

INSPECTION REPORT

COLNE PRIMET PRIMARY SCHOOL

Colne

LEA area: Lancashire

Unique reference number: 119173

Headteacher: Mrs A Clements

Reporting inspector: Mrs D Bell
16413

Dates of inspection: 14th – 17th January 2002

Inspection number: 209439

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

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INFORMATION ABOUT THE SCHOOL

| | |
|------------------------------|--------------------------------------|
| Type of school: | Primary |
| School category: | Infant and Junior |
| Age range of pupils: | 4 - 11 |
| Gender of pupils: | Mixed |
| School address: | Tatton Street Colne Lancashire |
| Postcode: | BB8 8JE |
| Telephone number: | (01282) 864607 |
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| Appropriate authority: | The Governing Body |
| Name of chair of governors: | Mr A T Walsh |
| Date of previous inspection: | January 1999 |

INFORMATION ABOUT THE INSPECTION TEAM

| Team members | | | Subject responsibilities | Aspect responsibilities |
|--------------|--------------|----------------------|---|--|
| 16413 | Mrs D Bell | Registered inspector | Art and design Music Foundation Stage Special educational needs Equal opportunities | What sort of a school is it? The school's results and pupils' achievements. How well are pupils taught? How well is the school led and managed? |
| 19558 | Mr M Hammond | Lay inspector | | Pupils' attitudes, values and personal development. How well does the school care for its pupils? How well does the school work in partnership with parents? |
| 28320 | Mr R Willey | Team inspector | Mathematics Information and communication technology Geography Religious education | How good are the curricular and other opportunities offered to pupils? |
| 22790 | Mrs J Pinney | Team inspector | English Science Design and technology History Physical education English as an additional language | |

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REPORT CONTENTS

| | Page |
|---|----------------|
| PART A: SUMMARY OF THE REPORT | 4 - 7 |
| Information about the school | |
| How good the school is | |
| What the school does well | |
| What could be improved | |
| How the school has improved since its last inspection | |
| Standards | |
| Pupils' attitudes and values | |
| Teaching and learning | |
| Other aspects of the school | |
| How well the school is led and managed | |
| Parents' and carers' views of the school | |
| | |
| PART B: COMMENTARY | |
| | |
| HOW HIGH ARE STANDARDS? | 8 - 11 |
| The school's results and pupils' achievements | |
| Pupils' attitudes, values and personal development | |
| | |
| HOW WELL ARE PUPILS TAUGHT? | 11 - 13 |
| | |
| HOW GOOD ARE THE CURRICULAR AND OTHER OPPORTUNITIES OFFERED TO PUPILS? | 13 - 16 |
| | |
| HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS? | 16 - 17 |
| | |
| HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS? | 17 - 18 |
| | |
| HOW WELL IS THE SCHOOL LED AND MANAGED? | 18 - 19 |
| | |
| WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER? | 20 |
| | |
| PART C: SCHOOL DATA AND INDICATORS | 21 - 24 |
| | |
| PART D: THE STANDARDS AND QUALITY OF TEACHING IN AREAS OF THE CURRICULUM, SUBJECTS AND COURSES | 25 - 38 |

PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Colne Primet is a mixed primary school on the outskirts of the town of Colne, in East Lancashire. Its 97 boys and 91 girls are taught in 7 classes. Most pupils come from the nearby area, which suffers considerable social deprivation. A significant proportion of pupils move schools at different times throughout their primary years, as families move in and out of the area. On entry to the school the children's attainment, measured by a nationally approved test, is found to be well below that expected for their age and few children benefit from pre-school education. The proportion of pupils known to be eligible for free school meals (36.6 per cent) is well above the national average. The proportion of pupils on the register for special educational needs (39.9 per cent) and the proportion with statements of special educational need (4.25 per cent) are above the national average. The pupils' special needs cover moderate and specific learning difficulties and a significant proportion of pupils have emotional and behavioural difficulties. Eleven pupils come from ethnic minority (Pakistani) backgrounds. Three pupils come from homes where English is an additional language, but all are fluent English speakers. Since the last inspection, the school has had to cope with a significant amount of staff absence due to illness and family bereavement. This has resulted in the extensive use of temporary and supply teachers. During the inspection a temporary teacher was teaching the Year 1 class. Currently, the deputy headteacher is absent. Her responsibilities are being carried out by three senior members of staff. Within this context the school has set itself clear priorities: to raise standards in literacy and numeracy; to manage the funding for special educational needs so that the pupils continue to benefit from additional support; and to maintain the current levels of teaching and support staff in all classes with a focus on improving children's learning.

HOW GOOD THE SCHOOL IS

The school is providing a satisfactory standard of education for its pupils. Sound teaching has enabled the pupils to achieve appropriately, overall. Their attainment is improving, but in the current Year 6 standards are not as high as they could be due to weaknesses in planning and assessment throughout the school. Leadership and management are sound. The school ensures that all pupils are included in all activities and teachers work hard to ensure that all participate equally in lessons. The school recognises its weaknesses and has set appropriate priorities to help it to improve. It provides satisfactory value for money.

What the school does well

- Pupils' attainment matches the national expectation for English, mathematics and science by Year 2 and they achieve well in this age group.
- Teachers provide good care for the pupils, manage their behaviour well and form good relationships with them. The pupils respond with good levels of respect and a clear understanding of right and wrong.
- The school works hard to involve parents in all aspects of its life and provides good information for them as to how they can help their children at home.

What could be improved

- Pupils' below average attainment in English, mathematics and science in Year 6.
- The insufficient use made of the information gained from assessment.
- The inconsistencies in curricular planning.
- The ineffective monitoring and evaluation of the school's performance.

The areas for improvement will form the basis of the governors' action plan.

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school was last inspected in January 1999. Since then, standards have improved in English, mathematics and science and also in history, geography and religious education, the subjects particularly singled out in that inspection. There has been insufficient improvement in curricular planning. Although all subjects except music have schemes of work based on national guidance, that guidance is not being sufficiently adapted to meet the needs of the pupils at this school. This is impeding learning in Years 3 to 6. There is no overall scheme of work for music. The school has put in place a range of procedures to try to raise standards. However, agreed procedures have not been sufficiently well monitored to ensure that all staff are following them and the governing body is not yet sufficiently well involved in checking standards. The school has had

intensive support for literacy and numeracy from the Local Education Authority, as suggested in the key issues from the last inspection. Overall, insufficient improvement has taken place since the last inspection because of the staff absences affecting leadership and management in particular. However, staff and governors are committed to raising standards and the actions taken since the headteacher's return to duty indicate that the school does have the capacity to succeed in doing so.

STANDARDS

The table shows the standards achieved by pupils at the end of Year 6 based on average point scores in National Curriculum tests.

| Performance in: | Compared with | | | |
|-----------------|---------------|------|------|-----------------|
| | all schools | | | similar schools |
| | 1999 | 2000 | 2001 | 2001 |
| English | E* | E* | E | D |
| Mathematics | E* | E | E | E |
| Science | E* | E* | E* | E |

| Key | |
|--------------------|---|
| well above average | A |
| above average | B |
| average | C |
| below average | D |
| well below average | E |

Standards in English and mathematics were well below the national average for pupils in Year 6 in 2001. In science, they were very low, placing the school in the bottom five per cent of all schools. When compared with schools that have a similar proportion of pupils on free school meals, English results were below average and mathematics and science results were well below average. Several factors caused these results, the main ones being the high proportion of pupils with special educational needs, the very high level of pupil mobility between Year 2 and Year 6, and, despite the school's best efforts, disruptions to teaching caused by staff absence. Over the last three years, the trend in the school results has matched the national trend and there are no significant differences between the attainment of different groups of pupils. The attainment of the majority of pupils currently in Year 6 is below the national expectation in English, mathematics and science. Their achievement is sound overall, although not yet good enough because of weaknesses in planning and assessment. The school sets challenging targets for Year 6, but failed to reach them in 2001 for the reasons previously stated. It has not yet translated the whole school targets into manageable smaller targets for classes, groups or individual pupils, although work has begun on this in English and mathematics.

For pupils in Year 2, the test results were below the national average in reading and matched the national average for writing and mathematics. When compared with similar schools, the reading results were above average and the writing and mathematics results were well above average. In the last three years, the results have risen faster than the national trend in reading, writing and mathematics, although reading has fluctuated from year to year. The attainment of the pupils currently in Year 2 is below the national expectation in reading, but matches the national expectation in writing and in mathematics. This represents good achievement from when they started in Year 1. Children enter the reception class with levels of attainment that are very low for their age. They achieve well in their reception year, but are unlikely to meet the nationally agreed early learning goals for their age in communication, language and literacy, mathematics, or knowledge and understanding of the world. They are likely to meet the goals in personal, social and emotional development, physical development and creative development. By the time they leave the school, the attainment of the majority of pupils matches the national expectation for art and design, history, information and communication technology and religious education. It exceeds the national expectation for physical education, but is below the national expectation for geography and music. Insufficient design and technology work was available to make a secure judgement about standards in that subject.

PUPILS' ATTITUDES AND VALUES

| Aspect | Comment |
|--|---|
| Attitudes to the school | Good; most pupils enjoy coming to school and are keen to do well. |
| Behaviour, in and out of classrooms | Good; pupils are polite and mannerly and move around the school in an orderly fashion. During the last year, three pupils were excluded temporarily for a total of six times, for unacceptable behaviour. |
| Personal development and relationships | Good; pupils form positive relationships with staff and with other adults and readily assume responsibility for a variety of tasks around the school, including helping other pupils. |
| Attendance | Despite the school's best efforts, attendance is unsatisfactory, due to a small number of families with poor attendance records. |

TEACHING AND LEARNING

| Teaching of pupils in: | Reception | Years 1 – 2 | Years 3 – 6 |
|------------------------|-----------|--------------|--------------|
| Quality of teaching: | Good | Satisfactory | Satisfactory |

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.

