

INSPECTION REPORT

RAWTENSTALL CRIBDEN HOUSE SCHOOL

Rawtenstall

LEA area: Lancashire

Unique reference number: 119879

Headteacher: Mrs J. Lord

Reporting inspector: Mrs F. D. GANDER
21265

Dates of inspection: 12th – 16th February 2001

Inspection number: 188292

Full inspection carried out under section 10 of the School Inspections Act 1996

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INFORMATION ABOUT THE SCHOOL

Type of school:	Special school for pupils with Emotional and Behavioural Difficulties.
School category:	Community Special
Age range of pupils:	5 - 11
Gender of pupils:	mixed
School address:	Haslingden Road Rawtenstall Rossendale Lancashire
Postcode:	BB4 6RX
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Appropriate authority:	The Governing Body
Name of chair of governors:	Mrs H. Harding
Date of previous inspection:	April 1996

INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
21265	Mrs F. Gander	Registered inspector	Science Art and design Music	How high are standards? How well are pupils or students taught? How well is the school led and managed?
9572	Mrs K. Anderson	Lay inspector		How well does the school care for its pupils? How well does the school work in Partnership with parents?
17681	Mr R. Sharples	Team inspector	Mathematics History Geography Religious education	How good are the curricular and other opportunities offered to pupils or students?
19386	Mr T. Watts	Team inspector	English Design and technology Information and communication technology Physical education Special educational needs Equal opportunities	

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Cribden House School bears very little resemblance to the school inspected in 1996. It has undergone radical changes since then. This 'new school' has refurbished buildings, different provision, new staff, and different pupils. The school is now a day school for pupils, both male and female, who have severe emotional and behavioural difficulties and are between the ages of five and eleven. There are currently 26 pupils in the school, of which only seven have been in the school for more than one academic year, and at the time of the inspection, seven pupils had only been in the school for four weeks. The majority of pupils are in years three to six, with only two pupils being in year one. The majority of the pupils in the school are boys, with only two pupils being girls. Pupils live within the area that the Local Education Authority serves, but very few are from the immediate area of Rossendale. A few pupils are also 'looked after' children. There are no pupils from ethnic minority backgrounds, and almost all pupils are entitled to free school meals.

The pupils are admitted to the school because their emotional, social and behavioural difficulties are so extreme that they cause a barrier to learning. The majority of pupils exhibit unpredictable and volatile behaviour, and are either a danger to themselves or others. All pupils have not been successfully included in other special educational provision. They have either been excluded from other schools or have failed to flourish in Pupil Referral Units, and some have been part of the 'Out of School' tutorial system. When pupils are admitted to the school, their attainment levels are well below that expected of pupils of a similar age.

HOW GOOD THE SCHOOL IS

This school is a very effective school. It provides a very safe, secure and caring learning environment where the efforts of all staff and pupils are valued and respected. The teaching is good, and in some classes it is very good, and results in pupils achieving well. The school's philosophy for managing unacceptable behaviour is calm, firm and effective, and as a result, pupils' behaviour and emotional well-being improves. The leadership and management of the school are excellent, and a great deal of dedication and hard work has gone into improving the school and achieving the targets set. The school provides good value for money.

What the school does well

- There is excellent leadership, management and teamwork provided by the Headteacher and deputy Headteacher, and there is a total commitment for improvement and achieving the aims of the school.
- There is a very good support from the Governors for improving and moving the school forward.
- There is a high percentage of very good teaching, which is the result of the high expectations teachers have for pupils' attainment and achievement.
- There is very good management by all staff of pupils' socially unacceptable, and sometimes, violent behaviour.
- The school provides excellent care, protection and welfare for pupils, which is very well supported by the extremely valuable work of the Care and Welfare Officer.
- The school develops the moral and social awareness of pupils very well through its ethos and its personal and social education curriculum.

What could be improved

- The number of support staff in classes so that when staff are dealing with a pupil who is excluding themselves from the learning situation, the rest of the pupils are not left without support.

The areas for improvement will form the basis of the action plan prepared by the appropriate authority.

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

There have been very good improvements since the inspection in 1996, which found that it was not providing an adequate education or safe environment. Since then, the Local Education Authority closed the residential provision and made a smooth transition to a day school. The leadership and management have improved with the appointment of a new permanent headteacher and new governors. Almost all the teachers have been replaced with new teachers, some of whom, have come from mainstream schools and have high expectations of what pupils can achieve. As a result, the quality of teaching has very much improved. Following the inspection in 1998 by HMI, the school has further improved. With the improved curriculum planning, assessment, behaviour management and teaching, the standards that pupils achieved at the end of Key Stage 2 have risen over the last two years. The buildings have recently been refurbished, and are currently being resourced. The greatest improvement has been to school development planning, monitoring, and to the ethos of the school. It is now a community where the efforts of all staff and pupils are valued. Some of the school's goals have not yet been achieved due to changes of staff, building work and a lack of time. These include the further development of subjects of the National Curriculum linked to assessment, the monitoring of the subjects by teachers, and the development of the grounds for outdoor activities.

STANDARDS

The table summarises inspectors' judgements about how well pupils achieve in relation to their individual targets by the time they leave the school.

Progress in:	by age 11	Key
speaking and listening	B	very good A
Reading	B	good B
Writing	C	satisfactory C
Mathematics	B	unsatisfactory D
personal, social and health education	A	poor E
other personal targets set at annual reviews or in IEPs*	B	

Due to the fact that many of the pupils are very new to the school and have been either been out of school or have had interrupted education, it is not possible to make judgements about the progress of all pupils. However, those pupils who have been in the school the longest have made good progress in speaking and listening, reading and mathematics. Many pupils, because of a low self-esteem, do not take care in their written work and their progress in writing is not as good. Overall, pupils make good progress towards their targets, and the progress they make in their personal development is very good. There is no difference between the achievements of boy and girls.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	These are good. The majority of pupils are enthusiastic about school and are eager to take part in lessons.
Behaviour, in and out of classrooms	Despite the emotional difficulties that the pupils have, the majority of the behaviour is good and shows improvement over time. When out in the community the pupils' behave very well. Exclusions are low.
Personal development and relationships	The relationships pupils develop with all the staff are good. Although pupils initially have difficulties in forming positive relationships with one another, this improves with time. The pupils who have been in the school the longest show that the development of their personal skills and willingness to take on responsibility are good.
Attendance	This is very good and is well above that found in similar schools.

TEACHING AND LEARNING

Teaching of pupils:	aged 5-11
Lessons seen overall	Good

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

Teaching is good in 74 per cent of lessons and very good or excellent in 41 per cent. It is very good for pupils at Key Stage 1 and for Year 3 pupils who are taught in the same class. At Key Stage 2, where there are more teachers, the quality of teaching and learning varies but is good overall. It is good in English, mathematics, and science, and in personal, social and health education. Generally across the school, there are high expectations of pupils in terms of achievement and behaviour. However, the volatile and unpredictable behaviour of pupils who have only been in the school for a very short time, sometimes undermines the potentially good teaching. In addition, some pupils have not yet established a positive working relationship with the teachers who are very new to the school.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	This is good. It is balanced and relevant to the needs of the pupils in both key stages. The importance of the personal and social elements of the curriculum is recognised, and is well integrated into the timetable. The literacy and numeracy strategies are effectively planned throughout the school and are having a positive influence on the structure of lessons in other subjects. The personal, health and social programme is a good feature of the school and has a positive impact on pupils' development and their progress. There is good provision for extra-curricular activities and community links.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Overall, this is very good. Pupils' social and moral development is a part of the interaction they have with staff and permeates all activities. Staff provide good role models by demonstrating how to behave and insisting on consistently high standards of behaviour from the pupils. There is a good provision for spiritual and cultural development.
How well the school cares for its pupils	The level of care and supervision given by staff is exemplary, and excellent support is given to pupils when they are most vulnerable. Staff know their pupils extremely well and are sensitive to their differing situations. The Care and Welfare Officer plays an extremely valuable role in the school. Overall, assessment of pupils' achievements is good but its use in all subjects needs further development.

This school continues to work hard to involve parents and carers in their child's education, and the majority are very positive about its work. However, some parents live some considerable distance away from the school, and others are very new to the school. As a result, in spite of the school's efforts to involve them, parental participation with its day-to-day work and attendance at meetings is extremely limited.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The overall leadership and management of the school are excellent. The excellent teamwork established between the headteacher and the deputy headteacher has resulted in a high quality provision, teaching and care. This is a community where the efforts of the staff and pupils are valued. All staff are committed to further improving the school.
How well the appropriate authority fulfils its responsibilities	The Governing Body fulfils all its responsibilities very well. All members are very dedicated, know the school's strengths and areas for improvement very well and give it excellent support. However, they find it difficult to recruit parent governors.
The school's evaluation of its performance	The monitoring and evaluation of the curriculum, teaching, and progress are very good. Many of the teachers who lead subjects are new to their responsibilities and have not yet had the opportunity to be involved in monitoring. The school's development plan is used very well to monitor and plan developments.
The strategic use of resources	There are very good links between the financial resources and specific areas in the development plan, and these are very well focused on raising standards and improving the quality of education. All grants are used appropriately. The school has begun to apply the principles of best value.

There are adequate numbers of teaching staff with the expertise to teach the curriculum. However, classes only have one learning support assistant and when they are dealing with difficult behaviour of one pupil, the teacher and other pupils are left without necessary support. The newly refurbished accommodation is good, and will be much improved when the outdoor provision has been completed. Resources are satisfactory.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • The good progress their children make. • The good teaching. • The school expects my child to work hard and achieve his or her best. • The school is well led and managed. • The school is helping my child become mature and responsible. • The school provides an interesting range of activities outside lessons. 	<ul style="list-style-type: none"> • The behaviour of some pupils in school. • The links the school has with parents.

The inspection team agrees with the positive comments of the parents. However, evidence in the school shows that they make good efforts to encourage parents to support the school, but without success. Inspectors also judge that, given the severe emotional and social difficulties of the pupils, their general behaviour is good and that the school provides them with clear and realistic expectations.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. At the time of the inspection, the majority of the pupils had been in the school for less than a year and some had only been attending for a few weeks. Due to this, and because of the settling in period pupils with these difficulties need, judgements on achievement and progress are linked to those pupils who have been at the school the longest. In addition, judgements are based on evidence gathered in lessons on pupils' progress. Overall, achievement and the progress pupils make is satisfactory. There are no differences in the achievements of boys and girls, or the progress they make. Only the pupils' emotional difficulties create a barrier to learning, and the school works very hard with pupils so that they become enthusiastic and willing learners.

