkes and develop a sense of cause and effect. They begin to develop an ability to write extended sentences and use these appropriately when comparing their lives with Victorian children. Pupils develop an understanding of how artefacts reveal the past.
- 140 By the end of Key Stage 2, pupils have a sound understanding of the ancient world, through studying Egypt and Greece. They investigate the work of archaeologists and use information technology effectively to interrogate data. Pupils acquire knowledge and understanding of Egyptian society, focusing on the lives of both pharaohs and servants. In studying Greece, pupils become acquainted with myths and investigate these to separate truth from legend. They develop a good range of skills; for example, empathy, using these effectively in their writing. Pupils present their work neatly, with varied format and sufficient detail.
- 141 All pupils, including pupils with SEN and EAL pupils, make satisfactory progress in both key stages. There is good progress in Year 5. In Key Stage 1, pupils develop an awareness of change over time and learn to sequence objects. They record their work appropriately. However, during the inspection, there was some unsatisfactory progress in individual lessons, with inappropriate tasks that were mainly concerned with colouring in a worksheet. In Key Stage 2, pupils have a sound understanding of English history. Studies of the Romans, Vikings and Tudors help develop skills of empathy and investigation. Where progress is good, pupils are particularly encouraged to develop research skills and follow up lines of enquiry.

- 142 Overall, pupils respond in a positive manner, co-operating sensibly. Some talk confidently about their work. Where poor behaviour occurs, this results from unsatisfactory teaching.
- 143 Overall, the teaching is unsatisfactory in Key Stage 1. In the lessons seen unsatisfactory and poor lessons was observed two thirds of lessons. This was due to poor management of pupils, low expectations and undemanding tasks. Elsewhere in the key stage, relationships are positive and appropriate planning matches tasks to ability. In Key Stage 2, the teaching is good. In the lessons observed the teaching was always at least satisfactory, and in half the lessons was good. Teachers' subject knowledge is good, effective questioning is evident and expectations are appropriate. Where good teaching occurs, pupils are well managed and tasks carefully defined. In such lessons, expectations are particularly high, clear assessment criteria feature and pupils are provided with opportunities for independent learning.
- 144 National Curriculum requirements are met. The two co-ordinators monitor planning adequately on a regular basis, but the limited amount of monitoring of teaching has not been effective in developing the subject. The scheme of work provides useful guidance, but is not sufficiently structured to track continuity and progression effectively. Assessment procedures are weak and there is no clear record of pupils' achievements. Resources are satisfactory.

Information technology

- 145 Pupils' attainment is broadly in line with national expectations at the end of both key stages.
- 146 By the end of Key Stage 1, pupils acquire basic keyboard skills. They type short passages and edit, using space-bar and delete keys. Some pupils are familiar with simple 'mouse' functions. Pupils know how to save and print. They experiment with shape and colour, using 'Tiny-draw' and they produce simple graphs. Pupils begin to develop control skills by programming a floor robot. They use simulations to develop decision making.
- 147 By the end of Key Stage 2, pupils are competent in word processing, using it for a range of purposes. They are aware of the needs of audience, when selecting fonts and choosing language. Pupils conduct surveys; for example, into height and eye colour, enter data and represent results graphically. They make good use of CD ROM; for example, using 'Micropedia' and 'Encarta' to interrogate data. Pupils use the scanner and incorporate text and pictures on screen. In control technology, LOGO is used with the turtle to trace routes on a world map. Pupils are beginning to explore modelling, and the school has prioritised this for further development next term.
- 148 All pupils, including pupils with SEN and EAL pupils, make satisfactory progress in both key stages. In Key Stage 1, they develop basic keyboard skills, recognise familiar routines and use them with increasing confidence. They become aware of activities which information technology can support; for example, story writing and solving mathematical problems. In Key Stage 2, pupils gain confidence in a range of tasks. They develop skills in data handling, control technology and, to a lesser extent, modelling. Word processing supports their writing across the curriculum.
- 149 Younger pupils are pleased to demonstrate their skills. They show initiative and work collaboratively to support one another's learning. Older pupils are confident when discussing their work and demonstrating their skills. They co-operate well and some become independent learners.

