

INSPECTION REPORT

**West Street County Primary School
Colne**

LEA area : Lancashire

School Register Number : 119174

Headteacher : Mr L A Howarth

Reporting inspector : Mrs Beryl Pollard

Dates of inspection : 3-7 June 1996

Cambridge Education Associates Limited

Inspection carried out under Section 9 of the Education (Schools) Act 1992

Information about the school

Type of school : Nursery, Infant and Junior

Type of control : County

Age range of pupils : 3-11 years

Gender of pupils : Mixed

School address : West Street
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Appropriate authority : Lancashire

Name of chair of governors : Mr A R Greaves
(where appropriate)

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Main findings

1. The school has an unusually high proportion of pupils with special educational needs. This affects overall standards. For example, in Year 6, 67% of pupils are on the register of special needs and 21% of these have statements; in Year 5, 80% of pupils are on the register of special needs and 20% of them have statements. Many children enter the school with learning difficulties and they take time to settle to the routines. Although their attainment is still below national expectations by the time they are five, they make gains in their use of language and their co-ordination skills improve. They make sound progress in the early stages of reading and writing.
2. The attainment of seven year olds in English is broadly in line with national expectations and progress in reading is good. Standards in reading are maintained at Key Stage 2 but attainment in speaking, listening and writing at eleven is below national expectations. Attainment in science at seven is in line with national expectations but it is below them at eleven. Attainment in mathematics is below national expectations at the end of both key stages. Pupils' progress in basic number skills is slow. However, there is evidence from previous National Curriculum test results at the end of Key Stage 1 that the overall trend is one of rising standards.
3. Attainment in history, geography, art, music and physical education is broadly in line with national expectations at seven. These results are similar for the end of Key Stage 2 except for physical education, where attainment is below national expectations and in music where they are above them. Particularly high standards are achieved in musical notation and singing. There was insufficient evidence on which to make a judgement about attainment in design and technology, information technology and religious education because few lessons were seen.
4. The attainment of pupils with special educational needs is sound overall and they make appropriate progress. The specialist support provided is effective but when this is not available progress is less satisfactory. The overall attainment for those pupils for whom English is an additional language is sound.
5. Pupils' attitudes to learning are very good, as is the quality of relationships, reflected in the successful integration of pupils from different cultural backgrounds. Pupils learn appropriate behaviour and most show respect for others and the environment. Their self confidence grows as they move through the school. Very good efforts are made to encourage regular attendance and these are successful. Children want to come to school.
6. The curriculum is broad and balanced and contains all the subjects of the National Curriculum and religious education. Most of the teachers are hard working and provide interesting activities to motivate pupils. They are well supported by a range of non-teaching staff. However, there are weaknesses in the teaching in both key stages and especially in Years 5 and 6. There is a need to address progression through more effective use of learning objectives for lessons that are clearly linked to National Curriculum levels of attainment. Pupils are assessed regularly but the information collected is not always used to enable them to make the best possible progress.
7. The headteacher provides clear leadership and is very well supported by a committed deputy. The role of the governing body is underdeveloped. Financial control is very good and budget decisions are carefully matched to priorities. The resources available for special needs pupils are used to good effect. The school provides sound value for money.
8. The school successfully promotes its aims and values through its provision for the support guidance and welfare of pupils, its links with parents, the community, external agencies and business. Procedures for child protection are excellent. Pupils' spiritual, moral, social and cultural development is effectively fostered through a range of National Curriculum subjects, educational visits and visitors to school. Social and cultural development is a strength of the school. Opportunities taken in chance encounters, as well as in lessons, to raise the self esteem of pupils are successful. The school has established an atmosphere in which pupils feel valued, secure and able to learn. This is a major achievement and has a positive impact on the standards achieved.

Key issues for action

9. The headteacher, governing body and staff should work together to:
 - raise the level of attainment in mathematics throughout the school by more careful structuring of the stages of learning;
 - raise the levels of attainment, and improve pupils' progress, in the core subjects in Key Stage 2 by raising teachers' expectations and making better use of information from assessment to match work more effectively to the needs of pupils;
 - address the weaknesses in teaching by ensuring consistency in lesson planning that includes the use of learning objectives clearly linked to National Curriculum levels;
 - develop a more active partnership between governors and the school

Introduction

Characteristics of the school

10. The school is situated in an old building close to the town centre. It serves council estates and an area of terraced housing, with much rented accommodation, in one of the most disadvantaged parts of East Lancashire. There are significantly high incidences of the types of social problems associated with areas of high deprivation. There are 245 pupils on roll with 52 part-time children in the 26 place nursery. The intake includes travellers' children and a significant proportion of pupils (10%) are of Asian origins and are learning English as an additional language. Due to the mobility of families, into and out of the area, there is a high turnover rate of 31% of pupils annually. Attainment is low on entry to the school. The percentage of pupils entitled to free school meals is way above the national average at 63% and there is an unusually high percentage (61%) of pupils with special educational needs. There are 14 pupils with statements of special educational needs, which is very high when compared with the average for the rest of the county. Some pupils attend special units because of their behaviour and the school is successful in reintegrating them into the classrooms.
11. The school aims:
 - to develop those human qualities that underpin success at school, at home, in work and throughout life;
 - such as self esteem, self confidence, compassion, tolerance, humour and empathy;
 - to promote the whole and healthy growth of each child within a safe and caring environment;
 - to equip children with the necessary knowledge, skills, experiences and values for them to take a full part in society.
12. It has set targets to raise attainment in the core subjects of English, mathematics and science and the overall trend is of rising standards. A recent focus, for example, on reading has improved attainment.