2. Although the majority of pupils were not at the school at the time of the last inspection, or when it was monitored by HMI in 1998, the overall achievement and progress that pupils attending this school make has improved. This is the result of the improved situation that exists in the school, including behaviour management, teaching, expectations and assessment.

3. In English, the pupils who have been in the school longest have made good progress in speaking and listening and reading. Those who are new to the school have missed, or had interrupted education, and have a low self-esteem. The majority enter the school with a very low level of skills in communication. Due to the major emphasis, the school places on listening and communicating clearly and sensibly, pupils become more willing to sit and listen. They listen well to explanations, questions and instructions in lessons, such as, in science or physical education. They take turns and explain their own points of view in discussions about famous authors, poetry, stories and newspaper articles. Lower attaining pupils, often need extra explanations from the teacher or support staff before they fully understand the topic. The majority of pupils, including those who have been in the school a short time, are confident enough to stand in front of the whole school and staff during a celebration assembly and explain the work they have completed during the week. When considering that the majority of these pupils have been previously excluded from schools, this represents good progress.

4. When pupils come into the school, the majority are not achieving well in reading. Due to the hard work of the staff in raising pupils' self esteem and managing behaviour, pupils gradually learn to read and the progress they make in this area of learning is good. The school has targeted reading very well through the Literacy Strategy, and through the "ERIC" sessions (Everybody Reading In Class) each day. From being unable to read any words, and not being able to recognise any letters of the alphabet, the higher attaining pupils enjoy stories, poems and factual accounts of events in the past, or in the news. They read about topics for other subjects, such as science, geography and history, and occasionally use computer programs to gain information. However, many are not yet at the stage of where they read with fluency and expression. Lower attaining pupils, or some of those who have been in the school a short time, struggle to read small words and they have little idea of how to build up words from the letter sounds. These pupils use the pictures in the books to give them clues about what the writing says. Pupils have not yet been in the school long enough to develop good library skills, such as knowing where to find a book on a particular subject or by the name of the author.

5. Pupils' achievements in writing are not as good as the other aspects of English but are overall satisfactory. This is due to the amount education the pupils have missed, or because of poor self esteem. These shortcomings are well targeted by the school in the subject development plan. Higher attaining pupils at Key Stage 2 write short passages, thank-you letters, or accounts of a visit to a factory, but these are often the result of much effort and time. The handwriting is clear and quite neat, but immature. Lower attaining pupils, or some of those who have just entered the school have great difficulty writing more than a few words, and the letter formation is poor. Many pupils have trouble in spelling even small words consistently, without close prompting from support staff.

6. In mathematics, pupils, in relation to their difficulties and in the short time they have been in the school, make good progress and achieve well. This is a direct result of the good teaching seen across the school. Pupils who are in Year 1, with assistance count in tens, name shapes and are beginning to understand the features of a three-D shape. Higher attaining pupils in Key Stage 2 create and copy patterns to illustrate their understanding of symmetry. They round numbers up to the nearest 1000, place the numbers in the correct order on a number line, classify and tally information and draw a bar graph to illustrate their results

7. In science, at both key stages, pupils' achievements and the progress they make are satisfactory. In the short time the year 1 pupils have been in school, they have gained an understanding of how people change, both in appearance and in what they can do. They understand that some drugs and medicines are safe and others are not. They are beginning to make predications, and explore and compare themselves to when they were younger, and to others in the class. At Key Stage 2, in some lessons pupils make good progress. This is the result of excellent teaching and high expectations of what pupils can achieve. Pupils understand the complex concept of gravity and they make predictions which object will hit the floor first. The majority of pupils predict correctly and give detailed explanations of why. They understand the meaning of a fair test and how to make sure their investigations are fair. By the end of the key stage, pupils carry out research, for example, on plants at a garden centre. Analysis of pupils' work shows that they have covered most areas of the National Curriculum, carry out simple investigations, and use tables to record their results.

8. At the time of the inspection, the computers had only been in place a short time and the majority of pupils have not developed the skills to use them. Consequently, pupils' achievements vary and are overall unsatisfactory, especially for research and in supporting learning in other subjects, such as, science. However, there are indications of improvement particularly in the younger end of the school where the pupils have recently begun to develop their skills well. This recent good progress has not yet had time to spread to the rest of the school in the form of greatly improved knowledge and skills. At the moment, there is little difference in the level of skills between the youngest and the oldest pupils in school, because, basically, they all started to learn in a formal way at the same time.

9. Pupils achieve well and make good progress in geography, history, religious education and in physical education. In some aspects of this last subject, such as swimming and games skills, the higher attaining pupils are achieving at a level that is comparable with national expectations. In other aspects, they are achieving at a lower, but still satisfactory, level. After a sound start in the lower part of the school, pupils gain skills well in a range of physical activities, and by the time they reach the age of eleven years, most pupils are achieving well. Overall, pupils' achievements and the progress they make in lessons are satisfactory in art, in design and technology and in music. In all these subjects the re-organisation and building work that has been taking place has limited the range of activities that could be planned. Many of the resources have been in storage or the school has been

awaiting delivery of new resources. In addition, pupils have not been in the school long enough to have gained many achievements.

Pupils' attitudes, values and personal development

10. Overall, there is an improvement in this area since the last inspection when it was judged that attitudes and behaviour varied between the education and between residential settings. Even though pupils are new to the school, and despite their difficulties, the majority of pupils behave well and their attitudes and relationships are positive. Attendance rates are very good. As a result, the time pupils spend in school is effective in promoting their learning and personal development.

11. The majority of pupils are enthusiastic about school and their work. The majority say that they like coming to school. When they arrive, pupils look happy and most greet staff in a friendly manner. They go directly to class, hang up their coats, settle at tables quickly, and answer the roll call very politely. Most pupils enjoy talking about their work and what they have been doing. They particularly enjoy the extended school day provision when they take part in activities such as skiing and art. During the inspection, a skiing trip to the local dry slope was observed. The pupils clearly looked forward to this event and talked about it with enthusiasm. When there, they all took part and worked hard to improve their skills.

12. In most classes, pupils try hard and work to the best of their ability. They listen to their teachers and follow instructions promptly. They are keen to answer questions and contribute to discussions. They take turns and listen to others. These good attitudes were observed in a Year 5 physical education lesson when pupils were developing catching and throwing skills. Where this good standard of motivation exists, pupils work and learn with limited disturbance.

13. Pupils know the school rules and they know the difference between right and wrong. The majority of parents agree that behaviour is good. However there are occasions when pupils are unable to maintain this high standard and the behaviour of some degenerates, they walk out of lessons, or refuse to join in the activities. A few pupils are very new to the school, whose behaviour is volatile and at times a danger to themselves and others. Where this happens, pupils require a high level of support from more than one member of staff. This tends to occur when pupils have not yet built a positive relationship with a new teacher, and where teachers have not developed effective strategies for handling challenging behaviour.

14. Movement around the school is extremely orderly and this has improved greatly from the last inspection. Entry to assembly is particularly effectively managed. Pupils line up at the end of lessons and when coming into school at the end of play time. Mealtimes are generally happy, ordered, family events. The behaviour of most pupils is impressive. They sit quietly at their places waiting to say grace. They use knives and forks appropriately and conduct friendly conversations with adults during the course of the meal. These times are effective in promoting pupils' social skills. Sometimes, however, pupils are less willing or able to live up to the school's expectations. In these cases, care staff support provide them with very good support. Pupils understand the points system. Most try hard to gain points and take pride in their achievements, this shows a very good improvement from the last inspection. Pupils declare that they feel happy when they get points, and enjoy the shopping trips to purchase prizes. This reward system is effective in encouraging pupils to maintain a high standard of behaviour.

15. Relationships between staff and pupils are good. At times relationships between pupils are volatile, and although, there are examples of pupils provoking each other, there are many occasions when they play well together, support each other and listen to each other's contributions. Examples were observed in a lesson when a pupil hurt his ankle and the others showed concern, and in assembly when pupils listened quietly whilst others read poems out loud. In the yard pupils play collaborative games, such as football. When arguments occur, they are handled quickly and effectively, as are incidents of name calling. The school's good supervisory procedures mean that opportunities for insidious bullying are limited and there are no reports of bullying. Pupils are constantly reminded to think of others and consider the impact of their actions. This was observed in their skiing trip when they were careful to handle their skis properly and took turns when queuing for the tow. Through the teaching of religious education, pupils are encouraged to consider the feelings and beliefs of others. For example, in a Year 6 lesson when studying Islam.

16. Pupils take part eagerly in school routines such as taking the register to the office. They take pride in the gold band they wear when undertaking a responsibility. When requested by staff, the majority will select their own resources and help put away equipment at the end of lessons. These jobs give pupils a feeling of self-worth and effectively develop their personal skills.

17. Attendance has improved greatly since the last inspection and the marking of registers now complies with statutory requirements. Attendance now is very good in comparison with similar schools. Pupils arrive on time and lessons start promptly. It has been necessary to impose several fixed term exclusions in the past year, though there have not been any permanent exclusions. Exclusion rates are low in comparison to similar schools.

HOW WELL ARE PUPILS OR STUDENTS TAUGHT?

18. The overall quality of teaching and learning is good. It cannot be accurately compared with the quality of teaching in the last inspection, as almost all the teachers are new to the school. At the time of the last inspection over 25 per cent of lessons were unsatisfactory, however on this inspection, teaching was satisfactory or better in 97 per cent of lessons, good or better in 74 per cent and very good or better in 41 per cent. It is very good in the class where Key Stage 1 pupils and Year 3 pupils are taught together. At Key Stage 2, where there are more teachers, of which some are very new to the school, the quality of teaching varies. Overall, at this key stage it is good, but in some lessons with year 4 pupils, such as, music and design and technology, pupils have not yet built a positive working relationship with their new teacher.

19. The teaching of English, literacy and the reading ("ERIC") sessions are good in both key stages. There were some examples of very good teaching during the inspection, especially in Classes 3 and 5. In the "ERIC" lessons, teachers provide a good reading atmosphere in which pupils read their books individually, with or without support, and take part in group activities. Teaching of mathematics and numeracy is also good across the school. In three of the lessons, where the activities are very well matched to the pupils' differing abilities, teaching is very good and this leads to pupils achieving and behaving well. Teachers plan lessons so that all pupils will achieve and this raises the pupils' self-esteem and confidence, which in turn shows itself in their eagerness to answer questions and give explanations. Teachers plan and use a good range of resources which are meaningful to the pupils, such as the use of packets of sweets which pupils have to sort in mathematics. In English, there is thoughtful organisation of pupils for group work, and this helps with the management of the pupils' behaviour and leads to achievement. The resources needed in the lesson are well prepared and linked to the different activities. This ensures that all the pupils

in a group are challenged at a level appropriate to their ability. The teaching of science is overall good, but in some classes, it is very good or excellent. Once again, this high quality teaching is the result of high expectations and fast pace to the lesson, which keeps pupils wanting to learn and achieve.