The quality of teaching has improved since the previous inspection. It is satisfactory overall and contributes appropriately to pupils' learning. Teaching is satisfactory in English and good in mathematics. Some good or very good teaching was observed in all subjects and, in one physical education lesson, teaching was excellent. The teachers manage the pupils' behaviour well. This ensures that the pupils concentrate and work hard in lessons. Positive relationships exist between all adults and pupils and result in pupils having the confidence to ask as well as answer questions to extend their learning. Most lessons are well prepared and most teachers make effective use of support staff, time and resources. This results in pupils working productively and at a good pace. In some lessons, however, inconsistencies in planning mean that learning objectives are not always clearly related to the learning that is going on in class and the needs of pupils of different abilities are not clearly identified. The inadequate use of assessment information to determine what pupils need to learn next and the insufficient involvement of the pupils in their own learning hinder their progress and opportunities are missed to develop literacy and numeracy skills through other subjects. Three lessons were judged less than satisfactory, one taught by a temporary teacher, one by a supply teacher and one by a regular class teacher. In all three lessons, weaknesses were clearly related to the teachers engaging the pupils in activities that did not match the stated learning objectives or take sufficient account of what the pupils already knew. Consequently, the pupils learned little and valuable learning time was wasted.

OTHER ASPECTS OF THE SCHOOL

| Aspect | Comment |
|---|---|
| The quality and range of the curriculum | Statutory requirements are met and breadth and balance are assured. However, curricular planning is not always sufficiently well focused on providing continuity of learning for pupils, because not all schemes of work have been sufficiently well adapted to the school's needs. |
| Provision for pupils with special educational needs | Good: it enables the pupils to make good progress and to become well integrated into all aspects of school life. |
| Provision for pupils with English as an additional language | All of these pupils are fluent English speakers. The school keeps their work under review and its analysis of the National Curriculum test results show that they do well. |
| Provision for pupils' personal, including spiritual, moral, social and cultural development | Satisfactory overall: moral and social development are good; spiritual and cultural development are satisfactory. However, the school could do more to prepare its pupils for life in a culturally diverse Britain. |
| How well the school cares for its pupils | The procedures for monitoring and supporting the pupils' personal development are good. In relation to academic development, assessment procedures are unsatisfactory. They vary across subjects and, although the |

| | |
|--|--|
| | outcomes of statutory assessments are analysed, they are not used sufficiently well to improve attainment and achievement. |
|--|--|

The school works hard to involve as many parents as possible in its work and a small nucleus support it well. Parents receive good information about what is happening in school and the pupils' annual reports provide good information about how well they are doing, although more consistently so in English and mathematics than in other subjects.

HOW WELL THE SCHOOL IS LED AND MANAGED

| Aspect | Comment |
|--|--|
| Leadership and management by the headteacher and other key staff | Satisfactory; the headteacher is providing a clear direction for the school's work and is receiving sound support from the three senior teachers who are currently sharing the deputy headteacher's responsibilities in her absence. The teamwork evident amongst all staff is effectively supporting the school's drive to raise standards. |
| How well the governors fulfil their responsibilities | Satisfactory; the governors fulfil their statutory duties. They provide good support for the headteacher, but are not yet effectively involved in evaluating the school's work. |
| The school's evaluation of its performance | Unsatisfactory; monitoring and evaluation are carried out, but the outcomes are not used well enough to improve teaching and learning. |
| The strategic use of resources | Good; finance follows the priorities laid down in the school development plan. The headteacher and governors are beginning to evaluate the effect of spending on standards, for example, in relation to the increased hours for support staff. |

The school has an appropriate number of full and part-time teaching and support staff, all of whom it uses well to benefit pupils' learning. The accommodation is used well except for the infant cloakroom which is used inappropriately for art work and some role play activities for the reception class. The range of displays throughout the school is satisfactory and the attractive and well-stocked library is used effectively to promote the pupils' enjoyment of and access to books. Effective use is made of the good range of resources available in most subjects. The governors and headteacher ensure that best value is obtained from all resources available to the school.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

| What pleases parents most | What parents would like to see improved |
|--|---|
| <ul style="list-style-type: none"> • Children like school • Parents are comfortable approaching the school • Behaviour is good • The teaching is good • The school expects the children to work hard and achieve their best | <ul style="list-style-type: none"> • The progress children make • The amount of homework (no indication re too much or too little) • Information about how their children are getting on • The school works closely with parents • The range of activities outside lessons |

The inspection team agrees with the parents' positive views, although it judged teaching overall to be satisfactory, not good. It found that progress overall is satisfactory though it could be better between Years 3 and 6. The range and amount of homework are satisfactory and parents receive a range of good information about how well their children are doing, for example in newsletters, informative annual reports and opportunities to discuss progress with teachers at consultation evenings and at other times by mutual agreement. The school works hard to involve parents in all aspects of its work, but the response is variable. There is a satisfactory range of activities outside of the normal school day and the school ensures that all pupils have equal opportunity to participate in them.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. In 2001, the results of the English and mathematics National Curriculum tests for pupils in Year 6 were well below both the national average and the average for similar schools, that is, schools with similar proportions of pupils known to be eligible for free school meals. In science, the results were very low in comparison to the national average, placing the school in the bottom five per cent of all schools and well below similar schools. However, the free school meals figure does not accurately reflect the 2001 year group, which had a high proportion of pupils on the special educational needs register and which suffered from a significantly high proportion of movement in and out of the year group since the pupils took the tests in Year 2. In addition, because of staff absence due to illness, the pupils were taught by a succession of supply teachers when they were in Year 5. Nevertheless, the school worked hard to minimise the high level of disruption to their learning and it is clear from the analysis of the pupils' achievement over time that those who remained with the school from start to finish did achieve satisfactorily. Although the trend in the school's results over the last five years has been below the national trend, there has been a steady improvement in the last three years, similar to the national trend, which is continuing at the present time. The work of the majority of pupils currently in Year 6 is below the national expectation in English, mathematics and science. However, in all three subjects, their achievement is satisfactory over time.
2. The results of the National Curriculum tests for pupils in Year 2 in 2001 were below the national average for reading, but above the average for similar schools. In writing and in mathematics, the results matched the national average and were well above the average for similar schools. The majority of pupils in this age group benefit from remaining with the school in Years 1 and 2, and successfully build on the good foundation laid in the reception class. Their achievement is good. Over the last three years, reading, writing and mathematics results have improved faster than the national trend.
3. The results of an initial assessment of the children's attainment when they enter the reception class show that the majority are well below the standards expected for their age in communication, language and literacy, mathematical development and personal, social and emotional development. Their knowledge and understanding of the world are weak and they have little experience of creative development activities. Only in physical development are they close to the expectation for their age when they start school. Despite sound provision and some imaginative and effective teaching that helps them to achieve well, it is likely that for the majority of children, attainment in communication, language and literacy and in mathematical development will remain well below the national expectation at the end of their reception year. They are unlikely to meet the early learning goals for knowledge and understanding of the world but are making good progress towards them. The children achieve well in personal, social and emotional development, in creative development and in physical development and it is likely that they will reach the nationally determined early learning goals in these areas of learning by the end of their reception year.
4. The school sets challenging targets for Year 6, but did not achieve them in 2001 because of the significant movement in Years 5 and 6. This meant that the targets were actually set for what was a very different group of pupils and were not reviewed in the light of the changes. By the time the pupils took the tests, over one third were on the register for special educational needs. There were 36 pupils in Year 6 in 2001 and there had been 36 pupils in Year 2 in 1998. However, after that year, one third of the original pupils left and a different one third joined the school, making the overall mobility percentage a very high 67 per cent. The school has set equally challenging targets for 2002 and is working purposefully towards them. Teaching staff have been moved around to provide stability in Years 5 and 6 in order to minimise the disruption to the pupils' learning, especially in those two years. The results of all tests and assessments are analysed to determine how well the pupils are doing and the Year 6 teacher checks the test papers to find out where specific weaknesses occurred. However, curricular planning is not subsequently altered to reflect those weaknesses so that they can be avoided in the future.

5. Pupils with special educational needs make good progress, because they are effectively supported by well-briefed support staff in whole class sessions, in group work and on the rare occasions when they are withdrawn from class for, for example, additional literacy work. The clear, measurable targets in most of the individual education plans ensure that their learning is well targeted to meet their learning difficulties. This is not often reflected in the teachers' written planning, however, although the practice is secure.
6. Pupils develop satisfactory speaking and listening skills by the time they are in Year 2. They achieve well in Year 1 and 2, building on the good work done in the reception class that results in their listening carefully and speaking clearly and confidently when it is their turn. By Year 6, the majority of pupils have a sufficiently broad vocabulary to enable them to converse socially with adults and to express what they mean. Although reading is below average in Year 2 and Year 6, the pupils achieve well against their attainment on entry to the school. By Year 2, the pupils read accurately and fluently and demonstrate a sound understanding of how to use letters and their sounds to work out unfamiliar words. However, they do not always connect the words to their meaning and find difficulty explaining what they have read, or working out the meaning behind the words. This weakness remains even in Year 6. Here, the majority of pupils read expressively, demonstrating enjoyment of reading and describing their favourite books with obvious pleasure. However, the range of their reading is somewhat limited, being confined mostly to fiction texts. Few pupils read poetry or non-fiction, although, because they are well taught, all know how to use the library to find the books they require. By Year 2, the pupils have sound writing skills. Simple words are usually spelt correctly, reasonable attempts are made to spell unfamiliar words and the majority of pupils use capital letters and full stops in accurately constructed sentences. In Year 6, attainment in writing is below the national average. Achievement is satisfactory between Year 3 and Year 6. The pupils use a wider range of punctuation accurately and write letters, instructions, stories and poems with a sound understanding of what they are writing and for whom. However, there is little use of descriptive language or of more complex sentences and this results in stilted pieces of writing that lack imagination and structure. Handwriting is good throughout the school; it is legible, pupils use a joined script, letters are well formed and work is neat and well presented. Pupils make good use of their speaking and listening skills and their reading skills in other subjects, but their below average attainment in reading hinders their work in, for example, mathematical problem solving and subjects such as history and geography. They do not use their writing skills well in other subjects and currently many opportunities are missed to encourage them to do so.
7. Pupils enter the school with well below average mathematical skills and a very limited mathematical vocabulary. They achieve well in Years 1 and 2 and, by Year 2, they have a secure grasp of number facts and are becoming increasingly skilled at mental mathematics. They know the names of simple shapes, have a sound understanding of space and measure, and of simple fractions and use an appropriate range of mathematical vocabulary correctly. Achievement is sound between Year 3 and Year 6. By Year 6, the majority of pupils demonstrate a sound understanding of strategies for doing mental calculations and have a secure knowledge of how to add, subtract, multiply and divide and the relationship between these for number operations. They have a sound knowledge of shape and space and understand rotational and reflective symmetry, area, volume, ratio and proportion and metric units of measurement. The pupils know how to collect data and collate and analyse them using bar and line graphs and pie charts and have a developing understanding of co-ordinates. The pupils' use and application of mathematical skills and thinking is less well developed because they are not given enough opportunities to work in a practical way to solve problems. Currently, much of the work in this area is set in the context of 'pencil and paper' problem-solving tasks. Pupils in Years 1 and 2 use their mathematical skills appropriately in science as, for example, they sort different materials into sets. There are also some examples of pupils using their mathematical skills in Year 3, as pupils measured the lengths of their forearms and recorded the results in charts and graphs. Generally, however, there are insufficient opportunities for pupils to apply and develop their mathematical skills in other subjects.
8. Pupils achieve well in science up to Year 2 and satisfactorily beyond this year. The pupils' knowledge and understanding are better in Years 3 and 4 than in Years 5 and 6, because the good improvements to the science curriculum have not yet fed all the way through the school and because of the significant movement of pupils in and out of the school in Years 5 and 6. By Year 2, the majority accurately name the major parts of the human body and of plants and know that healthy eating is essential for the body to grow properly. They know that light and water are needed for plant growth. They have a sound understanding of how simple electrical circuits work and participate appropriately in scientific investigations. Pupils build on this work in Year 4 as they insert different switches into a circuit and use

an increasing scientific vocabulary as they describe, for example, the function of a 'conductor' in relation to this work and use the correct symbols to record their findings. By Year 6, although most pupils have a sound understanding of how the circulatory system works, a significant minority remain confused as to the different functions of veins and arteries. Insufficient opportunities are afforded to pupils to find things out for themselves and to set up and conduct a fair test and their understanding of these important aspects of scientific investigation are weak, both in Year 2 and in Year 6.