- 150 No direct teaching was observed during the inspection. From other evidence, teaching is satisfactory in both key stages. Pupils are introduced to a wide range of experiences. Whilst levels of staff expertise vary, most are sufficiently confident to incorporate information technology into a number of curriculum areas.
- 151 The co-ordinators provide effective support for colleagues. At present they are given some time to work in classrooms and are successfully introducing pupils to new programs and skills. National Curriculum requirements are met. The co-ordinators monitor planning and resources carefully. There is a good scheme of work which clearly identifies appropriate links across the whole curriculum. It provides a sound framework which identifies continuity and progression. Resources are good, the school is well equipped with modern computers and a reasonable range of software. Assessment procedures and record keeping are not used consistently throughout the school and do not give a clear picture of pupils' achievements.

Music

- 152 Only a small number of lessons were observed during the inspection. However, based on a scrutiny of teachers planning, and through speaking to pupils and staff about their work, inspectors judged that the attainment of the majority of pupils is in line with national expectations by the end of both key stages. The majority of pupils, including those with SEN and EAL pupils, make satisfactory progress in both key stages.
- 153 In Key Stage 1, pupils increase the number of songs they have learned in nursery and reception. They accompany them well with instruments. By the end of Key Stage 1, pupils are able to create their own atmospheric music and perform it to a satisfactory standard. During the inspection, pupils used percussion instruments well to create a storm effect. However, pupils in Key Stage 1 do not have enough opportunities to use correct musical terms.
- 154 As pupils progress through the school they develop an understanding of notation and are familiar with the different sections of the orchestra. By the end Key Stage 2, pupils listen attentively to music and have sound understanding of rhythm, pitch and dynamics. Pupils are familiar with the work of famous composers and are able to identify and compare individual styles. When appraising Tchaikovsky's 'Dance of the Sugar Plum Fairy', pupils used correct musical terminology with confidence and accuracy. In both key stages pupils sing songs and hymns but sometimes they lack enthusiasm, and insufficient attention is paid to improving singing skills. Pupils are given the opportunity to learn the recorder, guitar and violin. The recorder group play at assemblies with increasing confidence and competency.
- 155 Pupils in both key stages behave well in music lessons. They are enthusiastic about music and enjoy their lessons. They listen attentively and are appreciative of other pupils' work. They are eager to play musical instruments and work hard to improve their performance.
- 156 The quality of teaching is satisfactory at both key stages. In the lessons seen, the teaching was satisfactory in three fifths of lessons; was good in one fifth and unsatisfactory in one lesson. Where teaching is unsatisfactory, teachers show few strategies to manage pupils' behaviour or to extend their learning. Where teaching is good, teachers show enthusiasm for the subject and plan interesting activities which promote sound learning. Good relationships and challenging questions and helpful comments extend pupils' skills and understanding. All teachers have a secure knowledge of the subject, and use the wide range of good quality resources appropriately. Planned visits from a cellist and a percussionist have contributed to pupils' knowledge and appreciation of music.

- 157 The co-ordinators for music provide effective support for teachers and have been successful in giving their colleagues confidence and security in the subject. A good policy and scheme of work are in place and are used effectively by class teachers to ensure satisfactory progress and attainment. Assessment is not clearly identified and is not carried out effectively in the majority of classes. Music makes a sound contribution to pupils' spiritual, social and cultural development within the classroom. However there are missed opportunities in assemblies to use music to create an atmosphere of reverence and reflection. Pupils have insufficient experiences of the music of other cultures. The subject is allocated an appropriate amount of time and meets National Curriculum requirements. Resources are good and used effectively.