20. The teaching of history is very good. Here lessons are well prepared with a range of stimulating resources, such as a magazine printed in Braille to illustrate the work of Louis Braille. Teaching is good in religious education, music, geography, and art. It is satisfactory in physical education, and in design and technology. It was not possible to see any teaching of information and communication technology during the inspection, and because most of the computers are new to the school, there is very little evidence on which to base a judgement. A strength of the teaching lies in the teaching of personal, social and health education through the time allocated to 'Circle Time' and the end of day 'Co-operative Learning' session. Teachers plan opportunities and effectively teach issues related to social and moral development. As a result, pupils are encouraged to express their feelings and to consider ways they could improve as individuals, and this has a positive impact on their moral and social development.

21. The characteristics of the very good lessons centre on high expectations. Here teachers have well-focused lessons that create an atmosphere in which the pupils want to work hard and as a result there are very few examples of unsatisfactory behaviour. This is particularly so in lessons taught by teachers who have been teaching in mainstream education. In a Year 5 mathematics lesson the high expectations of the teacher and learning support assistant ensure that the pupils have to think carefully about the answers they give when explaining the process of adding a group of numbers and rounding up. The good pace set in lessons also ensures that the pupils behave. In addition, all teachers manage the behaviour of pupils very well. For example, in one English lesson, although one pupil's behaviour was extremely poor, the teacher and other pupils did not allow this to disrupt the lesson, and the pupil, was eventually successfully brought into the activities

22. Support staff are used well, either in support of the less able pupils with their work, or working with pupils who are most likely to have sudden breakdowns in their behaviour. However, there were times during the inspection when the learning support assistants were involved with a difficult pupil for the whole of the lesson, and on these occasions the rest of the pupils were without support. There were a few examples in lessons where a second pupil decided to walk out of the class or not join in. Due a lack of additional support in the classroom, the teacher had to make a decision of whether to continue teaching the rest of the pupils or persuade the non-co-operative pupil to return to the lesson. The effect of this is that pupils who want to learn have disrupted lessons and the momentum of that learning is lost.

HOW GOOD ARE THE CURRICULAR AND OTHER OPPORTUNITIES OFFERED TO PUPILS OR STUDENTS?

23. Since the last inspection the recent appointments of teachers has established a settled staff team and this is having a positive effect on the development of the curriculum. As a result of this stability there has been an opportunity to identify teachers as permanent subject leaders, giving them responsibility for a designated area of the curriculum. This is reflected in the detailed staff development document where targets are clearly identified for different subjects. For example, the development of relevant schemes of work in information and communication technology, to complement the new computers that have recently arrived in school.

24. There is an excellent team approach and attitude by the staff towards the further development of curriculum in order to drive up the standards that pupils achieve in their learning. Since the beginning of term, classes have moved into their newly refurbished accommodation and staff can now settle down to auditing the resources necessary to deliver the different subjects.

25. The curriculum content overall is balanced and relevant to the needs of the pupils. The planning documents and schemes of work reflect a good range of learning opportunities for all the pupils in both key stages. For example, the importance of the personal and social elements of the curriculum is recognised and is integrated into the timetable. All pupils have good access to all the activities and although there are only two girls in the school, they have the same opportunities as the boys. The individual needs of all the pupils are well catered for in all the areas of the curriculum. The recent appointment of an additional teacher will allow pupils in Years 1 and 2 to be taught as a separate class and this will give a focus on their specific curricular needs. The school has identified the need to look at methods of delivering specific areas of the curriculum, for instance the combining of history and geography by means of themes based on studies of the local environment to give a more 'hands on' learning experience for the pupils. This development will require the re-writing of existing schemes of work in these subjects in order to reflect the proposed content.

26. The literacy and numeracy strategies have been introduced and are effectively taught throughout the school. These are having a positive influence on the structure of lessons in other subjects. The content of these two areas of the curriculum is emphasised in other subjects, for example, the need for pupils to develop good listening skills. This is evident in lessons when pupils are constantly reminded to put up their hand and to not shout out when answering questions, and they are encouraged to listen to the opinions of others.

27. There is very good provision for extra-curricular activities and community links. These experiences are linked very well with the structure, content and delivery of the curriculum. A particular strength is the extended day provision. Pupils stay for tea and then are offered a range of activities, for example skiing at the local dry ski slope and they learn how to make greeting cards. At the time of the inspection, this was particularly relevant, as it was Valentines Day. A number of off-site visits take place and these experiences are used to good effect in both supporting and teaching a range of subjects and promoting the development of social skills. For example, in a Year 6 science lesson, the visit to a local garden centre increased the pupils' knowledge of plants and the use of the café facilities was a good example of extending pupils' social development. A local theatre group visits the school and organises workshops, such as mask making.

28. The school has developed a number of links with other schools, for example through the Rossendale Schools Sports Association, and teams have entered football and cross country competitions. The adjacent secondary school has offered the use of its computer suite and the support of its computer technician to broaden the learning opportunities of the pupils. Because of the wide area that pupils come from, creating links with schools close to the pupils' home area is difficult. Consequently, this has a detrimental effect on developing links with schools for the secondary phase of the pupils' education.

29. The personal, health and social programme is a very good feature of the school and has a positive impact on pupils' development and their progress. This is a very good improvement from the last inspection. Due to the specific behavioural needs of the pupils, the time allocated to 'Circle Time' and 'Co-operative Learning' sessions is effective in providing opportunities to consider issues related to social and moral development. Pupils are encouraged to express their feelings and to consider ways they could improve as individuals. For example, a display of pupils' work compares their feelings in the context of a

porcupine and a rabbit. A pupil feels prickly as a porcupine when they have to rush for a taxi and feels relaxed as a rabbit when they are having a good laugh. The school has identified a room for pupils to develop play skills because in a number of cases these skills are under developed. There is a planned scheme for the teaching of sex education, for example, in Year 1 and 2 issues such as `families' will be considered, and by Year 6, pupils will be taught about puberty. In a Year 4 science lesson, pupils are studying the structure and care of teeth and they conduct an experiment to discover the effect of different liquids, for example the effect of a fizzy drink, on teeth. The subject leader is currently in discussion with the local education adviser about joining the 'Healthy Schools' initiative.

30. Pupils' social and moral development is very good and has improved since the last inspection. It is an integral part of the everyday interaction with the adults and permeates all the activities both within the school and outside the school. Staff provide good role models by demonstrating how to behave and they also insist on consistent high standards of behaviour from the pupils. There are specific opportunities to consider moral issues that are offered in different areas of the curriculum. For example, in Year 6 pupils consider environmental concerns over the pollution of the River Irwell, and discuss reasons why this situation has improved. Pupils are encouraged to work together in activities, such as in a Year 3 mathematics lesson, where they work in groups on the properties of shapes. Lunchtimes provide good opportunities for the promotion and use of social skills. Pupils sit in `family' groups at tables covered with good quality table cloths and help to serve the food. In all classes, the `expected' ways of behaving are displayed and staff consistently remind pupils of these expectations if they do not behave in an acceptable manner. A school assembly held every Friday is used to celebrate pupils' achievements during the week. Pupils are encouraged to stand at the front and explain their piece of work to the rest of the school. The audience in the assembly is asked to applaud the efforts of the pupils. In a Year 5 lesson, pupils are set problems, such as four pupils having to share three presents and to think of ways of providing a fair solution to the problem. Through discussion, the pupils develop an understanding of sharing and fair play.

31. Provision for pupils' spiritual development is good. All mealtimes start and end with a prayer. Pupils are encouraged, and given time, to reflect on their actions and to think how these actions influence others. In an assembly the theme of love is considered in light of the purchasing of Variety Club hearts in order to help raise funds for others. In religious education lessons pupils study the similarities and differences between faiths, for example Christianity and Buddhism.

32. The study of different religions offers opportunities for pupils to develop an understanding of cultural issues, for example in a Year 6 art lesson pupils are making models of mosques. Good provision is made for pupils' cultural development, and has improved from the last inspection. There is a wide range of artefacts from different countries on display, for example Caribbean and African musical instruments and fabrics from India and Pakistan. Pupils' knowledge of cultural heritage is developed by taking part in visits to a number of places of historical interest, for example to a museum in Bolton to see an exhibition on the Egyptians. The fire brigade visits the school but the number of visitors used to extend the range of cultural experiences, is limited.

33. The school ensures that all pupils have good access to the whole of the curriculum, both in classes during school time, and after school during the "extended day" activities such as art or skiing. Sometimes, it is very difficult to make arrangements for all pupils to take part in the activities after school, but the school manages very well in ensuring that all pupils are included in these activities, mainly by re-organising the transport home. Staff are aware that the small number of girls compared to the boys is a possible area where some discrimination could take place. Teachers, support staff and senior management staff monitor the situation

very carefully to ensure that the girls have exactly the same access to lessons as the boys. There are no issues over other minority groups, such as refugees, travellers or pupils from ethnic minorities. The school makes sure that pupils with additional learning difficulties have extra support, and that the activities planned are well matched to their differing needs and abilities, so that they overcome their problems and have access to the full curriculum. The only factor that prevents some pupils from taking part in lessons, is their own behaviour.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

34. Since the last inspection, this school has made major improvements in provision of care for its pupils. It has effectively addressed all the issues raised in the last report. Procedures for ensuring pupils' welfare and protection are excellent. The school makes every effort to achieve its objective to provide a nurturing and caring environment where the safety of pupils is paramount.

35. Appropriate Child Protection procedures are in place and all staff are alert to any signs of abuse. The school is particularly vigilant to Health and Safety issues and these are quickly addressed if, and when, they arise. Very good procedures for monitoring the Safety of the building are overseen by the Health and Safety committee who meet on a regular basis and carry out audits at least every term. Relevant equipment and fire extinguisher checks are made and a termly fire drill held. Thorough records are kept of these audits. A number of staff are trained in first aid and are, therefore, able to administer good care when accidents occur. These are recorded and parents kept informed. Good security measures are in place

36. The level of care and supervision given by staff is exemplary. Staff know their pupils extremely well, are sensitive to their differing situations, and provide pupils with excellent support when they are most vulnerable. The Care and Welfare Officer plays an extremely valuable role in the school. He, and all staff, handle challenging behaviour in a patient, sensitive and supportive manner, effectively helping the pupil to feel secure and cared for. However, at times pupils' disruptive or volatile behaviour requires more than one person to manage it, and when this happens other pupils are left in lessons without learning support assistants. This affects the progress they make.