9. In art and design, the pupils in Year 2 attain standards in drawing and painting that are higher than the national expectation and they achieve well. Their observational skills are well developed and they have a good understanding of how to mix colours to produce different shades and tones. They also know the importance of using a wide range of pencils and paintbrushes to achieve their desired effects. By Year 6, attainment is as expected nationally for the pupils' ages. They work confidently with an appropriately wide range of tools and materials to produce imaginative representations of their ideas in two and three dimensions and in textiles. At this age, the pupils have a good understanding of the need for effective preparation. Following the informative instructions given to them by their teacher, they produce accurately labelled design sheets that show what they want to achieve and what tools and materials they need to achieve their aim. Throughout the school, the pupils' knowledge of other artists is underdeveloped and they do not regularly make comparisons between their own work and that of others.
10. It was not possible to make a secure judgement on attainment or achievement in design and technology because insufficient work was available. However, discussions with pupils and teachers' planning show that an appropriate range of work is covered in this subject. In geography, attainment matches the national expectation in Year 2, but is below it in Year 6. The pupils in Year 2 have an appropriate understanding of the features of their local environment and of places further afield in Britain and in other parts of the world. However, those in Year 6 have a limited knowledge of contrasting locations. Pupils' attainment in history matches the national expectation for their age in both Year 2 and Year 6. The pupils develop a sound understanding of the passage of time and of the important people and events that have influenced the way we live today. A weakness in both geography and history is that the pupils' learning is impeded by their under-developed literacy skills. Although opportunities for pupils to use these skills have improved since the previous inspection, there are still few examples of sustained pieces of writing. Much of the writing is brief, with some work left unfinished. In geography, for example, pupils do not successfully frame a sustained and reasoned argument, write reports or record information in different ways. In history, although they have access to a range of historical sources, they do not recognise their value as evidence of the past. For example, they spend time discussing and being shown how to play with Victorian toys rather than learning about the importance of those toys to a child in Victorian times.
11. In information and communication technology (ICT), pupils' attainment matches the national expectation in Year 2 and Year 6 and their achievement is satisfactory throughout the school. The pupils develop increasingly secure keyboard skills as they move through their different year groups and have a sound understanding of how to access the computer, find their own work, edit, save and retrieve it and print it out. By the time they are in Year 6, they confidently change font sizes, access information via the Internet and organise information in different forms. They use terms such as 'drag', 'clipart', 'rotate' and 'cut and paste' with confidence and understanding. Pupils in Year 2 are developing sound keyboard skills and are beginning to know instinctively where the letters are. Pupils in Year 6, however, are often frustrated by their lack of such skills because this slows their work down. Although statutory requirements are met, there is a weakness in the effective use of control technology. While good use is made of a floor robot and of technical construction kits to ensure coverage of this aspect of work, there is currently no work utilising sensory equipment.
12. In Year 2, pupils' attainment is in line with the national expectation for music and their achievement is satisfactory. However, by Year 6, their attainment is below the national expectation and, although pupils in Year 3 continue to achieve appropriately, between that year and Year 6 their achievement is unsatisfactory. Pupils enthusiastically sing familiar songs that they know by heart and demonstrate an appropriate sense of pitch as they do so. However, when learning a new song, or singing several verses of a hymn during hymn practice, their below average reading skills hinder their musical development and their singing becomes much less secure. Pupils in Year 3 successfully clap different rhythms against a steady pulse. However, the pupils in Year 6 are unable to do this and, when presented with a challenging activity from the taped broadcast, namely to perform a three-part rhythm, they could not

hold their parts against the other parts. The pupils' achievement is hindered by the school's adherence to the taped broadcasts and the lack of sufficient time for the pupils to practise and refine their work.

13. In physical education, pupils' attainment matches the national expectation in Year 2 and their achievement is satisfactory. By the time they are in Year 6, their attainment exceeds the national expectation. They achieve well between Year 3 and Year 6 across all areas of physical education. Gymnastics are well executed, dance is expressive and imaginative and games' skills are secure, enabling the pupils to compete successfully in a wide range of sporting events with other schools. Almost all pupils attain the nationally expected standard in swimming by the end of Year 5 and many go on to exceed this considerably.
14. Pupils' attainment in religious education meets the requirements of the locally agreed syllabus for religious education for Year 2 and Year 6. Achievement is satisfactory throughout the school. The pupils learn the main facts about Christianity and other world faiths. They develop a sound understanding of how different religious beliefs and practices affect the lives of the people who follow them and of the festivals and celebrations that mark important rites of passage within them.

Pupils' attitudes, values and personal development

15. The majority of pupils display good attitudes to school and to learning. They are interested in their work, listen carefully to their teachers and to other pupils and usually concentrate well on what they have to do. They respond enthusiastically to their teachers' questioning and try hard to express themselves clearly. They co-operate well, work independently and eagerly join in discussions. These responses are effectively encouraged from the time the children start school. They and their parents are well supported by the good induction procedures and, as a result, the majority settle quickly into school routines and soon learn to take turns, listen to and follow instructions. Pupils with special educational needs readily participate in all lessons. Those with behavioural difficulties are well managed and, with the help and consistent approach shown by all staff, usually display the same positive attitudes to school as the rest of the pupils.
16. Behaviour is good both in and out of lessons. The pupils follow the good role models set by the adults and form good relationships with each other and with staff. They move about the school in a sensible and orderly manner and are polite and helpful to each other and to visitors. They show respect for people and for property. During the last year, three pupils were excluded a total of six times, for unacceptable behaviour. The pupils understand the school's procedures for managing behaviour and the majority follow the school and class rules well, taking more responsibility for their actions as they grow older.
17. The pupils respond eagerly to the sound range of opportunities provided for them to show initiative and responsibility. When encouraged to do so, the majority of pupils readily take responsibility for their own and other pupils' learning. For example, a significant number of older pupils, who first have to write a letter of application to the headteacher, help younger pupils with their handwriting. In all classes, pupils act as monitors, taking responsibility for various routine aspects of daily classroom life. Older pupils also act as play leaders for younger pupils and organise the 'Kids Zone' room mid-day activities themselves. Each week, they organise a litter collection to help the school caretaker and readily offer help to their own and other teachers at playtime and lunchtime. All pupils have the opportunity to help in the library from time to time. Pupils in Years 3 to 6 follow a librarianship course and take a more formal role in managing the library as they grow older. Pupils enjoy such responsibility and discharge their duties commendably. A number of pupils took the initiative to organise every aspect of a Blue Peter Pyjama Party to raise money for charity. When it comes to work in class, the pupils have fewer opportunities to take responsibility or show initiative with regard to their own learning. Where this is encouraged, for example, in some very good and occasionally excellent lessons in Years 1,3 and 5, the majority respond very well and show that they are able to make decisions for themselves.
18. Attendance, which has declined since the last inspection, is very low compared with the national average, and the rate of unauthorised absence is above the national average. The figures do not reflect a true picture of the school, because the majority of pupils are keen to attend and do so regularly. The absences are caused by a small number of families with poor attendance rates despite the school's hard work to try and get them to attend regularly. Punctuality, both at the start of the day and in the lessons, is satisfactory.

HOW WELL ARE PUPILS TAUGHT?

19. The quality of teaching is satisfactory overall and has improved since the previous inspection. It is satisfactory or better in 94 per cent of lessons and good or better in 60 per cent. Excellent teaching was observed in one lesson and less than satisfactory teaching occurred in three lessons, one of which was taken by a temporary teacher and another by a supply teacher. Because of staff absence due to illness and bereavement, the school has had to use a number of supply and temporary teachers over the past year and has moved some of its permanent teachers around within the school to minimise the disruptive effect that change can have in crucial years in the pupils' lives. Therefore, while the majority of teaching seen in lessons during the inspection was good, teaching over time has been satisfactory rather than good. Changes in staffing have led to the variable planning, marking and assessment evident from the teachers' files, from the pupils' books and from talking to the pupils.
20. The strengths in teaching are:
- the teachers' good management of the pupils' behaviour;
 - the positive relationships that exist between all adults and pupils;
 - the teachers' effective use of support staff and, in most lessons, of time and resources.
21. The weaknesses in teaching are:
- inconsistencies in planning, including identifying work for pupils of different abilities;
 - the unsatisfactory use of assessment information and the insufficient involvement of the pupils in their own learning;
 - the lack of planned opportunities to develop literacy and numeracy skills through other subjects.
22. Throughout the school, the teaching of English is satisfactory and the teaching of mathematics is good. The National Literacy Strategy and the National Numeracy Strategy have both been implemented successfully and all teachers follow their structure. However, insufficient attention is given to planning opportunities for pupils to consolidate their literacy and numeracy skills in other subjects, although, since the previous inspection, there has been satisfactory improvement in the use of writing skills in geography and religious education. Geography teaching is good throughout the school and science and physical education are taught well to pupils in Years 3 to 6. There was insufficient evidence to make an overall judgement in design and technology, history, information and communication technology or music, because not enough direct teaching was seen. In art, teaching is satisfactory in Years 3 to 6, but there was insufficient evidence to make a secure overall judgement about Years 1 and 2. There were examples of very good teaching in art and design, geography, mathematics, physical education and science and also in the Foundation Stage (the reception class in this school) and an excellent lesson was seen in physical education.
23. Teaching in the Foundation Stage is almost always good. Planning is brief and recorded assessments are not as well focused on the stepping stones in learning as they could be, but the national guidance is being used appropriately to plan work that helps the children make significant progress towards the nationally determined early learning goals by the end of their reception year.
24. In almost all lessons, the pupils concentrate hard and persevere with their work because the teachers manage them well and have good expectations of their work rate and behaviour. The teachers use the learning support assistants effectively to minimise the disruptive effect that pupils displaying challenging behaviour could have on the rest of the class. All staff form good relationships with the pupils and value the contributions that they make. Teachers are especially sensitive to ensuring that all pupils participate fully in all lessons and manage this successfully through effectively adapted questions directed at individual pupils, including those with special educational needs. Well-briefed support staff were observed on several occasions explaining to these pupils during whole class sessions what they were being asked and helping them to formulate suitable answers. The teachers give the pupils the time to answer, show that their contributions are valued and enable them to move closer to reaching the targets identified in their individual education plans. One-to-one and small group support in class continues this good practice when the pupils move into groups and the teachers ensure that work matches the pupils' targets.