Physical education

- 158 Pupils' attainment is in line with national expectations by the end of both key stages. All pupils, including pupils with SEN and EAL pupils, make satisfactory progress in both key stages.
- 159 Pupils starting at Key Stage 1 are developing an understanding of physical education (PE) routines and are moving confidently with increasing control and co-ordination. By the end of Key Stage 1, the need to change into appropriate dress is understood, as is the vigorous effect of warming up and cooling down activities. Through practice they are improving their throwing, catching and balancing skills and are developing an awareness to their own safety and that of others.
- 160 In Key Stage 2, younger pupils compare Tudor dance with modern dance and show the ability to compose, perform and link a series of interesting movements which reflect the mood of the accompanying music. In a Year 5 orienteering lesson, pupils show good skills in route planning, finding locations and recording information. By the end of Key Stage 2, pupils take part in competitive team games. In a game of rounders, most pupils show discipline and control when hitting, catching or throwing a ball. They work cooperatively in groups to practice ball skills. They are proficient at throwing, catching, passing and intercepting. The pupils understand the need for rules and fair play. Most pupils complete the swimming programme successfully and can swim 25 metres by the end of the key stage, many achieve the water safety award certificate. They understand the effects on their body of sustained activity. Games skills are further developed through a range of extra curricular activities which include opportunities to compete against other schools.
- 161 Pupils at both key stages are well motivated, interested and responsive and appear to enjoy all aspects of the subject. They work hard, showing initiative, and respond enthusiastically to the challenges that the various activities present. They work cooperatively and collaboratively, both in pairs and groups; all pupils are confident to demonstrate to their peers without self-consciousness.
- 162 The quality of teaching is satisfactory at both key stages. In the lessons seen, all the teaching was judged to be at least satisfactory and in one third was good. Lessons are appropriately organised, and resources and equipment are used effectively. The teachers provide good role models by wearing appropriate clothing for the activities and personally demonstrating and joining in activities with the pupils. This promotes positive attitudes to physical education. Lessons are well planned, with a clear purpose which is explained to the pupils, techniques are clearly explained and the lessons have a good pace; thus many opportunities are created for the pupils to be involved and develop their skills. A particularly good feature of all PE lessons is the warm up activity: thorough planning, teacher participation, and careful and thoughtful choice of music makes this activity an enjoyable, stimulating and effective start to the lesson.

163 The new coordinator is enthusiastic about the subject but as yet has had little opportunity to have an impact on the subject. There is a policy document which ensures that all aspects of the curriculum are met over the terms. It refers staff to various published schemes for examples of lessons. The school document does not provide a common format for planning or how to develop plans into lessons; nor does it give guidance on assessment. Consequently, assessment of pupils' abilities is weak and records do not give a clear picture of pupils' achievements. The subject meets National Curriculum requirements. The range of resources are good and effectively used. Pupils take part in extra-curricular activities involving football, rounders, cricket, gymnastics, netball and athletics which enriches the PE curriculum.

Religious education

164 By the end of both key stages pupils' attainment is in line with the expectations of the locally agreed syllabus.

165 By the end of Key Stage 1, pupils understand that different religions have ways of marking special occasions such as the naming of a new baby, and they can see the links between such events and their own lives. By the end of Key Stage 2, pupils have sound knowledge of Biblical stories such as the Good Samaritan. They appreciate the importance of pilgrimage in different religions, understanding, for example, why pilgrims journey to Mecca, and they relate this to their journey through life.

166 Pupils in both key stages, including those with SEN and EAL pupils, make satisfactory progress. Pupils at Key Stage 1 learn to recognise the qualities of a good friend and they learn some of the customs associated with different religions. Pupils at Key Stage 2 begin to understand the symbolism associated with different religions and they learn that holy books such as the Qur'an should be handled with care and respect.

167 Pupils at both key stages have a positive approach to their work. They are interested and willing to contribute in lessons, but sometimes become restless while others are speaking.

168 In the lessons seen at Key Stage 1, the teaching was at least satisfactory in a half and good in the remainder. At Key Stage 2, the teaching in three quarters of the lessons was satisfactory, but one lesson in four was unsatisfactory. Teachers generally have a secure knowledge of the subject, although they sometimes miss opportunities to increase pupils' vocabulary. Pupils are challenged to think about the significance of religion, but the tasks they are given to do are not always clearly matched to their prior attainment and sometimes they are expected to listen for too long. In the best lessons, pupils become actively involved in their learning, as in a Year 2 lesson when they were able to take part in role play to gain an understanding of baptism. When the teaching is unsatisfactory pupils have to spend too long waiting for the teacher to help them.