37. Pupils know the school rules and staff use these effectively to convey expectations of good behaviour. The whole school points system and sticker system is effective in encouraging most pupils to behave well. Details of the points achieved each day are carefully recorded. Every pupil understands the points system and is involved in setting his or her own targets. Procedures to monitor and eliminate oppressive behaviour are fully established. Staff are alert to any signs of bullying or harassment. They are very quick to act and their intervention is usually effective in calming a potentially volatile situation. The governing body is involved in monitoring any racist incidents. A very thorough record is kept of any serious incidents.

38. The school is very effective in its systems for monitoring and promoting good attendance. Registers are marked at the beginning of every morning and afternoon session and are carefully checked by secretary, headteacher and education social worker. Parents are generally good at informing the school of reasons for absence and the Education Welfare Officer plays a valuable role in ensuring that pupils do come to school.

39. The processes of assessment have developed considerably since the last inspection, with much more thorough assessment of pupils' progress in the major subjects and in personal and social development. The current assessment system is good, particularly for the major subjects of English and mathematics, but it is not as developed in other subjects of the National Curriculum, such as science or information and communication technology. The use that is made of the information has improved a great deal since the last inspection. It is now very effectively used by teachers when planning lessons, and in altering various aspects of the curriculum as a whole. Where the systems are good, teachers will often plan to give some pupils particular attention, along with any specific resources or approaches that are thought to be best. Also, additional lessons may be given to individuals or groups of pupils who are seen to be in need of further teaching, perhaps with their reading or with their self esteem.

40. The assessment of the learning objectives in the some subjects, in order to track pupils' achievements, has improved but is in need of further development so that the school has an accurate profile of pupils. The school is approaching this area positively. It has good plans to further develop the learning objectives and assessment in line with the new schemes of work, and to build up example folders of pupils' work, based on National Curriculum levels. There are good "Records of Achievement" developing, which contain samples of work, reports and certificates for particularly good work, effort or taking part in major events.

41. The school carries out a good "baseline" assessment, and uses a very good selection of tests, so that they know what pupils can do, and how they behave. This detailed information is used to set targets for each pupil, especially in English, mathematics, or behaviour. Pupils are involved in setting their targets and this involvement and agreement gains their co-operation, as well as their understanding of what is expected. These targets are brought together in (IEPs), and are reviewed every half term so that new targets may be set. However, some of the targets are too broad, and as a result pupils do not achieve them within a half term. In addition, on some pupils' individual education plans there are too many targets set for each half term, and as a result teachers find it difficult to keep track of the progress pupils are making in all of them.

42. As part of the overall assessment system, staff monitor pupils' progress in different aspects of subjects, such as, spelling or reading, and they also conduct the end of key stage attainment tests. Staff use this information very carefully to guide major developments in the main subjects, including, for instance, which direction the Literacy Strategy should take, and which aspects of it need to be emphasised. The senior management team is particularly effective in monitoring how well pupils are progressing in the main subjects, and in adjusting what will be taught to them. This is very effective in supporting pupils' academic progress. For example, because of the monitoring of pupils' communication skills, the school decided to start daily "ERIC" (Everybody Reading In Class) lessons. The 'Co-operative Learning' sessions at the end of the day were started in order to raise pupils' social skills, as a result of the monitoring that staff had carried out.

43. Pupils' personal development is very well assessed, charted and discussed. Teachers and other staff monitor how well pupils behave, and how positive their attitudes have been, at the end of each lesson. This forms the basis of a good "points" system, which involves pupils in scoring their points each lesson. This process leads setting good targets for the improvement of pupils' behaviour, attitudes, and social skills such as taking turns, working with classmates, keeping their temper and controlling their language. Classes have targets for each pupil displayed on the walls, as a reminder to everyone of what they are trying to achieve. All staff work together in reviewing personal and social progress, in setting targets, and then in seeing how they can be best approached by teachers, and achieved by

pupils. The records of pupils' behaviour and social skills are well maintained, and they contribute to pupils' development in their personal and social skills.

44. A small number of pupils have additional special needs, which are mainly moderate learning difficulties. The school's policy is good, and makes good provision for these pupils through accurate identification of what those needs are. Pupils receive the provision that is set out in their Statements of Special Educational Needs, such as for transport or small group teaching in a specialist environment. However, there is little access to speech and language therapy, and there are a few pupils who are in need of this support in order for them to make good progress in their communication skills. The school makes good use of outside advice to support the decisions about the most important priorities when setting targets for pupils and the best way of meeting these needs. No pupils are disapplied from any subjects of the National Curriculum, or from the testing that forms part of the requirements. The school has an efficiently organised system for reviewing pupils' Statements, and the Code of Practice for Special Education Needs is followed well.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

45. This school continues to work hard to involve parents and carers in their child's education. The majority are very positive about its work. Parental response to the questionnaire was good. They feel that the school is very well led, has high expectations and that it helps their children to become mature and responsible. They say that their children make good progress and are happy. A small minority expressed concern about the amount of information they receive about their child's progress. However, the inspection team do not support these views. Through the brochure, newsletters, individual education plans, annual reviews and reports parents receive good quality information. A number of parents made supportive comments in response to their child's report and annual review. Parents are encouraged to comment on any new initiatives, for example, the homework system and the School Development Plan.

46. The catchment area of the school is very wide and many of the pupils live some considerable distance away. In addition, some pupils are not cared for at home. As a result, in spite of the school's efforts to involve them, parental participation in its day-to-day work is extremely limited. Parents are encouraged to attend the reviews and transport provided if necessary. In spite of these efforts, there is poor attendance at meetings. Although response to the Home/School agreement and homework policy was good, few parents take an active part in their child's learning at home. However, the 'chat' book provides a very good channel for communication between home and school and some parents and carers use it extremely effectively. Currently there is no active Friends' Association although there are plans to re-establish one in the near future.

HOW WELL IS THE SCHOOL LED AND MANAGED?

47. The leadership and management has undergone radical changes since the last inspection and also since the monitoring by HMI in 1998. At the time of the last inspection, it was judged to be failing to ensure that the school was a safe and secure place. The leadership and management is now excellent. Following a succession of temporary headteachers, a permanent appointment was made in 1999. With this new appointment came a clear vision of how a school, and the difficulties should be managed, how staff should be involved and valued and how high standards should be.

48. There has been a constant change in the staffing, including at senior management level. A new deputy headteacher has been appointed and there is excellent teamwork between the headteacher and the deputy headteacher. Both have clear roles and

responsibilities within the management of the school, for example, the deputy headteacher successfully leads staff development. The school has been awarded the Investors in People Award. The teamwork has continued to strengthen over the last year, as the school has had to cope with refurbishment work, the intake of new pupils, developing the curriculum and the appointment and induction of new staff. This has resulted in high quality provision, teaching and care, and a community where the efforts of the staff and pupils are valued. All staff are committed to further improving the school, and value the work of the headteacher.

49. There is now an established qualified staff team to teach all the required subjects. The recent appointment of a teacher to teach a class of Key Stage 1 pupils, will enable the school to focus on the needs of this age range. The procedures for the induction of new staff are very good. Teachers who are new to the school, some of whom have come from mainstream schools, feel that they have very good support. The Investor in People Award has assisted in creating good monitoring systems in the school. The headteacher and the deputy headteacher are timetabled to support new staff, for example, during the week of the inspection, the deputy headteacher taught alongside the teacher in Class 4. At present this support role, and the time allocated to give subject leaders time to develop their areas of the curriculum, is not being used effectively. This is due to the fact, that the headteacher and the deputy headteacher are sometimes required to fulfil a learning support role or behavioural management for those pupils with challenging behavioural difficulties. This is directly related to an insufficient number of learning support assistants. There are times in classes when the learning support assistant has to leave the room due to the individual behavioural needs of pupils. This leaves the teacher for long periods on their own and has a detrimental effect on the progress of the learning of the rest of the group of pupils.

50. The teamwork between teachers and learning support assistants is very good. The quality and commitment of this liaison makes a significant contribution to pupils' rate of progress and ensures a consistent approach to the management of behaviour. The Care and Welfare officer provides very good support in the development of the behaviour of the pupils and in the supervision of the transport arrangements. The staff have a clear understanding of the priority areas for development in the school and is very committed to improve the learning opportunities for the pupils. All the staff are encouraged to develop professionally and have the opportunity to take part in a wide range of well-organised courses. However, the escorts on the home to school transport have not received any form of training.

51. The role of the Governing Body has improved considerably since the last inspection when it was judged not to have enough information about the school. Following this, the Local Education Authority seconded additional experienced governors to support the school and oversee changes. Some of these governors have remained with the school and overall their support and concern for the well-being of the school and staff are excellent. The Governing Body fulfils all its responsibilities very well. All members are very dedicated and know the school's strengths and areas for improvement very well. However, they find it difficult to recruit parent governors and currently have only one parent governor. There is evidence that they are continuing to pursue this with the new intake of pupils.

52. The monitoring and evaluation of the curriculum, teaching, and the progress pupils make are good. These are effectively carried out by the head and deputy headteacher. Many of the teachers who lead subjects are new to their responsibilities and have not yet had the opportunity to be involved in monitoring the teachers, although all have development plans for improving the quality of their subject areas and the standards pupils achieve. The recent appointment of three new members of staff has brought a new dimension to the school, with high expectations and a very good expertise in music.

53. The school's development plan is exemplary and provides the governors and staff with a clear focus and plan for developments in all areas. It is used very well to monitor and plan developments. All areas, found by the inspection team to be in need of improvement, are identified in the school development plan. All financial resources are very well linked to specific areas in the development plan, and are very focused on raising standards and improving the quality of education. The school has been in the fortunate position of having been funded for more pupils than on roll so that these improvements could be made. All grants are used appropriately and the recommendations of the audit report have been implemented. The school has begun to use new technology well in its day to day management and to record pupils' progress, but is still waiting for the whole system to be installed, and for the National Opportunities Funding for staff training in information and communication technology to be allocated. The school has begun to apply the principles of best value. It compares itself with other schools, always requests quotes for services and goods, and has consulted with parents, for example, on homework.