25. Planning is satisfactory, but variable in terms of its detail, its identification of clear learning objectives and the way it shows how tasks will be adapted to build successfully on the pupils' prior learning. When planning literacy and numeracy lessons, for example, the school's practice of listing all of the criteria for a particular topic from the national strategies, then highlighting specific objectives for the day, is not happening consistently throughout the school. Too often, the stated learning objectives are not related sufficiently well to what is going on in the classroom. In reality, the teacher has often broken the objective down into smaller steps in learning so that the pupils can achieve as they should, but has not recorded this on the planning, or shown that the pupils' work has been assessed as to how well they are progressing towards the overall objectives stated in the first instance. In addition, in some planning, there is insufficient detail as to how tasks are to be adapted to meet the needs of pupils of different levels of prior attainment. In practice, the permanent teachers brief the support staff well and, because they know their pupils, they adapt the work as the lesson proceeds. However, the lack of recorded evidence means that it is difficult to trace the pupils' progress over time, by checking what they can and cannot do, and how one set of lessons builds on another to ensure that the pupils' learning is continuous and progressive. For example, in number work, the teachers usually adapt what the pupils are to do to suit the varied levels of attainment of the different groups within class but this good practice is not extended to other areas of mathematics and teachers do not always give the pupils enough opportunities to explain the strategies they use. As a result, they are not always able to assess accurately how well pupils have understood new ideas or acquired new skills. In an unsatisfactory mathematics lesson in Year 1, for example, the teacher did not build well on the pupils' prior knowledge of shape and nothing new was learned in the lesson.
26. In most other subjects, teachers plan from the nationally recommended schemes of work. In science, geography, physical education and religious education, these have been appropriately adapted to meet the school's needs. In an excellent physical education lesson, for example, the very effective planning, clear direction and very good use of the Year 3 pupils themselves to demonstrate good practice to other pupils resulted in their performing a dance they knew very expressively and making giant strides towards learning and performing a new dance. In other subjects, such as history, insufficient attention has been given to adapting the national guidance to the needs of the school. There is no whole school scheme of work for music. The heavy reliance on taped broadcasts, while ensuring that pupils experience all areas of the music curriculum, is hindering their learning. For example, they are not given enough time to practise and refine their work in order to improve it so that they can perform well. In all subjects, the pupils are not sufficiently involved in their own learning or in the assessment of it. This is an area the school is just beginning to address through the introduction of class and group learning targets in English and mathematics.
27. In the vast majority of lessons, introductions are used well to recall and consolidate previous learning and the whole class sessions at the end of lessons effectively reinforce what has been learned in the lesson. However, a recurring weakness in teaching throughout the school is the insufficient use made of the teachers' ongoing assessment to inform the next steps in learning required for pupils of differing levels of attainment. For example, in one unsatisfactory lesson in Year 6, taken by the class teacher, the work planned for all groups was exactly the same and limited the progress of the higher attaining pupils in the class. In another Year 6 lesson, the supply teacher taking the class did not ensure that the pupils understood the terminology being used in a religious education lesson. The discussion digressed into a discussion about 'Catholicism' and 'Protestantism' instead of focusing on the meaning of 'secular' and 'sacred', which was the stated focus for the lesson.
28. Pupils' work is regularly marked but often lacks direction as to how the work might be improved and teachers do not always ensure that pupils correct mistakes when they have been told to do so. Homework is set regularly for English and mathematics and is followed up in class to ensure that the pupils are taking the appropriate steps themselves to consolidate their learning.

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

29. The previous report stated that the school's curriculum was broad based and balanced and that National Curriculum requirements were met for all subjects, including the locally Agreed Syllabus for Religious Education. This is still true. However, the weakness, as before, lies in inconsistent planning of appropriate activities for pupils of differing abilities and a lack of clear learning objectives for some lessons. This limits learning opportunities and results in unsatisfactory progress, especially amongst

older pupils. The high level of pupil mobility also impedes curricular planning as do frequent changes of teacher and an increasing number of pupils with diverse special educational needs. With the exception of music, national guidance has been adopted, but is not yet effectively adapted to the needs of pupils in a number of subjects. This includes English and mathematics. In these two subjects, the National Strategies for Literacy and Numeracy are being used to inform planning, but too often, the learning objectives are not broken down sufficiently to show the small steps in learning that these pupils need for them to make better progress. In music, there is no whole school scheme of work. Teachers follow a series of taped broadcasts, which they use in different ways depending on their own confidence and expertise. While pupils have some experience of all areas of the music curriculum, the quality of what they do is unsatisfactory and their learning is not continuous as they move through the school. The curriculum for the Foundation Stage (in this school, the reception class) complies with statutory requirements and meets the recommendations of the latest national guidance. Planning covers all six areas of learning. Good account is taken of the need to work towards the nationally agreed early learning goals for children at the end of their reception year, but the stepping stones in learning are not yet being used as effectively as they could be to plan the children's work on a day-to-day basis, or to assess their progress.

30. All pupils have full access to the school's curriculum and are equally encouraged to join in all activities, reflecting one of the school's main documented aims. Booster classes operate from January until May for targeted groups of pupils in Year 6 and are beginning to have a positive effect on raising pupils' attainment in English and mathematics. This arrangement is being extended this year to include groups of pupils in Year 3, 4 and 5, to try and address weaknesses in learning before the pupils reach the final run-up to the National Curriculum tests. The nationally funded 'Springboard' programme also provides additional mathematical support for groups of pupils in Years 5 and 6. A similar arrangement for additional literacy support is also in place and the school is now involved in working with the Early Literacy Support programme to improve literacy skills from an early age. A strength of curricular provision is the use of class-based computers in many subjects. However, apart from links with English, few other subjects are linked in order to maximise curriculum time.
31. Good provision is made for pupils with special educational needs (SEN). Their work is well structured within the classroom. Pupils are rarely withdrawn for SEN activities. Where this does occur, they do similar work to the rest of the class and successfully participate in class activities when they return. Effective links with the speech therapist and other agencies ensure that staff understand how to help the significant minority of pupils who, from an early age, demonstrate speech and language difficulties. As a result, the pupils are provided with the support they need to improve their communication skills by answering questions and contributing to discussions. Similar, good involvement with other outside agencies, including a local pupil referral unit, enables the school to provide well for pupils with other learning and behavioural difficulties. All pupils have individual education plans (IEPs) with targets relating to their specific needs. In the IEPs relating to the statements of SEN, the targets are clear and provide a measurable yardstick against which the pupil's progress can be assessed. However, in some of the other IEPs, the targets are too broad and do not identify the small steps in learning these pupils need to make progress. Reviews are carried out at least termly and the information is used to inform further targets for the pupils, or adapt those in place so that they do make progress. The statutory annual reviews for pupils with statements of SEN are carried out as required and the school works very hard to involve all relevant parties in these.
32. Satisfactory provision is made for health education and drugs awareness. These areas are incorporated into the science curriculum and further work takes place within a developing personal, social and health education (PSHE) programme. The school has adopted a "Health for Life" scheme and a programme and scheme of work for PSHE is to be formulated, following the co-ordinator's attendance at a relevant course to be run by the Local Education Authority. The co-ordinator has drafted a drugs awareness policy to support work in this area. This is supplemented by a visit from the "Life Education" caravan and a Year 6 visit to "Operation Streetwise". The school's governing body reviews provision for sex education annually. The current provision is well organised by the Year 5 and 6 teachers and includes support by local clergy and the school nurse.
33. A satisfactory range of extra-curricular activities is provided for all pupils above the age of seven. Currently a range of sports activities, including football and netball, are available. An after school library course improves the pupils' library skills and prepares them well for acting as librarians in the school library. Provision alters from term to term. Rounders and country dancing are included during the

summer term. Peripatetic music provision enhances the curriculum for a significant minority of pupils, giving them the opportunity to learn a musical instrument and to participate in a number of small ensembles such as the recorder group, which meets weekly, and the small orchestra, which comes together to perform at events such as the Christmas concert. Visiting music groups also contribute to the spiritual and cultural aspects of school life. These out-of-school activities make a very good contribution to the development of personal and social skills and contribute significantly to learning in music and sport in particular. Parents are very appreciative of this provision.