13. 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
1995	19	11	30

National Curriculum Test/Task Results		English	Mathematics	Science
Percentage at National Curriculum	School	33% well below the national average	73% not significantly different from national average	83% not significantly different from national average
Level 2 or above	National	-	79%	-

Teacher Assessments		English	Mathematics	Science
Percentage at NC	School	33%	73%	83%
Level 2 or above	National	80%	79%	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
1995	16	19	35

National Curriculum Test Results	English	Mathematics	Science
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Percentages in parentheses refer to the year before the latest reporting year

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Percentage at National Curriculum	School	40% not significantly different from national average	14% well below national average	38% well below national average
Level 4 or above	National	48%	44%	70%

Teacher Assessments		English	Mathematics	Science
Percentage at NC	School	31%	20%	23%
Level 4 or above	National	56%	54%	64%

Attendance

Percentage of half days (sessions) missed			%
through absence for the latest complete reporting year :	Authorised	School	7.3
	Absence	National comparative data	5.7
	Unauthorised	School	0.1
	Absence	National comparative data	0.5
	Attendance	School	92.7
		National comparative data	93.8

Exclusions

Number of exclusions of pupils (of statutory school age)		Number
during the previous year :	Fixed period	0
	Permanent	0

Quality of teaching

Percentage of teaching observed which is :		%
	Very good or better	15
	Satisfactory or better	61
	Less than satisfactory	39

PART A: ASPECTS OF THE SCHOOL

Educational standards achieved by pupils at the school

Attainment and progress

14. The school has an usually high proportion of pupils with special educational needs. For example, in Years 5 and 6 the majority of pupils are on the special needs' register and at least 20% have statements. Many children enter the school with learning difficulties. By the time they reach five years of age their attainment is still below national expectations but the progress they make is sound. They extend their vocabulary and show an interest in books. Their confidence grows.
15. In English, the proportion of seven year olds achieving national expectations in last year's National Curriculum assessments was below average. This year most seven year olds' attainment is broadly in line with national expectations. Pupils listen well, speaking skills develop and they make good progress in acquiring early skills in reading. Reading standards are maintained in Key Stage 2 because of the additional support provided and by the time they are eleven attainment is in line with national expectations. However, in speaking and listening and writing, attainment at eleven is below national expectations and this is reflected in the National Curriculum test results for last year.
16. Attainment in mathematics is below national expectations at seven and is well below them at eleven. This reflects last year's test results for the end of Key Stage 2 but is different from the results for last year's seven year olds which were broadly in line with the national average. However, National Curriculum test results for the past three years show that the overall trend is one of rising standards. Pupils make slow progress towards the acquisition of basic skills in numeracy although they are able to discuss shapes and patterns and they benefit from a range of mathematical experiences.
17. By the time they are seven most pupils attain standards in line with national expectations in science and this matches the National Curriculum assessment results. They learn to use observational skills, draw conclusions from their experiments and record their results. Progress is sound. In Key Stage 2 pupils experience a full range of science topics but attainment at eleven is generally below national expectations and this reflects the national test results for last year. Progress is inconsistent through the key stage and is unsatisfactory. This is because the work given to the oldest pupils does not take enough account of their previous attainment and does not enable them to reach higher levels.
18. In the foundation subjects of history, geography and art, attainment at seven and eleven is broadly in line with national expectations and progress is sound. In music, attainment is in line with national expectations at seven and is above them at eleven. Particularly high standards are achieved in notation and singing and progress is good throughout the school. Attainment in physical education is in line with national expectations at seven but is below them at eleven. Progress in Key Stage 1 is good as pupils develop increasing control over their movements but in Key Stage 2 progress is inconsistent because skills learned previously are not built on. There was insufficient evidence on which to make a judgement about attainment in design technology, information technology and religious education.
19. Pupils with special educational needs who receive additional support make sound progress but when specialist support is not available in the classroom their progress is less satisfactory. This is because insufficient attention is paid to matching their work to prior attainment and learning objectives are not always clear. Those pupils learning English as an additional language who are targeted for appropriate support make sound progress but the initial progress made by the youngest pupils in mathematics is inhibited by their lack of English.