169 Co-ordination in this subject is effective. The scheme of work fulfils the requirements of the locally agreed syllabus and enables pupils to make progress as they move through the school. The co-ordinator has helped teachers, both with their planning and in class, to ensure that the curriculum is implemented. There is, however, no clear system to assess pupils' attainment and thus teachers do not have a clear picture of pupils' achievements to plan work tailored to the needs of individuals. Resources are barely adequate and the school has plans to continue to supplement these. Teachers make good use of loans to supplement the resources available in school.

PART C: INSPECTION DATA

Summary of inspection evidence

- 170 The inspection was undertaken by a team of six inspectors who, over a five day period, completed a total of 24.5 inspector-days in the school.
- 171 For the majority of time in school, inspectors visited classes, talked with individuals and groups of pupils and evaluated the work they had done. In excess of eighty hours was spent on these activities. In addition, interviews were held with the headteacher, teachers with curriculum and management responsibilities, ancillary staff, parents and members of the governing body.
- 172 One hundred and twenty one lessons were observed; roughly equal numbers for the twelve classes in the school, along with the work of the nursery, the special needs coordinator, the deputy and visiting teachers.

Furthermore:

- pupils were heard reading and they were questioned on their understanding and knowledge of books in general;
- pupils from each year group were examined in their mathematical knowledge and understanding;
- samples of pupils' work covering the full ability range were scrutinised in all year groups, along with samples of work from last year;
- the policy documents of the school and the school development plan were considered;
- attendance registers, the records kept on the pupils including annual reports, and teachers' planning documents were inspected;
- the budget figures were analysed.

Data and indicators

PUPIL DATA

	Number of pupils on roll (full-time equivalent)	Number of pupils with statements of SEN	Number of pupils on school's register of SEN	Number of full-time pupils eligible for free school meals
YR - Y6	460	19	77	219
Nursery Unit/School	51	0	0	0

TEACHERS AND CLASSES

Qualified teachers (YR - Y6)

Total number of qualified teachers (full-time equivalent)

21

Number of pupils per qualified teacher

23:1

Education support staff (YR - Y6)

Total number of education support staff

6.5

Total aggregate hours worked each week

143

[Where applicable]

Qualified teachers (Nursery school, classes or unit)

Total number of qualified teachers (full-time equivalent)

1

Number of pupils per qualified teacher

25:1

[Where applicable]

Education support staff (Nursery school, classes or unit)

Total number of education support staff

2

Total aggregate hours worked each week

64

[Primary and nursery schools]

Average class size:

33

FINANCIAL DATA

Financial year:	1997
	£
Total Income	618896
Total Expenditure	603907
Expenditure per pupil	1295.94
Balance brought forward from previous year	79211
Balance carried forward to next year	94200

PARENTAL SURVEY

Number of questionnaires sent out:

460

Number of questionnaires returned:

53

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	36	55	8	2	0
I would find it easy to approach the school with questions or problems to do with my child(ren)	53	43	0	4	0
The school handles complaints from parents well	28	55	8	8	2
The school gives me a clear understanding of what is taught	30	58	9	2	0
The school keeps me well informed about my child(ren)'s progress	38	55	6	2	0
The school enables my child(ren) to achieve a good standard of work	26	68	6	0	0
The school encourages children to get involved in more than just their daily lessons	32	57	8	4	0
I am satisfied with the work that my child(ren) is/are expected to do at home	34	53	8	6	0
The school's values and attitudes have a positive effect on my child(ren)	29	62	8	0	2
The school achieves high standards of good behaviour	24	62	4	10	0
My child(ren) like(s) school	53	37	6	4	0

NB: Percentages of responses are rounded to nearest integer, sum may not = 100%
 Percentages given are in relation to total number of returns, EXCLUDING nil replies