34. The curriculum is also enriched by visits to places of interest. These have included the Manchester Museum of Science and Industry, a fabric manufacturer in Nelson, a local football league club and a visit to Fleetwood for geography. A residential visit to Hothersall Lodge for pupils in Year 6 provides a very good focus for learning in areas such as environmental studies, geography and physical education and makes a very good contribution to pupils' personal development.
35. The school has satisfactory links with the community, including links with industry, usually of a short duration because they are linked to specific projects, and with a number of charities. Local clergy support the school, especially for Harvest Festival and Christmas. They and lay people lead assemblies. Visitors contribute to all aspects of the curriculum. League football coaches, charity workers and theatre groups have visited the school during the past year and pupils have also benefited from some rugby coaching. The school has established very good links with the neighbouring high school. Pupils use the high school's computer suite and sports' facilities and students from the high school come for work experience and to support school events. The school also arranges many sporting fixtures with local primary schools. A good primary-secondary transfer/induction programme is in operation for pupils in Year 6. There are induction days and curriculum days for pupils and staff from the secondary school visit prior to these. There is also a parents' evening prior to transfer to address any issues that parents might have.
36. The previous inspection stated that provision for pupils' spiritual, moral, social and cultural development was satisfactory, although social and moral aspects were given greater emphasis than spiritual and cultural ones. This is still true. Social and moral aspects remain good features reflecting the values expressed in the school's aims and having a strong influence on pupils' learning.
37. The provision for spiritual development is sound. Assemblies and lesson observations contribute satisfactorily to this area of pupil development. Daily assemblies are suitably planned and comply with statutory requirements, but do not always provide pupils with effective opportunities for reflection. Even the good assemblies, such as one about friendship where the head teacher and pupils engaged in role-play, and one led by a teacher focused on helping pupils deal with the death of a relative or friend, did not give the pupils a great deal of time to collect their own thoughts. Visitors such as the local clergy and lay people, add to the range and quality of assemblies. Religious education lessons about beliefs in other faith communities and cultures raise pupils' awareness of spiritual diversity. There are few opportunities for spiritual development or reflection afforded to pupils within lessons. However, in a Year 2 music lesson, the pupils expressed awe and wonderment at how, by blowing, different sounds could be produced on some unusual instruments, including bottles.
38. The provision for moral development is good. The school's system of rewards ensures that the pupils receive public recognition for good effort and behaviour as well as for academic achievement. The pupils are effectively taught right from wrong and that they must take responsibility for themselves and for their actions. Most of the older pupils set a good example for the younger pupils. Those from Years 5 and 6 who play with the youngest pupils, particularly at lunchtimes, do this very well and their contributions are greatly valued by teachers and mid-day staff. Some classes have discussion time where self-esteem is often a focus and moral issues are discussed. For example, such a lesson with pupils in Year 5 focused on bullying. The teacher handled the discussion sensitively and the pupils made thoughtful and honest contributions, listening respectfully to views of others. The lesson enhanced the good relationships within the class and fostered honesty and trust well.
39. Provision for social development is good. Reception children are successfully taught to share and to play together, though many find this difficult when they start school. Pupils in Year 6 assist the daily running of school by preparing the hall for assembly, by setting up and operating the tape recorder and overhead projector. They carry out responsibilities well as they assist pupils in Years 1 and 2 with handwriting, spelling and reading. Many volunteer to play with younger pupils and demonstrate a level of

care and responsibility that contributes well to the ethos of the school. However, in lessons, there are insufficient planned opportunities to show similar responsibility for their learning. Pupils throughout the school learn to care about their environment, to value the people within it and to recognise the damage that can be done to it. A sound understanding of citizenship is fostered through discussion and through the school's support for various charities. Although the school does not currently have a policy document on personal and social education, the inclusion in the classroom of a wide range of moral and social issues reflects good practice.

40. Provision for cultural development is satisfactory. Visits and visitors greatly enhance pupils' learning about the British culture and subjects such as history contribute well to an understanding of past cultures. Younger pupils learn about their immediate school environment, while older pupils study the geographical significance of contrasting locations through a residential visit to Hothersall Lodge. As part of their work in geography, pupils are introduced to European countries such as Spain, and to Pakistan. They are provided with a limited range of opportunities to learn about famous artists and musicians from different eras. However, although satisfactory overall, and slightly improved since the last inspection, music and art do not make as successful a contribution as they could to the pupils' cultural development, especially in terms of learning about different cultures around the world. There are many displays around school reflecting all areas of the curriculum, but these are of variable quality and do not reflect the diversity of culture found in Britain today. Pupils learn something about other faiths, beliefs and traditions through religious education and visiting local Christian Churches and an increasing number of visitors enhance pupils' understanding of their Christian and cultural heritage. The inspection team acknowledges that the school's requests to visit a local mosque have so far been met with a negative response. Aside from this, there are few visits from representatives of other faiths or visits to places of worship other than a Christian church. This restricts pupils' knowledge and understanding of different faiths and cultures and does not fully prepare them for living in a multi-faith society. The recently reviewed multicultural policy provides a systematic way of supporting pupils' learning about life in a culturally diverse society, but has not yet been in place long enough to make a significant impact on provision in this area. For example, despite the fact that the school has an almost totally white population itself, it is on the edge of an area that has a high ethnic minority population, but has not yet taken the opportunity to link with other schools in the area to enhance the pupils' understanding.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

41. The school provides a caring and secure oasis for the pupils to work in and the friendliness and courtesy of the staff and the majority of the pupils are characteristic of the school. The staff consistently apply the good range of policies that are in place to promote pupils' welfare, support and personal guidance.
42. The procedures for monitoring and supporting the pupils' personal development are good. Teachers and support staff care well for the pupils. Pupils with special educational needs are well supported and integrated into the life of the school. The staff and the pupils have recently had to deal with a number of tragic experiences that have been traumatic for them and have affected the school's ability to move forward as fast as it clearly would have liked. While coming to terms with personal and school losses, and dealing with absences due to illnesses and bereavement, the staff have supported each other very well indeed and have worked hard to help the pupils deal with the traumas they themselves have faced. As an ongoing part of this, one very good assembly was very effectively focused on helping the pupils to deal with the death of a loved one and to consider how other people try to come to terms with such an event in their lives. The relationships between teachers, support staff and pupils are very good and pupils, too, are seen to care and help each other in a range of ways. Throughout the school, because of the very supportive environment created, the pupils are more than willing to talk about themselves and their feelings and to ask for help when it is needed. This has contributed positively to their learning and has successfully minimised incidents of bullying and other forms of oppressive behaviour. Parents are encouraged to contact the school should a problem arise and the majority of parents feel that the staff are more than willing to discuss any difficulties and to help them and their children overcome them. Real care is taken to ensure that younger pupils feel welcome and are settled into their classroom before their parent or carer leaves. This builds on the good induction programme that helps adults and children understand and follow the school routines from the time the children start school in the

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

57. In order to raise standards, the governors, headteacher and staff should:

- i. Focus specifically on the following in English, mathematics and science in Years 3 to 6:
 - improving reading skills and using and applying those skills in all subjects
 - improving the use of expressive language and providing more opportunities for pupils to plan and draft their work, to write at length and to use their writing skills effectively in all subjects
 - providing more opportunities for pupils to explain the strategies they use to solve mathematical problems and to use their mathematical skills in other subjects
 - implementing a consistent approach to scientific investigation throughout the school and providing more opportunities for pupils to plan, carry out and evaluate a fair test

(Paragraphs: 6, 7, 10, 12, 60, 65, 67, 68, 73 to 80, 86, 93, 95, 106)

- ii. Use the information gained from assessment to improve overall planning and target setting in English, mathematics and science so that pupils' learning is continuous and progressive. In addition:
 - draw up and implement effective and manageable procedures for assessing and recording pupils' attainment and achievement in all other subjects
 - extend the co-ordinators' role in evaluating teachers' planning and pupils' work to include checking that the outcomes of all marking and assessment are being used effectively to plan further learning in all subjects

(Paragraphs: 4, 21, 25,26,27, 28, 29, 45, 46, 58,70,74, 75, 76, 86, 90, 95, 99, 103, 107, 114)

- iii. Eliminate the inconsistencies in curricular planning by:
 - reviewing and where necessary altering schemes of work to ensure that they meet the needs of the school and provide secure guidance for teachers in their day-to-day planning
 - extending the role of the curriculum co-ordinator to include making sure that all teachers are following the school's agreed procedures

(Paragraphs: 21, 25, 26, 29, 30, 52, 74, 81, 95, 98, 107,114)

- iv. Make the monitoring and evaluation of the school's performance more rigorous and effective by:
 - using the information gained to provide teachers with clear points of action to improve teaching and learning
 - checking that all teachers take heed of the points made and that, as a result, the quality of teaching and learning improves and pupils' attainment rises
 - monitoring more closely the work of temporary and supply teachers to minimise the disruption to pupils' learning
 - increasing the governors' role in monitoring the work of the school

(Paragraphs: 52, 53, 77, 82, 86, 90, 95, 99, 104, 107, 114)

The first three key issues identified above are included in the current School Development Plan.

In addition to the above key issues, the governors should also consider including the following minor issues in the action plan:

- accelerating the implementation of the policy for multicultural education (*Para: 40*)
- developing greater consistency in the quality of marking (*Paras: 19,69,75*)
- completing and implementing the programme for PSHE (*Para: 32*)
- improving provision and standards in music (*Paras: 29, 105–107*)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

| | |
|--|----|
| Number of lessons observed | 54 |
| Number of discussions with staff, governors, other adults and pupils | 33 |

Summary of teaching observed during the inspection

| | Excellent | Very good | Good | Satisfactory | Unsatisfactory | Poor | Very Poor |
|------------|-----------|-----------|------|--------------|----------------|------|-----------|
| Number | 1 | 11 | 17 | 16 | 1 | 2 | 0 |
| Percentage | 2 | 23 | 35 | 33 | 2 | 4 | 0 |

The table gives the number and percentage of lessons observed in each of the seven categories used to make judgements about teaching. Care should be taken when interpreting these percentages as each lesson represents more than one percentage point. Eight lessons were not graded for teaching because the observations were less than thirty minutes.

Information about the school's pupils

| Pupils on the school's roll | YR – Y6 |
|---|---------|
| Number of pupils on the school's roll (FTE for part-time pupils) | 188 |
| Number of full-time pupils known to be eligible for free school meals | 68 |

FTE means full-time equivalent.

| Special educational needs | YR – Y6 |
|---|---------|
| Number of pupils with statements of special educational needs | 8 |
| Number of pupils on the school's special educational needs register | 75 |

| English as an additional language | No of pupils |
|---|--------------|
| Number of pupils with English as an additional language | 3 |

| Pupil mobility in the last school year | No of pupils |
|--|--------------|
| Pupils who joined the school other than at the usual time of first admission | 26 |
| Pupils who left the school other than at the usual time of leaving | 18 |

Attendance

| Authorised absence | % |
|---------------------------|------|
| School data | 8.08 |
| National comparative data | 5.6 |

| Unauthorised absence | % |
|---------------------------|------|
| School data | 0.95 |
| National comparative data | 0.5 |

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

Attainment at the end of Key Stage 1 (Year 2)

| | | | | |
|--|------|------|-------|-------|
| Number of registered pupils in final year of Key Stage 1 for the latest reporting year | Year | Boys | Girls | Total |
| | 2001 | 14 | 10 | 24 |

| National Curriculum Test/Task Results | | Reading | Writing | Mathematics |
|---|----------|---------|---------|-------------|
| Numbers of pupils at NC level 2 and above | Boys | 10 | 10 | 12 |
| | Girls | 9 | 10 | 10 |
| | Total | 19 | 20 | 22 |
| Percentage of pupils at NC level 2 or above | School | 79 (77) | 83 (80) | 92 (87) |
| | National | 84 (83) | 86 (84) | 91 (90) |

| Teachers' Assessments | | English | Mathematics | Science |
|---|----------|---------|-------------|---------|
| Numbers of pupils at NC level 2 and above | Boys | 10 | 12 | 12 |
| | Girls | 10 | 10 | 10 |
| | Total | 20 | 22 | 22 |
| Percentage of pupils at NC level 2 or above | School | 83 (70) | 92 (83) | 92 (83) |
| | National | 85 (84) | 89 (88) | 89 (88) |

Percentages in brackets refer to the year before the latest reporting year.