54. The buildings have recently been refurbished and extended to provide high quality learning environment. This is a significant improvement since the last inspection when the quality of the facilities in the teaching block were regarded as unsatisfactory. The new classroom areas are bright, equipped to high standard and there are good quality displays of pupils' work. The covering of the display boards in the corridor with Perspex to protect the work is a good idea. The corridors in the teaching block are bare but work is commencing on the painting of murals on the walls. The school has identified the need to produce more interactive displays. The new hall/gymnasium is providing a good area for indoor physical education activities, drama and assemblies but there are problems with the acoustics. The school is developing an area for pupils to promote their play skills, together with an additional classroom for Key Stage 1 pupils.

55. The buildings are sited in extensive grounds comprising of lawns and woodland. There are paths through the trees, which are used for walks, and there is a plan to develop an adventure playground. The enclosed play area, although limited in space, is used well at breaktimes but is in urgent need of resurfacing. The local authority has agreed to complete this work.

56. At present, the resources for learning are satisfactory but this situation is changing on a daily basis as more equipment arrives, for example the recent acquisition of replacement computers. Now that the new classrooms are in operation staff can conduct an audit of the existing materials in order to determine the future resource needs in specific curriculum areas.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

57. The Governing Body and the headteacher should :

- Increase the number of support staff in classes, so that when pupils exclude themselves from the learning situation, the rest of the pupils and teacher are not left without support. (paragraphs: 13,22,36,76,107)

In addition, the following minor issues should continue to be part of school development planning:

- Improve the quality of the targets set in the individual educational plans. (paragraph: 41).
- Continue developing the assessment procedures in some subjects of the National Curriculum. (paragraphs: 40,42,83,89,93,97,104,117,121).

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	34
Number of discussions with staff, governors, other adults and pupils	35

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
3	38	33	23	3	0	0

The table gives the percentage of teaching observed in each of the seven categories used to make judgements about lessons.

Information about the school's pupils

Pupils on the school's roll	No of pupils
Number of pupils on the school's roll	26
Number of full-time pupils known to be eligible for free school meals	23

English as an additional language	No of pupils
Number of pupils with English as an additional language	0

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	11
Pupils who left the school other than at the usual time of leaving	4

Attendance

Authorised absence	%	Unauthorised absence	%
School data	5.7	School data	2.2

Both tables give the percentage of half days (sessions) missed through absence for the latest complete reporting year.

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	0
Black – African heritage	0
Black – other	0
Indian	0
Pakistani	0
Bangladeshi	0
Chinese	0
White	26
Any other minority ethnic group	0

Exclusions in the last school year

	Fixed period	Permanent
Black – Caribbean heritage	0	0
Black – African heritage	0	0
Black – other	0	0
Indian	0	0
Pakistani	0	0
Bangladeshi	0	0
Chinese	0	0
White	7	0
Other minority ethnic groups	0	0

This table gives the number of exclusions, which may be different from the number of pupils excluded.

Teachers and classes

Qualified teachers and classes: Y1 – Y6

Total number of qualified teachers (FTE)	6
Number of pupils per qualified teacher	4.3
Average class size	6.5

Education support staff: Y1 – Y6

Total number of education support staff	7
Total aggregate hours worked per week	235

FTE means full-time equivalent.

Financial information

Financial year	1999/2001
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	£
Total income *	496575
Total expenditure	419641
Expenditure per pupil	23314
Balance brought forward from previous year	60128
Balance carried forward to next year **	137062

* The total income for the school for this particular year includes partial funding for the remaining residential provision. In addition the school has been funded for the full placement number of 40 pupils.

** The amount of money carried forward to the following year includes funding for developments connected with the change of provision.

- **Results of the survey of parents and carers**

Questionnaire return rate

Number of questionnaires sent out	26
Number of questionnaires returned	15

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	47	40	13	0	0
My child is making good progress in school.	47	53	0	0	0
Behaviour in the school is good.	27	47	13	7	7
My child gets the right amount of work to do at home.	40	53	0	0	7
The teaching is good.	53	40	0	0	7
I am kept well informed about how my child is getting on.	60	27	13	0	0
I would feel comfortable about approaching the school with questions or a problem.	67	27	7	0	0
The school expects my child to work hard and achieve his or her best.	80	20	0	0	0
The school works closely with parents.	53	33	7	7	0
The school is well led and managed.	73	27	0	0	0
The school is helping my child become mature and responsible.	57	43	0	0	0
The school provides an interesting range of activities outside lessons.	73	20	0	0	0

PART D: THE STANDARDS AND QUALITY OF TEACHING IN AREAS OF THE CURRICULUM, SUBJECTS AND COURSES

ENGLISH

58. There has been a good improvement in this subject since the last inspection, with teaching that is now often enthusiastic and well structured, where previously it was sometimes poor. Pupils also have a much better attitude to the subject and this shows in the pride that many of them take in their knowledge, vocabulary and skills in reading, and, to a lesser extent, in their writing. The resources are very much improved, and the Literacy Strategy is now a very effective part of raising standards in this subject. The assessment and recording are now very good and are carried out consistently. The governors are very aware of developments in the subject, both in the recent past, and in the ones that are planned for the future.

59. Overall, achievements are satisfactory at both key stages. Those pupils who have been in the school the longest have made good progress in speaking and listening and reading. Pupils' achievements in writing, because of the amount education they have missed or because it has been interrupted, are not as good and are only overall satisfactory. Pupils' English skills are also much improved through other lessons, such as the "ERIC" sessions. They are also the focus of the 'Co-operative Learning' sessions at the end of the day. The use of English is encouraged well through other subjects, such as in history, geography and in science. The National Literacy Strategy is in place and is proving to be effective in raising standards of pupils' work in all aspects of English, particularly their reading skills.

60. Pupils who are new to the school have often missed a great deal of education before their arrival. They begin with a low levels of attainment and skills in communication. Teaching them to listen, and to speak clearly and sensibly, is a major priority for the school, and it is successful in doing this. As pupils settle into the school they become more able to sit and listen to what is being explained and shown to them. They listen to instructions, in science or physical education, for instance. They start to understand the need to take turns, not to interrupt, to discuss things reasonably, to explain their own point of view. They take part in discussions about things that interest them personally, as well as, about different aspects of English, such as famous authors like Charles Dickens and Roald Dahl. They talk about poetry, stories and newspaper articles. The lower attaining pupils pay attention to what is said to them, but they often need extra explanations from the teacher or support staff before they fully understand the topic.

61. Pupils join in with discussions in class, and most are sensible, explaining their ideas and asking questions. They respond to teachers' prompts well, and this is something that teachers are often good at - questioning and prompting in order to encourage pupils to be fully involved in all aspects of lessons.

62. From low attainment levels as a starting point, pupils gradually learn to read, and their progress is good. The school has targeted reading very well through the Literacy Strategy, and through the "ERIC" sessions (Everybody Reading In Class) each day. From being unable to read any words, and not being able to recognise any letters of the alphabet, the higher attaining pupils enjoy stories, poems and factual accounts of events in the past, or in the news. They also read about topics for other subjects, such as science, geography and history, and occasionally use the computers to gain information. However, higher attaining pupils, do not read with real fluency and expression. Some pupils have developed enough confidence to read aloud in assemblies. Lower attaining pupils at the top of the school

continue to need a lot of help and prompting with their reading. Some do not know all of the letters of the alphabet; they struggle to read small words; and they have little idea of how to build up words from the letter sounds. Some pupils are still at the stage of using the pictures in the books to give them clues about what the writing says. Pupils have not developed good library skills, such as knowing where to find a book on a particular subject or by the name of the author. Teachers have begun to use some interactive reading programs on the computers; some of the pupils can use these programs independently, and find them a good motivator for their reading.

63. Across the school, pupils' writing skills are the least well developed of the aspects within English. By the end of Key Stage 2, the higher attaining pupils write short passages about, topics, such as dragons, or thank-you letters, or about a visit to a factory. However, the finished results are often the result of much effort and time. The handwriting of the higher attaining pupils is clear and neat, but is in an immature style. Lower attaining pupils have great difficulty writing more than a few words. Letter formation is poor, with capitals and small case letters mixed together, very large printed letters, badly formed letters and spaces in the wrong places. However, this is an improvement on the skills of the younger pupils in Key Stage 1, who are often struggling to copy individual letters, or to trace over them on a page.

64. The school is aware of this shortcoming in writing skills, and has targeted it in the subject development plan. There are also plans to raise pupils' achievements in spelling. The majority of pupils experience difficulties in spelling even small words, without close prompting from support staff. Many pupils find it difficult to put their thoughts into writing, whether they are making up a story or a poem, or re-telling a story that they have read in class, such as about the Mary Celeste or the Wizard of Oz.

65. The teaching and learning in English is good overall, and there was no unsatisfactory teaching during the inspection. The teaching of Literacy sessions is good overall, and it is very good in the class containing Key Stage 1 and Year 3 pupils. Similar very good teaching was also seen at Key Stage 2, and the teaching in the 'ERIC' sessions was overall good. Teachers confidently plan their lessons in accordance with National Literacy Strategy guidelines. Lessons are planned in detail and resources are well chosen. There is good management of pupils, both in terms of behaviour, and in organising them into groups for work that is aimed at each pupil's own level. For example, in one very good lesson with some of the youngest pupils in school, which was based around the story of Jack and the Beanstalk, the teacher had, in previous lessons, developed the pupils' knowledge about the story. She talked through a different version of the story with the pupils, and encouraged them very well to express their own opinions about the story and the different characters in it. Pupils' personal development was helped by the teacher's encouragement for pupils write some answers on a large worksheet in front of the class. Although one pupil's behaviour was extremely poor, the teacher and other pupils did not allow this to disrupt the lesson. Sometimes, teachers try to do too much in a single lesson, and this leads to pupils not knowing exactly what is expected of them. For example, in one lesson pupils were given three choices of different types of writing, which resulted in none of the pupils working at full pace.

66. When pupils prefer to remain quiet during discussions, teachers do not allow this, and make extra efforts to include them fully at their own level of understanding and verbal response. Teachers encourage this, not only in English lessons, but also in all lessons. For example, on a visit to a garden centre in science, the teacher planned good opportunities for discussions and for listening to instructions. Pupils' speaking and listening skills are also encouraged by the teachers' approach to questioning. This continues well when on visits into the community, talking about what they are seeing, and asking questions. Pupils are expected to write about their visits, and they do so in a variety of ways, perhaps as reports, or

as "thank you" letters. Support staff are used effectively, either to support the lower attaining pupils with their work, or by working with pupils who are most likely to have sudden breakdowns in their behaviour. In the 'ERIC' sessions, teachers provide a good reading atmosphere in which pupils read their books individually, with or without support. Pupils also take part in group activities, such as matching letter blends with pictures, or listening to story tapes while following the text in their books.