Attitudes, behaviour and personal development

20. Most pupils have very good attitudes to learning. They are able to concentrate well, follow the guidance of their teachers and they are willing and able to learn. When given the chance they can work independently, but the range of opportunities for developing initiative and responsibility could be extended, especially for the older pupils.
21. Behaviour in the school is generally good. Pupils behave responsibly, they take care of their environment, they are polite and helpful. When inappropriate behaviour occurs staff are adept at dealing with it and the school has successfully implemented a behaviour policy which has significantly improved the atmosphere for learning in classes. When behaviour is less than satisfactory it is because the work provided for pupils does not sufficiently challenge them and they are unclear about what is required. Incidents of inappropriate behaviour occasionally occur in the playground because of the difficulties of supervising the site. Those with responsibility need to be alert to the needs of pupils at such times. There were no exclusions in the past year as the school tries to maintain a policy of non-exclusion.
22. Relationships between pupils and with staff are very good. There is racial harmony. Pupils are tolerant, supportive and caring towards one another. They can work together when required. They contribute to the life of the community by taking part in music festivals, displaying their artwork in the local library and raising money for local charities.

Attendance

23. Pupils' attendance is satisfactory. The procedures for checking and monitoring attendance and lateness are very good. The school makes every effort to encourage regular attendance and punctuality through careful analysis of registers and the involvement of the education welfare officer and parents. Attendance is improving and is one of the successes of the school.

Quality of education provided

Teaching

24. The quality of teaching throughout the school is generally sound but there are significant strengths and weaknesses in Key Stages 1 and 2. The teaching of the Under Fives is sound overall but ranges from unsatisfactory to good. Activities are appropriate and develop children's learning. Where the teaching is unsatisfactory it is because the routines do not make best use of the time available and resources are not always suitable for the children's needs.
25. In Key Stage 1 the work is generally well matched to pupils' attainments, the activities provided are interesting and well structured and teachers are skilled at questioning pupils to extend their vocabulary and determine what they understand. Unsatisfactory teaching occurs where poor class control results in behaviour that prevents learning. Progression in learning is sometimes slowed by a lack of knowledge on the part of some teachers, particularly in mathematics and art.
26. At Key Stage 2 where teaching is sound or better, expectations are high, objectives for learning are clear, the time available is used efficiently and pupils receive feedback that helps them to improve. A significant proportion of weak teaching occurs at the upper end of the Key Stage. Expectations are too low and assessment is not used effectively to identify learning objectives for activities based on prior attainment. Much of the pupils' learning reaches a plateau at the end of Year 4 because they are not always using and applying skills learned lower down the school.

27. Pupils with special educational needs receive valuable specialist support and those with English as an additional language are targeted effectively by staff. Progress is sound.

The curriculum and assessment

28. The curriculum for children under five covers all the necessary areas of learning. At Key Stage 1 and 2 the curriculum is broad and balanced and includes all the subjects of the National Curriculum and religious education. The school has allocated an appropriate amount of time for each subject. There is an agreed sex education policy and the school devotes non-statutory time to this and to health education, citizenship and environmental education, either incorporated into topics or taught separately.
29. There is a planning framework which includes schemes of work, but these do not provide enough support for teachers when they are planning for pupils to make progress. In particular there is not enough guidance on appropriate learning objectives, clearly linked to National Curriculum levels. As a result, pupils are not always working at the levels of which they are capable. This has a significant effect at Key Stage 2; work is not demanding enough in some lessons, and pupils do not maintain the progress that begins in Key Stage 1. This means that there is some failure to prepare pupils for the secondary phase of their education.
30. The school has extended the responsibility for monitoring the curriculum to include the subject co-ordinators, and continues to invest resources to provide time for this process. There are plans to develop this important aspect of the co-ordinator's role.
31. The school takes care to ensure that all pupils have equal access to the curriculum, and to extra-curricular activities. These include football, rounders, country dancing, recorders and choir, and they help to raise standards in sports and music. The school also provides opportunities for residential trips, offering outdoor activities and foreign visits.
32. Most teachers know the pupils very well, and use this knowledge to target support when the pupils are working. The school regularly carries out formal assessments of pupils, particularly in English and mathematics, and collects a great deal of information in this way. However, the teachers do not consistently use this information to help them to plan work at the appropriate levels for all pupils. In some classes the teachers' expectations are too low, which results in the pupils making slow progress.
33. Assessment is used well in the case of those pupils with individual education plans, particularly when additional specialist support is provided, either in the class or by withdrawing pupils. Here, clear targets are set, progress is evaluated, and new objectives planned. Hence, pupils are making sound progress, particularly in reading.

Pupils' spiritual, moral, social and cultural development

34. The provision for the social and cultural development of the pupils is very good and is a significant strength of the school. The provision for spiritual and moral development is good. The pupils are held in high esteem and are well supported within the caring ideals of the school.
35. A range of assemblies are held during the week but are not always identified in timetables. The opportunities for reflection are limited. The weekly "sharing assembly" promotes many aspects of achievement, including academic, behaviour, social and caring. The pupils participate well. They show enjoyment and enthusiasm in hymn singing, which they do to a very high standard. Collective singing of this type adds considerably to the spiritual development of the pupils and is an important aspect of school life.
36. The pupils' have many opportunities for involvement within the wider community. Community links and support are greatly valued.
37. Most staff actively encourage positive moral principles and the pupils are aware of right and wrong. Many staff spend significant amounts of additional time supporting and giving guidance to their pupils. There are very positive relationships in the majority of classes. The pupils understand and care about truth, honesty and fairness. Most try very hard to act and behave responsibly. Most pupils mix well together and are supportive of each other. There are some opportunities for the pupils to take responsibility and these could be extended.
38. The school's aims place strong emphasis on shared values and awareness of all cultures. The immediate culture of the community is recognised and celebrated. This emphasis is reflected in the many displays around the school.
39. A range of visits are undertaken during the year including residential opportunities. These are thoroughly enjoyed by the pupils and are an important part of their school experience.
40. Overall, the provision for spiritual, moral, social and cultural development is a strength of the school.