Attainment at the end of Key Stage 2 (Year 6)

| | | | | |
|--|------|------|-------|-------|
| Number of registered pupils in final year of Key Stage 2 for the latest reporting year | Year | Boys | Girls | Total |
| | 2001 | 20 | 16 | 36 |

| National Curriculum Test/Task Results | | English | Mathematics | Science |
|---|----------|---------|-------------|---------|
| Numbers of pupils at NC level 4 and above | Boys | 9 | 10 | 10 |
| | Girls | 8 | 7 | 9 |
| | Total | 17 | 17 | 19 |
| Percentage of pupils at NC level 4 or above | School | 47 (51) | 47 (70) | 53 (49) |
| | National | 75 (75) | 71 (72) | 87 (85) |

| Teachers' Assessments | | English | Mathematics | Science |
|---|----------|---------|-------------|---------|
| Numbers of pupils at NC level 4 and above | Boys | 14 | 14 | 12 |
| | Girls | 12 | 10 | 10 |
| | Total | 26 | 24 | 22 |
| Percentage of pupils at NC level 4 or above | School | 72 (59) | 67 (51) | 61 (68) |
| | National | 71 (70) | 74 (72) | 82 (79) |

Percentages in brackets refer to the year before the latest reporting year.

Ethnic background of pupils

| | No of pupils |
|---------------------------------|--------------|
| Black – Caribbean heritage | 0 |
| Black – African heritage | 0 |
| Black – other | 0 |
| Indian | 0 |
| Pakistani | 11 |
| Bangladeshi | 1 |
| Chinese | 0 |
| White | 175 |
| Any other minority ethnic group | 0 |

This table refers to pupils of compulsory school age only.

Teachers and classes

Qualified teachers and classes: YR – Y6

| | |
|--|------|
| Total number of qualified teachers (FTE) | 8.3 |
| Number of pupils per qualified teacher | 22.5 |
| Average class size | 26.7 |

Education support staff: YR – Y6

| | |
|---|--------|
| Total number of education support staff | 4.9 |
| Total aggregate hours worked per week | 131.25 |

FTE means full-time equivalent.

Recruitment of teachers

| | |
|--|-----|
| Number of teachers who left the school during the last two years | 0.4 |
| Number of teachers appointed to the school during the last two years | 0.4 |
| Total number of vacant teaching posts (FTE) | 0 |
| Number of vacancies filled by teachers on temporary contract of a term or more (FTE) | 1.4 |
| Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE) | 0 |

FTE means full-time equivalent.

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 | 6 | 0 |
| Other minority ethnic groups | 0 | 0 |

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

Financial information

| | |
|--|--------|
| Financial year | 00/01 |
| | £ |
| Total income | 422815 |
| Total expenditure | 411212 |
| Expenditure per pupil | 1987 |
| Balance brought forward from previous year | 48990 |
| Balance carried forward to next year | 60593 |

Results of the survey of parents and carers

Questionnaire return rate 35.3%

| | |
|-----------------------------------|-----|
| Number of questionnaires sent out | 187 |
| Number of questionnaires returned | 66 |

Percentage of responses in each category

| | Strongly agree | Tend to agree | Tend to disagree | Strongly disagree | Don't know |
|--|----------------|---------------|------------------|-------------------|------------|
| My child likes school. | 53 | 39 | 5 | 3 | 0 |
| My child is making good progress in school. | 48 | 38 | 11 | 0 | 3 |
| Behaviour in the school is good. | 38 | 50 | 3 | 2 | 8 |
| My child gets the right amount of work to do at home. | 32 | 42 | 20 | 5 | 2 |
| The teaching is good. | 52 | 36 | 5 | 2 | 6 |
| I am kept well informed about how my child is getting on. | 35 | 48 | 12 | 2 | 3 |
| I would feel comfortable about approaching the school with questions or a problem. | 59 | 32 | 6 | 2 | 2 |
| The school expects my child to work hard and achieve his or her best. | 58 | 39 | 0 | 0 | 3 |
| The school works closely with parents. | 33 | 50 | 12 | 0 | 5 |
| The school is well led and managed. | 50 | 36 | 6 | 2 | 6 |
| The school is helping my child become mature and responsible. | 47 | 41 | 6 | 2 | 5 |
| The school provides an interesting range of activities outside lessons. | 21 | 30 | 27 | 8 | 14 |

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

AREAS OF LEARNING FOR CHILDREN IN THE FOUNDATION STAGE

58. Children are admitted to the reception class, now known as the Foundation Stage, in the September following their fourth birthday. Around three-quarters of the children have attended a nursery prior to starting. Good links with the pre-school organisations, effective induction procedures and good links with parents and carers ensure that the children settle quickly into school routines. The majority enjoy coming to school and their parents and carers are actively encouraged to help them with their learning at home and by assisting in school. An increasing number of parents are taking up this latter option. The results of an initial assessment of the children's attainment shows that the majority are well below the standards expected for their age in communication, language and literacy, mathematical development and personal, social and emotional development. National guidance for the Foundation Stage forms the basis for the school's planning in all six areas of learning and the children are assessed at regular intervals to ascertain their progress towards the nationally agreed early learning goals. Day-to-day planning is often brief, however, and assessments are not yet specifically linked to the stepping stones in learning shown in the national guidance. Although the teacher knows each individual child well, the lack of written evidence of such assessments means that it is difficult to track how well the information gained from assessing the children is being used to determine the next steps in their learning. The quality of teaching is good and appropriate use is made of the school's special educational needs policy and practice to identify learning difficulties at an early stage and to take steps to address them. The good use of well-briefed support staff, student nursery nurses and parents ensures that for the majority of their time in class, the pupils benefit from small group and individualised work. This has a positive effect on their learning.

Personal, social and emotional development

59. When they start school, the children's social skills are under-developed. However, they achieve very well in this area of learning because all staff are diligent in ensuring that they wait, take turns, listen to each other and give everyone the opportunity to contribute in lessons. The children do not yet work well independently or in groups unless under the direct supervision of a member of staff. For example, in a well planned and prepared modelling activity requiring them to work on their own, but to share tools and equipment, the children found difficulty co-operating and only one of the group of five actually completed the activity as requested. By contrast, in a very good mathematical development session, the children did take turns and helped each other. They listened carefully to instructions and followed them correctly, as they did in music and in a physical education session. It is likely that by the end of their reception year, the majority will reach the early learning goal in this area of learning because of the consistency of approach that ensures such skills are reinforced in all other areas of learning, and when preparing to go to assembly or leave school at the end of the day.

Communication, language and literacy

60. The children's skills in this area of learning are very weak when they start school. The speech of a significant minority of children is still not clear. For example, one child refers to a 'guitar' as a 'tar' and does not recognise that the sound 'g' is the start of the word, and another child offers a flashcard with the letter 'c' for the initial sound of the word 'glue', despite the teacher's very clear pronunciation, and her insistence that the children copy her. Well thought out engaging and interesting activities and games constantly reinforce the recognition of initial letter sounds and the higher attaining group in this class are beginning to recognise and use them in their writing. However, lower attaining children do not recognise their own names on their clothes peg and cannot use the first letter to find them. This lack of knowledge was also demonstrated as the children lined up to go to assembly. The teacher asked them to line up in turn, in response to her calling out the initial letters of their names. Several children did not do so and were sitting on the carpet awaiting their turn after their letter had been called. The good teaching ensures that every opportunity is taken to allow individuals and groups of children to talk with adults and good guidance is given to support staff to ensure a consistent approach to conversing with the children. However, opportunities are sometimes missed, as when a group working on cards with a student spent too long on the practical activity and not long enough on the associated vocabulary and written work. Writing skills are very weak. The majority of the children do not yet form letters correctly.

Although they are taught writing patterns, only about one half have started to try and label drawings, showing that they understand print carries meaning. In a mathematical development activity, the children were asked to add print to their cut out drawings of their snacks. While most made reasonable attempts at this, two pupils copied the words from the packet with great accuracy, but were unable to read what the labels said, emphasising the poor reading skills evident also in a guided reading session. Here, the children, working with the teacher, were reading a book about the seasons and the days of the week. It took some time for them to recognise that they had already seen the word 'Monday' in the opening session when they recited the days of the week following the teacher's pointer. This lack of recognition of words was also evident in the whole class sharing of a book about how babies grow. As the teacher turned each page of the book, the majority of children did not recognise some of the same words that had been pointed out to them on the previous page. The children make good progress in communication, language and literacy, especially in speaking and listening, an aspect of this area in which they are likely to come close to the early learning goal. However, their reading and writing skills are likely to remain well below the early learning goal by the time they reach the end of their reception year. The school is currently looking at ways of developing writing from the time the children start school. Currently, however, this is not the case and they are not specifically taught to form letters accurately, as early as they could be. The children in the small higher attaining group in particular, do not have sufficient opportunity to develop sound writing and handwriting skills through all of their work.

Mathematical development

61. Mathematical development is weak when the children start school. Very few are in line to reach the early learning goal by the time they leave the reception class. Two higher attaining pupils count objects accurately, one after another. However, the other children find this one to one correspondence difficult. The majority recite numbers in the correct sequence up to ten, but do not recognise the numbers when written down and are not yet secure in identifying which number comes before or after a given number. They have few opportunities to record numbers in writing and there was no written mathematics in the children's work analysed during the inspection. The children are successfully introduced to data handling and they develop a sound understanding of how to sort information to find out which are the most popular snacks in the class. In this very good lesson, the well planned activities gripped the pupils' imagination as they first laid out the snacks on the floor to see which column was the 'longest' or 'shortest' then recorded their findings on a column graph on a cupboard door, using cut out drawings of the snacks. Good support from the staff ensured that they placed the packets one after the other on the floor. However, when sticking their drawings on the column graph, several had considerable difficulty finding the correct column and, even when they did so, in placing their object immediately after the previous one. They were expected to do this independently as they finished their drawings and this shows again that without direct supervision, they do not easily apply the skills or learning they have acquired earlier in the lesson.