67. The leadership and management of English are very good. The co-ordinator has a very clear view of the subject and how it needs developing. These are linked to clear assessments of pupils' progress and their achievements. These include the further development of cursive writing, greater encouragement of reading at home, more emphasis on spelling, and developing the ways in which classroom support staff can be more involved in the planning and preparation of the pupils' work.

68. There are also good plans to further develop the type and use of assessment, although the assessment of pupils' achievements is already particularly effective in English. There is very good analysis of pupils' results and trends have led to new initiatives, such as the "ERIC" sessions, as well as, to additional support for individual pupils who are seen to be lagging behind in particular aspects of their English. The resources for learning are good, both in the library and in individual classrooms. Pupils have access to enough good quality fiction and reference books; "big books" for shared reading; table top activities to help their understanding of letters and words; reading schemes; taped stories and some computer-based reading programs. The siting of the school library does not allow the older pupils to have easy access to it.

MATHEMATICS

69. Overall, the provision for mathematics is good and it has improved since the last inspection. The National Numeracy Strategy has been successfully introduced across the classes and this is having a positive effect on the quality of the teaching. At the time of the last inspection, there was a lack of consistency in the teaching approach and in the content of what was being taught. All the lessons seen during the inspection have a clear purpose and are planned consistently. This practice ensures that the pupils are focused on the key skills being taught.

70. Across the school, pupils make good progress and achieve well in relation to their ability. At the beginning of Key Stage 1, pupils can count in tens with assistance and can name a cube, cylinder and a pyramid. They are beginning to understand the features of a three dimensional shape. By the end of Key Stage 2 when pupils are given a number, they find the correct number to total to 50. They are able to create and copy patterns with a partner to illustrate their understanding of the lines of symmetry. In Year 5, the higher achieving pupils round numbers to the nearest 1000 and place the numbers in the correct order on a number line. Pupils in Year 4 are able to classify and tally information and draw a bar graph to illustrate their results. Overall, there is good evidence of the progress that pupils make in their achievement in the basic skills of number recognition.

71. The good progress seen in the pupils' learning is a direct result of the good teaching seen across the school. At the beginning of a very good lesson in Year 4 the teacher poses the problem that a company is having difficulties with a machine that packs liquorice allsorts and that the pupils have to find out how many different types there are in each bag. They find the problem challenging and it maintains their interest in the activity throughout the lesson. They are able to compare their findings with other members of the class by looking at the bar graphs they have drawn. In a Year 5 lesson, the high expectations of the teacher and learning support assistant ensure that the pupils have to think carefully about the answers

they give when explaining the process of adding a group of numbers and rounding up. The good pace in lessons ensures that the pupils display good behaviour. In all the lessons observed the work is thoroughly planned to provide challenging activities that suit the needs of the individual pupil. The resources needed are prepared in advance of the lesson and the teachers and the learning assistants give good support to individual pupils. This ensures that all the pupils in a group are challenged at a level appropriate to their ability. The focused lessons create an atmosphere in which the pupils want to work hard and there are very few examples of unsatisfactory behaviour. Pupils ask meaningful questions, which help the development of their mathematical concepts.

72. The subject leader is in the process of auditing the existing resources in order to determine further requirements. At present, there is limited equipment in classrooms for practical activities, such as measuring and weighing.

SCIENCE

73. There have been satisfactory improvements to the science curriculum since the last inspection when it was highlighted that too little time was allocated to the subject. It was a well taught strong subject in the last inspection and its position has been maintained.

74. At both key stages, pupils' achievements and the progress they make are satisfactory. In the short time the Year 1 pupils have been in school, they have gained an understanding of how people change, both in appearance and in what they can do. They understand that some drugs and medicines are safe and others are not. They are beginning to make predications, and explore and compare themselves to when they were younger, and to others in the class.

75. At Key Stage 2, pupils make good progress and by the end of the key stage many pupils achieve levels which are in line with national expectations. This is the result of excellent teaching and high expectations of what pupils can achieve. Pupils understand the complex concept of gravity, and in investigations make predictions about which object will hit the floor first. The majority of pupils predict correctly and give detailed explanations of why. They understand the meaning of a fair test and how to make sure their investigations are fair. Pupils who have been in the school the longest use scientific vocabulary, such as 'investigate' and 'sampling'. By the end of the key stage, pupils carry out research, for example, on plants at a garden centre. Analysis of pupils' work shows that they have covered most areas of the National Curriculum, including simple investigation work on food and its effect on teeth, the properties of different materials, the construction of electrical circuits, and the way sound travels. They use tables to record their results, and interpret simple graphs.

76. Overall, teaching across the school is good. Teachers' planning shows that the activities chosen and the way they are taught motivates pupils to pay attention. They are eager to take part, and, as a result, they achieve well. Teachers make good use of the investigation and research aspect of the subject. For example, a well-prepared visit to the garden centre for Year 6 pupils reinforces their knowledge and understanding of plants. All lessons are well prepared, so that there is careful organisation and structure to the activities. Potentially disruptive behaviour is therefore eliminated. However, the inclusion of certain activities is avoided due to a fear that the pupils' behaviour will deteriorate and that there will not be enough support available to manage it. An example of this was seen in the visit to the garden centre where the adults in the class, instead of the pupils, recorded the information gathered by the pupils. Generally, learning support assistants are briefed well and are used to support, or managed pupils' behaviour.

77. In the best lessons, there is a good introduction so that pupils know what they are going to learn and questioning gives the teacher information about what pupils have remembered from previous lessons. In these lessons, the pace is very fast and pupils are eager to show that they have understood or can work out problems. In all lessons the behaviour is managed very effectively, and there is a consistent approach to the expectations of politeness and courtesy. This is carried out with firm friendliness and is not overbearing, and pupils respect this. Pupils have individual targets for behaviour which teachers remind them of throughout the lessons.

78. The subject is led by the deputy headteacher, who is very experienced in co-ordinating subjects and is involved in the monitoring of teaching and the curriculum across the school. Due to this, there is a good overview of pupils' achievements, curriculum coverage and the quality of teaching. The subject is continuing to be improved and developed, and the contents of the current scheme of work are being compared with the QCA recommended scheme. Assessment is good and the files of the pupils who have been in the school longest have examples of assessed work. The grounds surrounding the school provide an additional resource for some aspects of the curriculum, such as for animal and plant study. The quantity of the resources for the current number of pupils is good.

ART AND DESIGN

79. Due to the developments and improvements being carried out in the school, developments in art have had a low priority. Art, at the time of the last inspection was satisfactory and since then the school has had a new art and design room, and the subject is now co-ordinated by a teacher who has specialist art training. Overall, improvement from the last inspection is satisfactory.

80. While the school was going through the upheaval of re-organisation and building improvements, the whole range of the curriculum could not be taught. The new art and design room opened two weeks prior to the inspection and in the lessons seen during the inspection, and from the range of pupils' work on display, it is evident that pupils' achievements are satisfactory. In Key Stage 1, the pupils who have only been in the school for 4 weeks are making satisfactory progress. Their work is appropriately combined with design and technology, and the models and artefacts that they design are decorated. For example, pupils have chosen different colour tissue papers to complete the decoration Islamic patterns. Tiles, which they have designed, are decorated with tissue, card and textiles.

81. In Key Stage 2, the five pupils who have been in the school the longest, although it is less than two years, are making satisfactory progress. Displays around the school, demonstrate that pupils have used a limited range of approaches and techniques but that this is now broadening. For, example, the content of the lessons has had to rely on using paint, felt tip pens and crayons, but with the advent of the new room year 6 pupils are now using 'mod-roc' to build models of mosques. Pupils produce drawings and collages, which are used as posters in personal, social and health education, that depict topics, such as 'Road Safety' and 'Cycling'. The pupils paint or colour pictures of different places of worship, and different animals connected with their English work, such as dragons and hedgehogs. One pupil has used watercolour paint to produce a picture of a racing car, and younger pupils in this key stage use a pencil to complete self-portraits. The construction three-dimensional work is very limited but pupils in Year 6 have worked with visiting local potters to design and make clay 'Dragon's Eggs'. These show that pupils have decorated the surface with their own designs and use the techniques of engraving and relief work. The finished displays show that pupils achieve very well and are proud enough of the finished result not to destroy them.

82. Overall, across the school teaching is good. Due to timetabling arrangements, only two lessons in Key Stage 2 were observed during the inspection and in both these lessons the teaching was very good. Both teachers have a very good level of expertise and knowledge of the requirements of the National Curriculum. They set activities that call on pupils to use their imagination and to be creative. In one lesson the main focus of the lesson was to design and make 'a box for holding wishes', and the design process shows the decoration which will be applied to the outside. All pupils' finished boxes are of not only a different shape but also have different decoration finishes. For example, some are painted and some are covered with textiles. In both lessons, the complexity of the activities, the organisation and planning of the lesson, and the management of the behaviour led to pupils staying on task, behaving very positively and taking pride in their achievements. Both lessons are introduced clearly so pupils know what is expected of them.

83. The school has a well planned art curriculum, which is about to be reviewed along with the policy so that it can reflect any national recommended changes, and also to combine and modify it with a national scheme of work. Due to the recent introduction of new computers there is little evidence of them being used for art work. Assessment arrangements are satisfactory but as the pupils produce more work, it will need to be annotated, assessed and kept as portfolios of work. The co-ordination has been recently taken over by a new subject leader, but has not had allocated time to monitor the curriculum coverage, standards or teaching. The accommodation is now good, and resources are satisfactory for the current curriculum.

DESIGN AND TECHNOLOGY

84. Very little was noted about design and technology in the last inspection report, when the subject was not taught regularly, and only one lesson was observed. There has been a sound improvement since then, with much more regular teaching of the subject, and the recent upgrading of the resources. The situation is satisfactory at the moment, but there are still aspects to develop.

85. Pupils' standards of achievement are satisfactory through the school. After a secure start in Class 3, pupils continue to learn the basic skills of designing items for different purposes, making them, and evaluating their results. By the time they reach the end of Key Stage 2, the higher attaining pupils think up their own designs with only a little help, and then draw them carefully, with descriptions of the materials and tools they intend to use, and methods of working. They try out the designs with paper "mock-ups" to see if there are any major faults to the design, and then make the real thing, often making appropriate modifications to the designs as they proceed. They evaluate their finished items at the end, to see if they like them, if they turned out as they intended, and if they are suitable for the intended purpose.