Support, guidance and pupils' welfare

41. The provision for support, guidance and pupils' welfare is very good. The needs of individuals are addressed well, particularly in the areas of personal development and behaviour.
42. There are many pupils with special educational needs and others for whom English is an additional language. The knowledge and experience of staff, together with the additional support given, ensure that the needs of these pupils are well catered for.
43. The policy and procedures for child protection are excellent. The policy is clear and relevant, procedures are sensitively and efficiently handled and the extensive links with many outside agencies ensure that pupils receive the best possible care. Pupils feel secure enough to approach staff who help them with their problems.
44. The school has successfully promoted good behaviour. The policy of non-exclusion is closely linked to the quality of care and the positive ethos. Pupils who have spent a period of time at tutorial centres are welcomed back with a careful reintegration programme adapted to their individual needs.

45. There are sound procedures for promoting the health, safety and well being of pupils. The implementation of the policy is reflected in the generally well ordered classrooms and corridors.

Partnership with parents and the community

46. Parents are generally very supportive of the school which welcomes their involvement. There is an effective 'Friends of the School' association which has raised money for new library books. The school makes strenuous efforts to involve parents in their children's work. There is a home reading scheme, parents assist with educational visits and some help in classrooms. The school holds evenings for parents to discuss the curriculum but these are not well attended although there is good support for events in which pupils are involved, fund-raising and social activities. There is good liaison between the two main receiving secondary schools to which pupils transfer and all those involved benefit from this contact.
47. There are both formal and informal opportunities for parents to meet staff and discuss their children's work and progress. The school operates an 'open door' policy and provides satisfactory annual reports. An informative prospectus, a friendly governors' report and newsletters and notice boards keep parents well informed. An 'early start' scheme aids the transfer from home and nursery to reception classes and encourages strong links between home and school.
48. Community and business links are very strong and the school actively seeks further involvement. Pupils make a variety of visits to such diverse locations as a building site, a nuclear power station and the nearby fire and police stations. Several businesses sponsor the school. Pupils raise money for charity and put on concerts. Year 5 and 6 pupils develop social skills and personal qualities on residential visits that include outdoor pursuits.
49. The partnership between the school, parents and the local community has a positive effect on the quality of education experienced by pupils.

The management and efficiency of the school

Leadership and management

50. The headteacher and management team provide sound leadership for the school. The atmosphere of care and mutual respect makes the school a good place in which to learn. The school is committed to raising the standards achieved by the pupils.
51. The headteacher has a clear vision for the school's development and is ably supported by a committed deputy. The management team has recently been restructured and some aspects of its responsibilities are in the early stages of development. The governing body fulfils its statutory duty and is supportive, but it is not sufficiently proactive in the school's development. The aims and values of the school are frequently reviewed and are at the centre of all its work.
52. The development plan is effective in addressing the priorities of the school. Staff are increasingly involved in the decision making processes. The monitoring of teaching and priorities for development currently relies on a small group of staff and needs to be extended to cover all areas of the curriculum.

53. The equal opportunities policy is closely linked to the school's aims and to the behaviour policy. All pupils are valued, whatever their background, ability, gender or ethnic group. The importance of the cultural heritage of the pupils is recognised. The provision for pupils with special educational needs focuses prominently in the school's organisational and curricular structures and meets statutory requirements.
54. The school runs effectively on a day-to-day basis with efficient systems of communication. Statutory requirements are met.

Staffing, accommodation and learning resources

55. The teachers are appropriately qualified for the age range they teach and several have many years of experience in the school. The deployment of the teachers is not always well matched to their qualifications, experience and ability; there are, however, some appointments pending which provide an opportunity to address this. Most staff work effectively as a team. The positive contributions made by the support and administrative staff to the quality of education provided are a significant strength of the school.
56. The school's arrangements for in-service training are as comprehensive as the limited budget will allow. They are generally effective in improving the quality of education provided, and further priorities have been identified. The appraisal system for teachers has been established following local authority guidelines. Overall, communications within the school are good, and very good in relation to issues of the pupils' welfare.
57. The accommodation, although old, has been recently decorated. It is well cared for and in a satisfactory state of repair. Many classroom and corridor displays contribute to making the school an attractive place in which to learn. The nursery has some good outside play equipment which the children enjoy using.
58. The resources are barely adequate to deliver the National Curriculum effectively and many subjects have areas of weakness. Most resources are kept in individual classrooms and some are in poor condition and insufficient in number for effective teaching and learning. However, recent purchases, particularly books, are greatly valued and well looked after. Overall, the school has too few books for the number of pupils. The recently developed library is an asset. It is timetabled for class use and the pupils benefit from the opportunity of looking at a limited but good quality range of books. The school does the best it can within the constraints of the budget available.
59. The local museum and library services are used well for support materials and artefacts. The school takes every opportunity to broaden and extend the range of learning experiences and resources available to its pupils. It invites visitors to the school and arranges many trips for the pupils to broaden their horizons.