Knowledge and understanding of the world

62. The children come with an under-developed knowledge and understanding of the world, largely because of their lack of experiences prior to starting school. They respond eagerly to the well-planned range of stimulating, exciting activities that provide them with first-hand experiences of the world around them. This includes a good range of visitors into school such as those seen during the inspection. To stimulate their understanding of growth, they first discussed what they thought babies could and could not do compared with what they themselves were now able to do. Some of the children had quite unrealistic expectations and were swiftly corrected by those with younger siblings. In a literacy session, they then shared a book on how babies grow and their learning was further enhanced when the mother of a month-old baby brought him into school and bathed him in front of the children. The staff led discussions as to how and when babies become less dependent on their parents to reach the stage at which they are ready to come to school, answering the children's questions sensitively and further stimulating their thoughts and ideas. The activity was also used well to develop an understanding of the passage of time in a chronological way and thus prepare the children for their later work in history. Within the theme of growth, the children were highly stimulated by the visit of the dental nurse and two assistants and their performance of a puppet show to reinforce the importance of looking after teeth. Teachers' planning and work on display show that the pupils' geographical skills are appropriately developed through walks around the locality and discussion of their journeys from home to school. The children have well-planned opportunities to investigate materials and the process of change to develop their scientific understanding. The planning for religious education covers a suitable range of topics,

including festivals and celebrations, and a developing knowledge of stories from the Bible. The children make reasonable models, using construction kits, and demonstrate a sound ability to create shapes from modelling dough. They are less secure when asked specifically to make models of people using the dough. Despite the range of stimulating work planned for them and the fact that they achieve well, the majority of children are unlikely to reach the early learning goal in this area of learning, but they will have moved significantly closer to it.

Physical development

63. The children come to school with suitably developed physical skills. The majority run, jump, skip and hop, avoiding each other and using space appropriately. In one very short observation of a lesson in the hall, all pupils followed instructions well, stayed together and moved in the same direction as they performed an action song to raise awareness of different parts of the body. The majority were uncertain as to their right and left hands but responded quickly to staff reminders. The children have sound fine motor skills, shown in their ability to use scissors correctly, with good attention to safety procedures, and in the gluing and pasting carried out as they made cards for a new-born baby. Pencil control is satisfactory when they are drawing, but they do not yet have secure enough control to enable them to form letters correctly. The school has insufficient large wheeled toys for pupils of this age, however, and they do not have ready access to outdoor play, although there are plans to develop this aspect of physical development. The school compensates for it by timetabling the children for physical education sessions in the hall. Overall, they are achieving well and the majority are likely to reach the early learning goal by the end of their reception year.

Creative development

64. The children achieve well in this area of learning and are likely to reach the early learning goal by the end of their reception year. They are taught art and music well and, with the good support of well-briefed support staff, are given appropriate opportunities to participate in role play activities such as bathing dolls in preparation for watching a real baby being bathed. One corner was set up as a dental surgery during the inspection, but few children were observed using it. In a good music session, they demonstrated appropriate recognition of a range of untuned percussion instruments. They respond well to the teacher's encouragement and secure demonstrations, showing that they knew how to play the instruments in different ways to make loud or quiet sounds, or to play a series of sounds fast or slowly. This learning is effectively enhanced in a guessing game that generates excitement and the need to listen carefully as, with the support of a student, the children in turn play instruments out of sight of the others while the teacher ensures that all have the opportunity to answer and to have their turn to play. For higher attaining children, she adds considerable challenge to the activity by asking them to play a specific number of beats. They respond very well to this and most do so accurately. Carrying on the theme of growing, the children produce reasonable images of 'me' with large crayons, from observing themselves in a mirror. They demonstrate sound mixing skills, describe accurately how they create pink and successfully compare the results of their colour mixing with the initial colours they have used, using terms such as 'light' and 'dark'. They understand what is meant by an 'outline' and draw outlines of each other as they lie on paper on the floor. However, the use of the cloakroom area outside the infant toilets is not conducive to producing good art work because it is cramped, smelly and has little natural light for good observational work.

ENGLISH

65. The attainment of the majority of pupils currently in Year 6 is below the national expectation for their age. However, it has improved over the past year and since the previous inspection. There has been a steady improvement in attainment in English since 1998 that has matched the national trend, despite the high proportion of pupils with special educational needs and the high rate of pupil mobility between Year 2 and Year 6. The majority of pupils achieve well against their low levels of attainment on entry to the school. The attainment of the pupils currently in Year 2 matches the national expectation for their age in speaking and listening and in writing. However, reading is below the national expectation.
66. The pupils in Year 2 and Year 6 have satisfactory speaking and listening skills. In Years 1 and 2, achievement is good and in Years 3 to 6, achievement is sound. The majority of pupils speak clearly and listen with concentration to each other and to their teachers. They wait their turn in discussions and most have a sufficiently wide vocabulary to be able to express what they mean. For example, in a

Year 6 history lesson, the majority of pupils adequately described the characteristics, materials and functions of a selection of historical artefacts. Pupils in Year 2 listen carefully to stories. They are eager to join in discussions and answer questions and do so appropriately. Throughout the school, pupils talk freely to visitors, engaging in sensible social conversations. During the literacy hour, teachers further develop the pupils' speaking and listening skills by widening their vocabulary and extending their understanding of the use of language.

67. Attainment in reading is below the national expectation in Year 2 and Year 6. However, the regular opportunities for guided reading are effectively enhancing progress so that all pupils achieve well against their attainment on entry to the school. Most pupils in Year 2 read simple texts with accuracy and fluency and successfully learn some of the strategies needed to help them read unfamiliar words. For example, they use their knowledge of letters and the sounds they make to build the whole word. Higher attaining pupils know the purpose of contents and index pages and can explain the difference between fiction and non-fiction books. A significant minority of pupils demonstrate a lack of understanding of passages they have read and lower attaining pupils are unable to explain the plot or make predictions as to the ending. By the time they are in Year 6, higher attaining pupils read fluently, with good expression. They enjoy reading and describe their favourite books with obvious pleasure. However, over half the pupils have reading skills that are below average. They are not always aware when they read a word incorrectly, and experience difficulty in locating information and forming conclusions about the given texts. For some pupils, their inability to read is adversely affecting their daily lives. Pupils take books home on a regular basis and those parents who hear their children read regularly are making an important contribution to their progress. Pupils are given frequent opportunities to use the well stocked school library and from Years 1 to 6 enjoy the opportunity to act as librarians. As a result, they confidently use the library classification system to find information. Pupils read appropriate books by recognised modern and long established authors. However, reading records indicate that they are insufficiently encouraged to select books a wide variety of texts. Most choose modern fiction and few, for example, choose to read non-fiction books or poetry.
68. In Year 2, for the majority of pupils, attainment in writing is as expected nationally for their age. They achieve well in Years 1 and 2. The majority of pupils spell simple words correctly and make reasonable attempts at spelling unfamiliar words. They write in sentences that are mostly correctly punctuated with full stops and capital letters. Higher attaining pupils are also beginning to use question marks and apostrophes. Pupils write letters, instructions, stories and poems with a sound understanding of the need to communicate with their audience. In Year 6, attainment in writing is below the national expectation. Most pupils use punctuation such as question marks and speech marks accurately and spelling is usually correct. However, few pupils consistently make considered choices of words such as adjectives or adverbs for effect and the majority continue to write in short, simple sentences rather than writing in more complex sentences using, for example, connecting words. Consequently, pieces of writing are often stilted and lack imagination or a cohesive structure. Between Year 3 and Year 6, the pupils do not make enough progress in the development of writing skills because of the limited opportunities offered to them to write longer pieces of imaginative writing or to plan and draft their work. In addition, there are insufficient opportunities to develop their writing skills across the curriculum. A strength of writing throughout the school is the good quality of handwriting. Almost all pupils write legibly, using a joined script. Letters are well formed and work is neat and well presented. Pupils with special educational needs receive effective support and make good progress towards the targets set in their individual education plans.
69. Teaching is satisfactory overall. A strength in teaching throughout the school is the very good pupil management and positive relationships between adults and pupils. Pupils are treated with respect and their opinions are valued, creating positive attitudes and an enthusiastic response, which directly contribute to the quality of their learning. Most teachers engage their pupils' attention effectively by setting a brisk pace and providing interesting work, so that the pupils are well motivated to give of their best. The pupils respond well to the teachers' effective questioning that successfully enhances and extends their thinking. Questions are adapted appropriately to ensure that all pupils can contribute equally in whole class sessions. Introductions are used well to recap and consolidate previous learning and the whole class sessions at the end of lessons effectively reinforce what has been learned in the lesson. However, a recurring weakness in the teaching of English throughout the school is the insufficient use made of ongoing assessment to match work well to individual needs, other than for pupils with special educational needs. The school has recently begun to set whole school and class targets for improvement in reading and writing, but, within lessons, learning objectives frequently fail to focus on the specific skills necessary to improve individual attainment. As a result, during the

independent sessions, the tasks set do not always match the pupils' varying abilities and, although most make satisfactory progress, they could do better. Marking is not used well enough to improve writing skills and teachers do not always ensure that pupils correct mistakes when they have been told to do so. Across the school, well-briefed support assistants provide knowledgeable and useful help, particularly for lower attaining pupils and pupils with special educational needs. This helps these pupils to participate fully in lessons.

70. Sound leadership and management have ensured that the National Literacy Strategy has been successfully implemented throughout the school. The co-ordinator has worked hard to promote literacy and improve standards, as, for example, when she successfully implemented a new handwriting scheme; she provides good support for her colleagues. All test and assessment results have been extensively analysed, but the information is not yet being used effectively to identify specific areas of weakness and to inform future planning.