86. Pupils use a variety of materials, although not all of them frequently, including textiles, wood, some food preparations, card and plaster of Paris. As they gain their skills, pupils pay more attention to the quality of the finished product. They are increasingly careful with their measuring, cutting, sawing, smoothing, painting or stitching. Towards the top of the school, some pupils have designed a container "to hold a wish". This has been a very good project, with very careful and thorough design work. Good and accurate drawings are annotated with the materials and kinds of joins, type of finish, and so on. The pupils have made their containers well, with good attention to detail and the quality of the finish. This project has also provided very good communication opportunities as pupils listen carefully to instructions, and offer their own solutions to problems, as well as for writing. The theme of a wish was also developed very well in the parallel personal and social lessons. The pupils gained much from this project, including pride in their work and their achievements, eventually displaying their

finished products to the whole school during an assembly. Design and technology makes a good contribution to pupils' personal development, through the pride they learn to take in their own work. The development of social skills is reinforced as they work together on projects, sharing tools and materials.

87. The quality of teaching is satisfactory overall, although in the week of the inspection there was unsatisfactory teaching in one lesson. Where the teaching is good, the lessons are planned as a sequence of increasing skills, which build up through the weeks. For example, in the topic about "shelters", the teacher and support staff guiding the pupils in measuring, sawing and smoothing of small wood sections, and in different ways of fixing them together to make the framework for their shelters. The pupils were encouraged well to draw the different phases of the work; to evaluate how well their work was going and what modifications were needed for the next stage. The lesson was based very well on previous planning and design work on the same topic. Sometimes pupils were helped a little too much by learning support staff who did not stand back enough and allow the pupils to find out for themselves.

88. Where the teaching was unsatisfactory, the overall planning centred on a series of activities, rather than as aims for what the pupils were expected to actually learn. The lesson centred on measuring several boxes that had been taken apart, and then copying the measurements onto card. However, the lesson was not sufficiently prepared or organised, the card was not big enough to complete the task, and all pupils completed the same measuring as a whole-class activity. Due to this, pupils became bored and restless with what was essentially a practical mathematics lesson, rather than creative design work. They did not learn any new design or making skills, and by the end of the lesson, needed a lot of support from learning support staff to complete the task.

89. The leadership and management of design and technology are satisfactory, although the school is currently changing from one co-ordinator to another, and it is not completely clear who the new coordinator will be. This is not an entirely satisfactory situation, but it should be resolved within a term. The Quality and Curriculum Authority (QCA) scheme of work is being adopted, and at the same time is being adapted appropriately to suit the needs of the pupils. This subject is often linked to other subjects in cross-curricular topics, including art and science. Visits to local places of interest enhance pupils' learning, including visits to a paper factory, a slipper factory, and a pottery workshop. At this point in time, little use is made of information technology to support learning. The assessment of pupils' achievements and the progress they are making is not detailed enough, and staff are not using it consistently to record what pupils are doing, nor how well they are doing it.

90. Resources are satisfactory. They include a range of small equipment and materials, and a newly opened separate room dedicated to design and technology and to art and design. However, the tables are not woodwork benches and there were no vices to hold the items firmly. This made it difficult to cut the wood, and to learn how to cut properly and safely. Further resources have been ordered for this room, and the co-ordinators have good plans on how the provision should be developed.

GEOGRAPHY

91. Since the last inspection, there has been an improvement in the quality of teaching. Pupils' achievements and progress at Key Stage 2 are good. At Key Stage 1, it is difficult to assess the pupils' achievements due to the short period of time the pupils have been taught the subject. In a Year 1 lesson, pupils learn that there are different scales of maps and plans. They are able to follow the route of the postman's journey on a map of Rivington village. In Year 5, pupils have studied the siting of settlements as part of their study on the Vikings.

Pupils in Year 6 have completed a project on Europe and the European Union, with a specific focus on the features of Italy. They describe their visit to the River Irwell and can know that where a river starts is called the source, but they do not understand the meaning of the term tributary. They show a good understanding of the results of pollution on a river and can state their opinions on wider environmental issues.

92. Good teaching was seen in the two lessons observed and as a result pupils made good progress in learning. In the Year 1 lesson, the practical activity of using their finger to follow the route of the postman on the plan of the village assists in the development of their knowledge of the use of maps. The visit to the River Irwell by the pupils in Year 6 has given them a good practical base on which to develop their study of rivers. These 'hands-on' experiences stimulate the pupils and help to maintain their interest in the subject, which has a positive effect on their behaviour in lessons. Pupils in Year 6 are enthusiastically anticipating their next visit to the river.

93. The subject leader has identified the need to continue the development of the content and teaching of the curriculum around the resources available in the local environment, for example, the cotton trade. The themes are to be used to combine geography with other areas of the curriculum, such as history. Assessment and recording of pupils' achievement is also to be developed. The school has a range of learning resources, for example books and videos and can borrow additional artefacts from the community library service.

HISTORY

94. At the time of the last inspection, only two lessons were observed and this was also the case during this inspection. However it is apparent by looking at examples of pupils' work, displays in the classrooms and talking to the teachers and subject leader that there has been an improvement in the quality of provision, particularly in the planning of continuity across the classes.

95. Pupils' achievements are good and they make good progress in their knowledge and understanding of events and people in the past. Pupils in Key Stage 1 have studied the life of Elizabeth 1 and understand in which order events are placed on a time line, commencing at 1500 to the present day. They have made collages of famous people from the present day, by cutting out pictures from magazines. They understand that Louis Braille invented the Braille system of reading, and how important it is to blind people. At Key Stage 2, pupils have studied Britain since 1930, including the effects of the World War Two on the lives of people in this country, for example the rationing of food. They have considered the influences of invaders, for instance the Romans and the way they lived while in Britain. At present pupils in Year 5 are learning about the Vikings. Higher attaining pupils describe what the meaning of gilding is when looking at the decoration of longboats.

96. In the lessons observed pupils' good progress and high level of interest is a result of the very good teaching. The lessons are prepared with a range of stimulating resources, for example in Key Stage 1 pupils are given opportunities to attempt to read a magazine printed in Braille. In the Year 5 lesson, pupils are shown posters depicting the figureheads that the Vikings carved on their longboats, in order to give them ideas for their own designs. The teachers set challenging questions to pupils at a level appropriate to their ability. This ensures that all pupils are involved in the lessons and this has a positive effect on their behaviour.

97. The well-qualified subject leader has identified the need to consider the possibility of delivering the history curriculum using the local environment as the theme. This approach will

give more 'hands-on' opportunities for the pupils. This development is to be considered in association with other areas of the curriculum, such as geography. Methods of recording pupil achievement and the necessary resources needed are to be considered in line with these developments.

INFORMATION AND COMMUNICATION TECHNOLOGY

98. Since the last inspection, there has been satisfactory improvement to this aspect of the school. There is a gradually increasing use of information technology across the curriculum, and the recent introduction of information and communication technology sessions on the timetable. The recent purchase of machines and programs gives the school a good potential to develop the subject really well, especially as staff training gets under way this term, and the links between planning and assessment become firmly established.

99. At the time of the inspection, the computers had only been installed in the school for a few weeks, and pupils have been admitted into the school with different amounts of previous experiences in using information and communication technology. This is having a negative impact on their achievements, which at the present time are unsatisfactory. However, there are indications that recent work has begun to improve standards as staff learn to use some new computers and the programs that are now available. This shows itself particularly in the younger end of the school where the pupils have recently begun to develop good skills, but this recent good progress has not yet had time to spread to the rest of the school in the form of greatly improved knowledge and skills. At the moment, there is little difference in the level of skills between the youngest and the oldest pupils in school, because they all started to learn in a formal way at the same time.

100. Pupils in Key Stage 1 and in Year 3, use an art program to draw pictures of robots. They insert a background of sky and planets, although they are not able to make their pictures detailed or accurate without assistance. Some pupils are able to use the mouse and the keyboard to open programs, such as interactive reading programs. There is, however, only limited use of word processing programs for presentation of written work in other subjects. Higher attaining pupils at Key Stage 2 enter text into the computers, and change it in different ways, for example, by style and size. They insert a picture from a "clip art" program. These pupils also produce written texts about myths, legends and dragons in this way. The older pupils make repeating patterns, which could be used to design wrapping paper, with words added for greetings. Throughout the school, the lower attaining pupils need a lot of help to complete this work. They struggle to use the mouse accurately when drawing, and they have difficulty finding and using the right keys on the keyboard. Pupils do not routinely use computers to help their mathematics skills in counting, number recognition, or adding and subtracting.

101. Generally, information and communication technology is not being used to assist pupils in their learning of other subjects, such as, by obtaining information about topic work from the Internet or from CD ROMs. Some pupils towards the top of the school, however, have used the computers to find out information about, for instance, 'The Mary Celeste', and about volcanoes. They have also produced their own written work about volcanoes, in a well-presented topic that combines elements of science and geography, as well as English and information and communication technology.

102. Evidence from discussion with staff and pupils, observation of many lessons in other subjects, and an examination of pupils' work, all indicate that the teaching is good for younger pupils, and satisfactory with the older ones. Only one brief information technology lesson was observed during the inspection, because all of the lessons take place on one morning each week, whilst the inspection was not taking place. In the session that was observed, however,

with the youngest pupils in school, the teacher showed the class how to use different features of an art program in making a picture of a robot, such as the circle and rectangle tools, the spray and line drawing tools, and the fill-in. This formed a very good start to the pupils' individual work for the afternoon on a rota basis, but the session itself was not long enough to give a formal judgement on the quality of the teaching. It did, however, hold out much promise for the future of information and communication technology in the school, both because the lesson was with the youngest pupils, and because the teacher was the subject coordinator, who clearly had very good subject knowledge.

103. The leadership and management are satisfactory. The relatively new coordinator has a very clear understanding of what the subject is about, and how well the school is doing in this subject, including the lack of skills and confidence among staff. There has been some training in using the new equipment. The level of hardware is at a satisfactory standard, but there are insufficient programs to cover all of the required elements of the subject, or to support learning across all of the rest of the curriculum. There are some programs, however, particularly for English and mathematics, and teachers are beginning to use these. More staff training is due to commence in the near future with the introduction of new funding for this purpose.

104. The co-ordinator has undertaken in-service training in the subject, and has provided some training within the school. She has clear and realistic plans for developing the subject in the future. These include changing the current scheme of what will be taught in the long term to be more in line with the recommended scheme from the Quality and Curriculum Authority. In the meantime, as this development begins to take shape, the co-ordinator is planning each term's work for the whole school, on a topic basis. This covers, for example, word processing and clipart as last term's work, graphic art this term, and e-mail and the Internet next term. The co-ordinator has had some time to monitor planning and teaching in the recent past, but this has now finished. There is a need to assess what pupils are learning, and how well they are learning. The present system is too broad, and is not used consistently by staff to record pupils' skills, or to develop the long-term plans for what they will be taught.