The efficiency of the school

60. Owing to factors such as its high staffing costs, the school operates within a very tight budget and spending decisions are made with care. Funds are used to promote the educational developments identified in the school development plan. The resources made available to support pupils with special

educational needs are clearly identified and are fully accounted for. They are allocated to provide good quality support from both external agencies, such as an outreach service, and from specialist teachers and nursery nurses on the school's own staff. Pupils with special educational needs make sound progress when receiving such support and effective use is made of the resources.

61. The school's administrative procedures are very good. The headteacher has established a high level of financial control, and in this he is very effectively supported by the school secretary. The governing body is kept fully informed about the school's financial position and plays a part in the decision making process.
62. Staff, both teaching and non-teaching, are generally effectively deployed. The space available is well used, as are resources for learning, although information technology resources are under-used. The school seeks ways of getting best value for money and is beginning to consider ways of evaluating the effect of its spending.
63. Considering the progress which pupils make, the standards they achieve and the quality of education provided, the school provides sound value for money.

PART B: CURRICULUM AREAS AND SUBJECTS

Areas of learning for children under five

64. Many children enter the nursery with delayed language development and speech problems. Some are learning English as an additional language and others have difficulty in settling to learning. The co-ordination skills of many of them are poor. Although their attainment is still below national expectations by the time they are five, they make sound progress as they move from the nursery into the reception classes.
65. The curriculum offers a broad range of stimulating activities which lay foundations for the next stage of learning. Language and literacy have a high priority and children's vocabulary is extended so that they grow in confidence in their speaking. However, more could be done in the nursery to enrich the learning environment so that it focuses more on developing awareness of language. Opportunities are provided for children to begin to write by tracing over teacher's printing and their co-ordination skills improve. They enjoy stories and show interest in books. Most can count, sort shapes, make patterns and match objects. Their knowledge and understanding of the world is fostered through the study of living things and they are curious about their surroundings. They develop confidence in climbing, balancing and riding bikes and they learn an awareness of the needs of other children. They handle tools, such as garden rakes and spades, safely and with increasing control. In creative activities they explore colour, texture and shape. They can perform simple operations on a computer. They enjoy listening to stories but their response to music is less developed. Children learn to share, take turns and co-operate with each other.
66. The quality of teaching is generally sound, occasionally unsatisfactory and sometimes good. It is most effective where tasks are carefully structured and staff use their questioning skills to make children think. It is unsatisfactory where the routines, such as refreshment time in the nursery, waste the time available for teaching and learning and unsuitable resources, such as videos and music tapes, slow down attainment and progress. Sometimes the routines are more suited to the needs of staff than children. Assessment is carried out effectively and is linked to planning. There is a good system of induction into the reception classes.
67. Resources are satisfactory in the classroom and good for outdoor play. The cloakroom facilities are unsatisfactory but the school has plans to replace these. The plans should address the need for a child height sink for washing paint pots and brushes so that children can become more independent.

English, mathematics and science

English

68. Standards of attainment at the end of Key Stage 1 are at the lower end of the broad band of national expectations. At eleven, standards are below national expectations. At Key Stage 1, pupils make sound progress in relation to their attainment on entry. At Key Stage 2, few pupils are making better progress than expected, except in reading where the less able pupils are particularly well supported and progress is good in relation to prior attainment. Throughout the key stages pupils with English as an additional language integrate well and make sound progress. Pupils with special educational needs are well supported and make satisfactory progress. However, their progress is less secure when they are not receiving direct support.
69. In the early stages of Key Stage 1, pupils are given opportunities to participate in a wide range of role play activities and collaborative group work, building up their confidence and developing

communication skills. By the end of the key stage, pupils have learnt to listen attentively to others. They respond positively to music and story. They express themselves coherently and most describe experiences and answer questions with simple, clear statements. At Key Stage 2, pupils read aloud and engage in a wide range of drama activities. By the end of the key stages, pupils talk and listen in a variety of situations and many express their opinions with confidence. However, pupils are less skilled in developing their ideas thoughtfully and posing questions that are responsive to others' ideas and views. Opportunities for discussion are limited and pupils' skills in communicating complex meanings, clarifying what they mean and extending their ideas, are not sufficiently developed.

70. By the end of Key Stage 1 most pupils have made progress in acquiring the early skills of reading, have a growing sight vocabulary and knowledge of the sounds of individual and groups of letters. Many pupils read aloud confidently with growing understanding and expression. The school is purchasing a new reading scheme and Key Stage 1 is now resourced with good quality reading books and supplementary materials and this is helping to improve on pupils' learning. This scheme will be systematically introduced into Key Stage 2 from autumn 1996. In the early years of Key Stage 2, pupils enjoy sharing together a class reading book. This leads to valuable opportunities for developing discussion through an exchange of ideas. By the end of Key Stage 2, many pupils read a range of texts with fluency and accuracy. Pupils talk with evident enjoyment about their reading.
71. By the end of Key Stage 1 most pupils write simple sentences and short stories, sometimes using capital letters and full stops. Most pupils' handwriting is clearly shaped and a few are using joined up handwriting in their everyday work. There is consistent development of spelling and handwriting skills in the early stages of Key Stage 2 and pupils write in response to a wide range of stimuli including poetry. By the end of Key Stage 2 many pupils can write stories and short dialogues and drama scripts with confidence. However, many writing exercises and activities are undemanding and allow too few occasions for pupils to apply their skills through extended writing in their own words.
72. Pupils have a positive approach to learning. They pay attention and respond well to work. They are motivated and older pupils sustain concentration. Where teachers' expectations are high, pupils present their work well and have a pride in their achievements. The majority of teaching is sound with good features of teaching in both key stages. There are also weaknesses. Teaching is most effective in lessons where teachers make use of information from assessment to present tasks that challenge pupils of all abilities, including the most able. At Key Stage 1, teachers have a clear understanding of the knowledge and skills that their pupils need. Frequent and sensitive interventions help pupils to develop skills of independent learning. Most lessons are carefully prepared and based on a knowledge of the requirements of the National Curriculum. However, teaching is not always satisfactory in Years 5 and 6, where unclear expectations, an over-reliance on worksheets and too little direct teaching of skills inhibit pupils' learning.
73. The recently appointed subject co-ordinator is well qualified for the role and committed to it. An effective start has been made on developing a scheme of work and bringing together existing school documents into a coherent English policy. The scheme of work is due to be introduced into the school for the 1996-7 academic year, in line with the school development plan, to provide structure and a basis for progression through the school.

Mathematics

74. Overall, the attainment of the pupils at seven and eleven is below national expectations, although there

are signs of a rising trend in Key Stage 1. However, they make progress in their learning, particularly if challenged with interesting, well matched tasks. The pupils make more progress if they are able to use appropriate mathematical equipment to support their learning. They extend their knowledge of the use of the four rules of number. Some are able to work successfully on mental arithmetic tasks, although the knowledge of tables is poor in many cases. Many pupils are making progress in their knowledge and understanding of time, measures, shape and space. Some are beginning to use and apply their knowledge in other areas of the curriculum, for example in science. The use of computers in the teaching of mathematics is limited.

75. Most pupils enjoy their lessons. Many can work with concentration, motivation and with a positive attitude, providing the activities are interesting, well planned and appropriately matched to their stage of learning. Written work varies in accuracy and in too many cases the presentation is poor.
76. Overall, the teaching of mathematics is unsatisfactory. However, some excellent teaching was observed in Year 4, with the weakest in Years 1, 5 and 6. Planning and preparation for lessons is variable, ranging from very good to inadequate. Most teachers have a sound understanding of the subject. However, many lack the insight as to how to break the learning down into small achievable steps, to develop the pupils' basic knowledge, skills and understanding. In some classes the pupils are well organised and managed, but this is not consistent throughout the school. The higher ability pupils are not sufficiently challenged. The pupils with special educational needs make sound progress when well supported in their work. In best practice, work is thoughtfully marked with the pupils present and the discussion of work encourages improvement in the learning process.
77. The school has recently introduced a new commercial scheme. Practical resources are limited and insufficient to teach mathematics effectively throughout the school.

Science

78. By the end of Key Stage 1, many pupils have reached standards which are in line with national expectations. They are learning to use observational skills, to draw conclusions from experiments, and to record their results. Year 2 pupils, learning about minibeasts, show knowledge of different habitats and make sensible predictions about what creatures will be found in particular locations. Pupils in Key Stage 1 make sound progress, which is seen, for example, when some of the younger pupils are able to apply their knowledge of floating and sinking to the design and making of boats.
79. Pupils in Key Stage 2 cover the topics required by the National Curriculum, but by the end of the key stage the levels they reach are largely below what is expected for their age. These oldest pupils, also considering habitats, are not working in significantly more depth than the Key Stage 1 pupils. The pupils in Year 5 are not conducting experiments in a sufficiently accurate manner. For example, their results are not noted carefully enough and incorrect conclusions may sometimes be drawn. Overall, Key Stage 2 pupils make unsatisfactory progress, particularly in the last two years, where the work they are given does not take enough account of their previous attainment and prevents them from reaching higher levels.
80. Pupils of all ages enjoy their science lessons, particularly when they take part in practical activities. It is very noticeable that they concentrate hardest and make the best progress when the tasks they are given challenge them to solve problems to which they do not already know the answers. In these lessons the pupils persevere, are fully involved, and work well on their own, in pairs and in small groups. Their behaviour and attitudes are less good when they are bored by work which is not

demanding enough.