MUSIC

105. At the time of the last inspection, the provision for music was satisfactory, but there were too few opportunities for pupils to compose music. There has been some improvement, especially in the areas of composing and using a wider range of musical instruments, but generally, developments in this subject have been of a low priority in the overall developments across the school. Overall, improvement has been satisfactory.

106. In both key stages, pupils' overall achievements are satisfactory. All pupils sing well in assemblies. For example, in one assembly they sang a Calypso song and played South American instruments. However, because the majority of pupils are new to the school, the range of tunes and songs they know is very narrow. Those who have been in the school the longest have taken part in a Christmas production of 'Oliver' and were able demonstrate that they could still sing the songs they had learnt. Pupils in Key Stage 1 and the younger pupils in Key Stage 2 are making good progress. These pupils have only been together as a group for four weeks and already are able to perform as a whole group or in pairs. They use pictorial notation to compose music, which they play using a variety of untuned instruments, such as, tambourines, whistles and clackers. They understand that each picture represents two notes, and following the teacher's conducting, they perform the tune using three and four instruments each.

107. At Key Stage 2, it is more difficult to judge progress, as, while the re-organisation and building work has been taking place, pupils have not had access to the range of musical instruments. In addition, pupils have not been in the school long enough to have gained many achievements. In the week of the inspection, pupils in this key stage showed that they enjoyed taking part in the music sessions. Some of the pupils in Year 4 experimented with the sounds of tuned instruments, and after listening to the recording of their performances; they discussed how the sounds could be improved. However, progress for two pupils in this class who exclude themselves from the activities is unsatisfactory. It took two members of staff, including the deputy headteacher, to manage the behaviour and while this is happening, there is no other support available in for the other pupils. This undermines both the teaching and learning, and the amount pupils can achieve.

108. The quality of teaching and learning was overall good. In the class that contains Key Stage 1 and year 3 pupils, the quality of teaching and learning is very good. The teacher, because she has taught this subject to pupils without special educational needs has very high expectations of what pupils should be achieving, and as a result, pupils make good progress. The behaviour of some pupils in the class is potentially disruptive and volatile, but because the activity of using three and four instruments, and following music, is challenging for them, pupils are very motivated and eager. The teacher sets short time limits for composing and practising before they all come together to perform in front of the whole class, and this strategy does not allow pupils to become difficult. The planning is very good, and takes into account the personal development of pupils through the good support of learning support assistants and through the development of working together. The lesson finishes very well with a whole class performance. In the other lesson seen at Key Stage 2, the teaching and learning was satisfactory, but the potentially good teaching was undermined by the poor behaviour of two pupils in the class, who have not yet built a working relationship with the new teacher. However, this teacher has a very high level of musical expertise and experience, and following a period of settling in and adjustment, should further raise standards.

109. The planned curriculum is overall good, and the new teachers and the very new curriculum co-ordinator are bringing a wealth of knowledge and expertise to the school. The policy has been recently reviewed, and discussions have already started about further development and improvements, such as, extending the range of multi-cultural music, increasing the use of music in assemblies, instrumental tuition, and the use of visiting performers to the school. Assessment of pupils' achievements and progress is satisfactory, but only records general teacher observations about the levels pupils have attained. Because the pupils have not been in the school for any length of time, there is no evidence, such as, written notation, studies of composers or recordings of what they know, understand and can do. Taking into account that the school is awaiting a delivery of new resources, and that some have been brought into the school by staff, the resources are satisfactory, but there is a need to increase the use of information and communication technology by using keyboards and computer applications.

PHYSICAL EDUCATION

110. This subject has broadened considerably since the last inspection, with pupils taking part in a much wider range of activities, such as gymnastics, a selection of outdoor and indoor games, dance, orienteering, cross-country running and trail walking, and swimming. Many activities now take place as part of the extended day, after school, at a nearby leisure centre and at a nearby secondary school. There are also football and cross-country running events against pupils from other schools. This is a great improvement on the situation at the time of the last inspection, when pupils did little organised physical education, although they were keen when they did do it.

111. Pupils' achievements are good in physical education. In some activities, such as swimming and games skills, the higher attaining pupils are achieving at a level that is comparable with national expectations. In other aspects, they are achieving at a lower, but still satisfactory, level. After a sound start in the lower part of the school, pupils gain skills in a range of physical activities, and by the time they reach the end of Key Stage 2, most pupils are achieving well. The higher attaining pupils are active and mobile, and have adequate stamina to take part in indoor and outdoor games such as football and basketball, where they develop sound skills at passing the ball accurately in different ways, when stationary and when moving. The lower attaining pupils have difficulty in being accurate, and in following the rules to some games. The teaching is aimed at increasing pupils' skills, as well as getting pupils to enjoy the lessons, and to take a full and active part in them.

112. Pupils have taken part in gymnastics, moving on the apparatus and the mats, putting sequences of movements together in balanced ways. The more agile pupils can do this well, keeping their balance and being imaginative in the ways they move along and off apparatus. The lack of high apparatus restricts the level of challenge, and therefore achievement, in some aspects of gymnastics. Pupils take part in dance sessions, and are beginning to move well, in time to music, and mirroring the movements of a partner. Towards the top of the school, pupils have taken part in other activities that have included orienteering, cross-country running, trail walking, dry-slope skiing and trampolining. They gain skills quickly in these activities, but the sessions have not yet been run for long enough, or frequently enough, to be able to judge the progress that the pupils make in the longer term.

113. This subject makes a good contribution to pupils' social and moral development, through the sharing of apparatus, working together, taking turns, following instructions, and learning to follow rules. The frequent visits into the community also assist pupils in becoming more sociable in public. Their pride and self-esteem is boosted as they find that they can perform gymnastics, games or swimming skillfully, sometimes in events against other schools, and sometimes at the same level as their mainstream peers.

114. The teaching of physical education varied from satisfactory to very good during the inspection, and it is satisfactory overall. Where the teaching is strong, the lessons are well planned, and include a good warm-up activity. The main activities follow a clear sequence of skills that build up as the lessons proceed, and pupils are managed well. There are good swimming sessions that are taught by an external coach who has very good class management skills, and very high expectations of pupils' efforts, attention, and achievement. In one particularly good physical education lesson in the school gymnasium, the class teacher involved all of the pupils fully in activities that involved passing balls in different ways. The lesson was run at a good pace, and the teacher's expectations were high, so that pupils were challenged to do their best in moving and passing the balls throughout. The pupils responded to the teacher's positive approach, and the session ended with a good cooling down activity.

115. In a less satisfactory lesson, on the other hand, the teacher attempted to involve pupils in several yoga-related exercises. As a warm-up activity of stretching and bending, this could have been valuable, but it was intended to be the whole lesson. Pupils did not settle; the teacher was unable to control their increasingly disruptive behaviours, and the lesson was halted after less than fifteen minutes. The aims of the lesson were inappropriate to the pupils, and not entirely in line with the requirements of the National Curriculum Programme of Study for Physical Education. The teacher could not control the pupils, and she was wise to end the lesson when she did, before behaviour was completely out of control. This lesson was too short to form a judgment on what the teaching might have been like overall.

116. The leadership and management of physical education are satisfactory, at a time when one co-ordinator has recently left the school, and the next person has yet to take up the post. The headteacher is capably running the subject temporarily. There are sound plans to continue to develop this subject, following the major improvements recently that have seen the opening of a new gymnasium and the arrival of new equipment for games and gymnastics. The resources for physical education are now good, although there are no items of high apparatus such as climbing frames and rope ladders to challenge the more able pupils. The accommodation is satisfactory, with the new hall, but the outdoor hard play surface is small and not in good condition. There are plans that should rectify the condition of the surface very soon. The grassy area is suitable for orienteering and walking, but not for field sports, athletics and games. The school makes good use of some outside facilities to enhance the in-school provision.

117. There are clear plans to provide staff with further training on how to use the new equipment, and to teach fully in accordance with the new scheme of the physical education syllabus. These plans should come to fruition with the appointment of the new coordinator. They need to include clearer ways of assessing the progress that pupils make in each area of the subject. This is only carried out very briefly once each year at the moment.

RELIGIOUS EDUCATION

118. The comments made in the last report were very brief but focused on the need to develop work on religions other than Christianity. The improvement in the subject since the previous report has been good. The school now offers pupils the opportunity to study Islam, Buddhism and Christianity, with the intention to extend this choice with the study of Judaism. Although the school follows the locally agreed syllabus it finds the content too theoretical with too few practical activities.

119. Pupils achieve well in lessons and show progress in their knowledge of the similarities and differences between the religions. In a Year 1 lesson, pupils are studying the festival of Eid. They learn that Muslims worship in a mosque and that the style of writing they use is different to ours. They look at the cards that are sent to celebrate Eid and design a card of their own. Year 5 pupils are studying Buddhism and listen to the story of Siddhartha and the Swan. They are able to reflect on the moral issues that are the basis of the story. In a Year 6 lesson pupils produce mosaic patterns copied from Islamic designs. They learn that the tower on a mosque is called a minaret and that it is used to call people to prayer. In art lessons the pupils use plaster of Paris to make models of mosques.

120. The pupils' good progress is a direct result of the good teaching. In all the lessons, good use is made of different teaching methods, such as video and story telling to develop the interest and extend the knowledge of the pupils. In a Year 1 lesson, the pupils learn about the type of foods eaten during the festival of Eid by watching a video. In the art lesson, Year 6 pupils understand the way that mosques are built by constructing their own models. The excellent story telling in a Year 6 lesson, motivates the pupils to discuss a wide range of moral issues, for example what makes people feel sad and how body language can express feelings. Whole school assemblies are used to promote spiritual issues, for example the need to show love to other people. The pupils enjoy singing modern hymns and join together in meaningful prayer. Prayers are said at the beginning and end of all mealtimes. The interesting way in which the lessons and assemblies are presented holds the attention of the pupils and they display good levels of concentration, ask well thought out questions and there is good behaviour, for example in the lesson involving the story of Siddhartha and the Swan in Year 5.

121. The subject leader has identified the need to extend the range of religions that are studied. The staff are considering alternative methods of delivering the curriculum through a thematic approach based on the festivals of different faiths. The resources are satisfactory and include a range of artefacts, videos and books. They are boxed and labelled according to the particular religion. The subject leader recognises the need to develop the resources to deliver a topic on Judaism. The way that the school records pupil achievement in this subject requires further development.