81. The best science teaching was seen in Years 1 to 4. Throughout the school, teachers generally plan interesting activities which enable pupils to learn about the full range of science topics. However, in some lessons it is not clear what new learning is taking place; the work does not always build upon the pupils' previous experiences, and so they do not make the best possible progress.
82. There is a policy which provides a planning framework, although National Curriculum levels are not indicated. The science co-ordinator is beginning to look at ways of using the results of assessment in her own teaching. Through monitoring science throughout the school she is developing an awareness of the strengths and weaknesses of the science curriculum. There is now a need to refine the planning and to share good practice in order to raise standards in Key Stage 2. The subject complies with National Curriculum requirements.

Other subjects or courses

History

83. Standards of attainment are in line with national expectations although a significant proportion do not attain them by the time they are eleven. However, progress is sound and pupils develop a sense of the past and how events have shaped the present.
84. By seven, most pupils can identify similarities and differences between the past and the present. They can sequence events using pictures and they begin to learn the vocabulary associated with time. Factual knowledge about different periods in history increases as pupils move through the school, although a lack of general knowledge hinders the progress of some. They record information about the past adequately in a variety of ways but the older pupils do not show sufficient skills in selecting and combining information from a variety of sources to produce a structured piece of work that draws together all the elements they studied.
85. No lessons were observed in Key Stage 1, so a comment cannot be made on teaching. The quality of teaching in Key Stage 2 is generally sound but there are some weaknesses in the unsatisfactory use of commercial worksheets that only address knowledge and prevent pupils from using and applying research and reference skills learned previously. The subject complies with National Curriculum requirements.

Geography

86. Standards of attainment are in line with national expectations and pupils make sound progress. By the time they are seven, most pupils can identify features in the locality and they can draw simple maps. They develop an awareness of environmental issues such as litter. They are curious about their surroundings and interested in finding out about the world in which they live.
87. As they move through Key Stage 2, pupils' skills in map work develop and they use co-ordinates, scales and keys. They remember what they have learned about the area in which they live and the contrasting localities they have studied. A particular feature is work on Europe. There are weaknesses, however, at the upper end of the school where pupils do not apply their skills in research and investigation to support the work in geography.
88. Teaching is generally sound except where a narrow range of teaching methods, and too heavy a reliance on commercial worksheets that lack challenge, prevent pupils from using and applying

their geographical skills. Effective use is made of educational visits to broaden pupils' experiences. Provision for geography complies with National Curriculum requirements.

Art

89. Attainment is in line with national expectations and progress in the development of skills and techniques is sound. The introduction of a new policy is improving standards.
90. By the time they are seven, pupils use a range of media to record what they can see and touch. They learn control over materials and tools and this is a considerable achievement considering the low levels of co-ordination of many of the children on entry to school. However, they should have more opportunities to choose their own materials in Year 2.
91. As they move through the school pupils use their developing skills to express their ideas and feelings as well as to illustrate work in other subjects. They experiment with tone and colour and take care over their work. Skills in reviewing, evaluating and modifying their work are less well developed.
92. Teaching is generally sound although some staff lack the necessary subject knowledge to help pupils improve and make progress. The school is employing strategies such as using the expertise of teachers to teach the subject in classes other than their own. The displays of pupils' work in art enhances the appearance of the school.

Music

93. At the end of Key Stage 1 attainment is in line with national expectations. By eleven, standards overall are very good, with many pupils exceeding national expectations. Progress throughout the school is good and pupils with special educational needs make very good progress in relation to their prior attainment. Pupils enjoy singing and making music together.
94. At Key Stage 1 a commercial music scheme is used well as a basic resource for non-specialist music teachers. At seven, pupils are motivated by songs and tunes and work well together, listening with concentration, beating time with untuned percussion instruments, singing a variety of songs and marching to the rhythm. By the end of Key Stage 2 all pupils enthusiastically play pieces from notation using tuned percussion instruments. Some pupils also play recorder. Pupils respond positively to clear instructions about how to improve the quality with which they perform songs which have captured their interest. Pupils sing to a high standard, often sustaining a number of parts.
95. The quality of teaching is sound at Key Stage 1. Teachers are encouraging and sensitive to pupils' responses. At Key Stage 2, where specialist teaching takes place, the standard is very high. Lessons are conducted at a brisk pace. There are high expectations of pupils and a wide range of teaching points are made clearly to promote pupils' understanding and challenge their thinking. Pupils have the opportunity to take part in musical concerts and also join the school choir, which performs frequently both inside and outside school.
96. The subject co-ordinator provides an excellent lead, supporting teachers and developing confidence in the subject across the school.

Physical Education

97. At the end of Key Stage 1, standards of attainment are broadly in line with national expectations, with pupils making good progress in relation to their attainment on entry. Pupils participate in simple team games involving running and passing a baton or ball and planning shows appropriate coverage of gymnastic activities and dance. At eleven, some pupils do not achieve satisfactory standards in some areas of activity and few pupils make better progress than expected. At Key Stage 2, gymnastics and athletics take place. Pupils practise throwing, receiving and striking a ball during games. Years 5 and 6 go swimming and also make a residential visit to an outdoor adventure centre. In a dance lesson pupils made good progress as they worked together in small groups devising a mime in response to music, on the theme of “Invaders and Settlers”, linked to their history topic.
98. Pupils throughout the school are enthusiastic about physical education. At Key Stage 1, pupils make good progress in relation to their attainment on entry. Key Stage 2 pupils are keen to participate but lack of progression results in repetition of some activities and insufficient development of pupils’ skills. Teaching is sound at Key Stage 1. There is a range of teaching strategies and activities and teachers intervene appropriately to move pupils forward in their mastery of physical skills. Teaching is less satisfactory overall at Key Stage 2. Some of the best teaching is carefully planned so as to build on the skills developed at Key Stage 1 and some teachers have high expectations of pupils. However, much of the teaching fails to provide pupils with opportunities to apply their earlier learning in new and challenging situations. The physically most able pupils are not always extended.
99. Extra curricular sports activities are offered throughout the year, including football, cross country running and country dancing. Pupils also participate in swimming galas. Pupils respond positively to these activities, which enrich the life of the school.

Design and technology and information technology

100. Few lessons were seen and there was insufficient evidence to make secure judgements about standards in these subjects. Both are featured in teachers’ planning and some subject guidance has been produced for each. These do not clearly set out the progression in skills for each subject and, as yet, there is no means to ensure that pupils’ knowledge, skills and understanding are developed systematically. The school has plans to address this.
101. Resources for information technology are unsatisfactory but the school is aware of this. There is a lack of up-to-date equipment and not every class has a computer. The subject complies with National Curriculum requirements.

Religious Education

102. Religious education is in the very early stages of development. Staff have sought advice and guidance about teaching the recently introduced locally agreed syllabus. The majority of classes are working on aspects of Christianity, including stories from the Bible and their application to every day life. A few classes are focusing on Islam and those pupils are gaining knowledge of the major festivals and traditions.
103. There were very limited opportunities to observe the teaching in lessons and the work made available was limited in scope. There was insufficient evidence on which to make a judgement about attainment.

In some classes the pupils benefit from sensitive teaching and they make progress in their awareness and understanding of religious beliefs and practices. The school recognises that further support is necessary in order to successfully meet the requirements of the agreed syllabus.

PART C: INSPECTION DATA

104. Summary of inspection evidence

Key Stage	U5s	KS 1	KS2	KS3	KS4	Post-16	Total
Total hours	12.5	19	37.5				69

The school was inspected between 3-7 June 1996.

Five inspectors spent a combined total of 19 days in school.

65 lesson observations were completed.

69 hours were spent collecting firsthand data about the quality of teaching and learning across the whole curriculum in all classes with all age groups.

A meeting was held for parents.

The work of all pupils was scrutinised.

Pupils were assessed for their reading capabilities and their ability to work with numbers.

Pupils were questioned and given information seeking tasks and number tasks.

Playground activities, involving sport, were seen.

School documents were scrutinised.

The headteacher, teachers, ancillary staff and governors were interviewed.

105. Data and indicators**PUPIL DATA**

	Number of pupils on roll (full-time equivalent)	Number of pupils with statements of SEN	Number of pupils on schools' register of SEN	Number of full-time pupils eligible for free school meals
YR - Y7	245	14	151	155
Nursery Unit/School	26	0	0	n/a

TEACHERS AND CLASSES**Qualified teachers (YR - Y13)**

Total number of qualified teachers (full-time equivalent)	11
Number of pupils per qualified teacher	22.3:1

Education support staff (YR - Y13)

Total number of education support staff	3
Total aggregate hours worked each week	26

[Where applicable]

Qualified teachers (Nursery school, classes or unit)

Total number of qualified teachers (full-time equivalent)	1
Number of pupils per qualified teacher	26:1

[Where applicable]

Education support staff (Nursery school, classes or unit)

Total number of education support staff	1
Total aggregate hours worked each week	25

[Primary and nursery schools]

Average class size:

27.2

FINANCIAL DATA

Financial year:

1994/1995

	£
Total Income	349126
Total Expenditure	356484
Expenditure per pupil	1415
Balance brought forward from previous year	15811
Balance carried forward to next year	8453

PARENTAL SURVEY

Number of questionnaires sent out:

236

Number of questionnaires returned:

46

Percentage return rate:

19%

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	30	63	4	2	0
I would find it easy to approach the school with questions or problems to do with my child(ren)	37	57	4	2	0
The school handles complaints from parents well	17	63	20	0	0
The school gives me a clear understanding of what is taught	20	65	4	11	0
The school keeps me well informed about my child(ren)'s progress	20	59	9	11	2
The school enables my child(ren) to achieve a good standard of work	20	63	8	7	2
The school encourages children to get involved in more than just their daily lessons	28	57	13	2	0
I am satisfied with the work that my child(ren) is/are expected to do at home	20	48	15	17	0
The school's values and attitudes have a positive effect on my child(ren)	33	50	13	4	0
The school achieves high standards of good behaviour	28	50	7	11	4
My child(ren) like(s) school	61	37	0	2	0

Other issues raised by parents

Some parents feel that there are too many pupils with special educational needs in the school. Many commented on their appreciation of the work of all the staff which sometimes goes beyond the requirements of their job.

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