MATHEMATICS

71. The attainment of the majority of pupils in Year 2 matches the national expectation for their age. In Year 6, attainment is below the national expectation. Since 1999, the school's National Curriculum test results have improved faster than mathematics results nationally, whereas previously they had shown continuing decline. Satisfactory improvement has been made in the subject since the last inspection. Standards have been significantly raised for younger pupils and teaching overall is now good.
72. Pupils enter the school with well below average mathematical skills and a very limited mathematical vocabulary. They achieve well in Years 1 and 2. By Year 2, they have a secure grasp of number facts and are becoming increasingly skilled at manipulating numbers mentally. They recognise odd and even numbers, know the two, five and ten multiplication tables, and can share by two. They have a good understanding of the mathematical principles of multiplication and division as, respectively, repeated addition and subtraction. They accurately identify many two-dimensional and some three-dimensional shapes and explain some of their properties, for example, the number of sides and corners. Pupils understand some basic measures, for example, they know how to tell the time correctly, using digital and analogue clocks. The majority have a secure understanding of simple fractions such as halves and quarters. The pupils acquire a satisfactory range of mathematical vocabulary and use words such as '*subtract*', '*minus*', '*length*' and '*width*' correctly. Lower attaining pupils order numbers to 100 and have a basic understanding of hundreds, tens and units. They add coins to a value of ten pence and understand the concept of halves.
73. Pupils achieve satisfactorily between Year 3 and Year 6. A number of factors prohibit the pupils from achieving better. For example, a high proportion of pupils enter and leave the school between Year 3 and Year 6 and a high proportion of pupils has special educational needs. Additionally, older pupils have experienced more changes of teacher. The majority of pupils in Year 6 have some sound strategies for manipulating numbers mentally. They have a secure understanding of addition, subtraction, multiplication and division and the relationships between them. Most know multiplication tables to 10. Higher achieving pupils accurately multiply four-digit numbers by two-digit numbers, add and subtract decimals up to two decimal places and understand the processes of long division and multiplication. The pupils' knowledge of shape and space is sound. The majority understand lines of symmetry, rotational and reflective symmetry, area, volume, ratio and proportion. Pupils collect and use data to produce bar and line graphs and pie charts. They have a sound knowledge of metric units of measurement. Lower attaining pupils round to one decimal place, use co-ordinates appropriately and make good attempts at multiplying three-digit numbers by two-digit numbers. These pupils are very often well supported by the class teacher or by well-briefed classroom assistants and this helps their learning. For a significant minority of pupils, their ability to solve written mathematical problems is impeded by their inability to read and interpret questions or instructions independently.
74. The quality of teaching is good overall and some very good teaching was observed in both age groups. This represents good improvement in the quality of teaching since the last inspection. One lesson, delivered by a temporary teacher, was poor as a result of poor planning and ill-defined learning objectives, which meant that the pupils learned nothing new. For number work, the teachers usually adapt what the pupils are to do, to suit the varied levels of attainment of the different groups within class. This ensures that all pupils have equal opportunity to succeed and learn well. Work is not as effectively adapted to the pupils' needs in areas concerned with shape, measures and data handling.

The pupils are often given a common task, which is not well matched to their prior learning, as was clearly seen during the examination of their books. This is a weakness in planning generally. In addition, the teachers do not give the pupils enough opportunities to explain the strategies they use and, as a result, are unable to assess accurately how well pupils have understood new ideas or acquired new skills. Good questioning and pace in lessons are strong features of the most effective lessons. For example, in a Year 5 lesson, each activity was to be completed in an allocated time. This ensured a brisk pace and high productivity on the part of the pupils. In the good lessons, the teachers demonstrate good subject knowledge, as they build effectively on what the pupils already know, adding challenge and stimulating intellectual thought. In addition, at the end of mathematics lessons, they evaluate the pupils' work with them, giving the pupils the opportunity to learn from their mistakes and from each other. For example, in a Year 2 lesson on ordinal numbers, the teacher divided the class into groups, giving each group a set of ordinal numbers. She asked the pupils to arrange themselves in the correct order. They responded very enthusiastically to the motivating and challenging task and as a result, their learning was very good. The teacher effectively reinforced this learning in the whole class session and her effective questioning enabled her to assess the pupils' understanding well.

75. Throughout the school, teachers use and promote mathematical vocabulary very well. For example, Year 2 pupils used the terms 'doubling', 'halving', 'total', and 'equals' knowledgeably, whilst Year 6 pupils spoke of 'reflective symmetry', 'co-ordinates' and 'quadrants'. Teachers teach enthusiastically, often making learning interesting. They promote pupils' confidence well. As a result, pupils have very good attitudes to the subject and participate fully in lessons. They answer questions without fear of being wrong or ridiculed by others for giving wrong answers. Teachers make very good use of resources. In particular, classroom assistants make an effective contribution to teaching and learning. Teachers brief them well and check on the effectiveness of their input during lessons. Marking is variable. Comments are often related to the quality of presentation and are usually encouraging. However, comments geared to promoting pupils' thinking or mathematical improvement are infrequent. Regular homework across the school supports work done in class. There are not enough practical tasks to promote pupils' use and application of mathematics. Currently, much of the work in this area is set in the context of 'pencil and paper' problem-solving tasks.
76. Computers are well used to support learning in mathematics. However, numeracy skills are not being effectively developed within other subjects, because opportunities are all too frequently missed, for example to link co-ordinates with work in geography, and to use mathematical skills more effectively in science. The school analyses all of its test and assessment results, but the information is not used effectively to inform future planning on a day-to-basis or in the longer term. For example, there was no evidence of weekly planning sheets being amended from day-to-day as a result of pupils' learning. Resources are satisfactory and are used appropriately.
77. Leadership and management are sound. The recently appointed co-ordinator, who also holds other subject responsibilities, has worked very hard in a short time to assess the strengths and weaknesses within the subject. She has not yet been afforded time to observe other staff teaching, but this is planned for later in the year. An action plan has been produced, which perceptively identifies the key areas to be addressed. The raising of standards is central to the plan that has been put in place.

SCIENCE

78. The attainment of the majority of pupils in Year 2 matches the national expectation for their age. In Year 6, attainment is below the national expectation. Standards are improving and most pupils achieve well, making good progress from the low starting point when they enter the school. Although standards currently remain below expectations for the majority of pupils in Year 6, they have improved significantly over the last three years, faster than the national trend. Since the last inspection, the good improvement has been brought about as a result of good leadership and management in the subject, improved planning and good quality teaching. The pupils' work shows sound scientific knowledge and understanding. However, their scientific enquiry skills are less well developed and generally fall below expectations. While pupils do carry out scientific investigations, their ability to take increasing responsibility for devising fair tests, measuring and recording results and explaining their findings is not sufficiently well taught. An analysis of their work shows that there are limited opportunities provided for them to engage in such work.

79. In Years 1 and 2, the pupils' work on healthy eating, the human body and the parts of a plant is successfully planned to ensure that they make appropriate gains in knowledge and understanding. For example, most pupils label the parts of a plant correctly and understand that light and water are necessary for healthy growth. They have a good understanding of how an electrical circuit works and apply this knowledge effectively to make a toy that lights up in design and technology. Pupils use their investigative skills appropriately as they participate in experiments and record the results, but the majority produce similar work and the teachers' expectations of the level of scientific enquiry are not high enough. For example, pupils are not consistently encouraged to identify the principles of fair testing, make predictions or form conclusions. The pupils' knowledge and understanding is deeper in Years 3 and 4 than in Years 5 and 6. This is because the improved curriculum has not been in place long enough to enable pupils in Years 5 and 6 to catch up fully, though their teachers are working hard to achieve this. For example, in Year 4, the pupils demonstrated a good understanding of electricity as they inserted different switches into a circuit. They confidently used scientific vocabulary, such as "conductor" in their discussions with each other and accurately recorded their results, using the correct scientific symbols. In Year 6, while many pupils have a satisfactory understanding of the circulatory system, a significant minority became confused when asked to explain the difference between veins and arteries. Pupils of this age are beginning to find and select information from books and information technology to assist them in their scientific understanding.
80. In Years 1 and 2, science makes a satisfactory contribution to the development of pupils' literacy and mathematical skills. For example, pupils in Year 1 sort different materials into sets and in Year 2, pupils write a description of how a toy was made to light. Pupils in Year 6, however, do not use their literacy or mathematical skills well enough to improve their scientific learning and this has an adverse effect on their attainment and achievement. For example, they do not consistently use the correct scientific vocabulary and many are unable to describe their investigations in a logical manner, or to turn their ideas into a form that can be tested. There are some examples of pupils using their mathematical skills, as when Year 3 pupils measured the lengths of their forearms and recorded the results in charts and graphs, but generally there are insufficient opportunities for pupils to apply and develop their mathematical skills. Links with information and communication technology to support pupils' work in science are being developed, but have not yet made sufficient impact to improve standards. Pupils with special educational needs are assisted effectively by the teacher and support staff and make the expected progress in lessons.
81. Overall, the quality of teaching is good. Lessons are well planned and have clear learning targets for the development of scientific knowledge and understanding, although not always for the development of investigative skills. Teachers have good subject knowledge, which is reflected in the challenging use of questioning to assess pupils' knowledge and progress and to successfully extend thinking. Activities are interesting and are generally planned to be appropriate to individual needs. As a result pupils enjoy science and concentrate well. Resources are plentiful and used efficiently to encourage collaborative working, so that pupils handle equipment carefully and wait their turn sensibly. Although there is no consistent approach to the development of investigative skills throughout the school, in some lessons pupils are provided with very good opportunities to participate in planning investigations and to obtain and present evidence. For example in a very good lesson in Year 5, where pupils were studying the process of reversible and irreversible change, the teacher insisted that pupils used the correct scientific vocabulary as they described their findings. They were encouraged to use a concept diagram to illustrate their findings and, when asked, they gave a very good account of the usefulness of such diagrams. In all lessons, teachers manage pupils well and a brisk pace mostly ensures a good rate of learning for the whole class.
82. The co-ordinator is leading and managing the subject well and has successfully ensured that standards are improving, even though science has taken a back seat while literacy and numeracy have been the focus of school development. She is in the process of adapting a nationally recommended scheme of work to reflect more closely the particular needs of the school and has a good understanding of future areas for development in the subject, gained from the analysis of test and assessment results. There is currently no formal monitoring of teaching and learning to check how effective teachers are in promoting good achievement for all pupils and there are no annotated examples of pupils' work to help teachers when they are assessing how well pupils are doing.

ART AND DESIGN

83. It was possible to observe only three art lessons during the inspection, one in Year 2, one in Year 3 and one in Year 6. These lessons, together with an analysis of the pupils' sketchbooks and the work on display around the school, provide sufficient evidence to make a secure judgement that pupils reach the nationally expected levels in this subject by the time they are in Year 6. Between Year 3 and Year 6, their achievement is satisfactory, overall, although in the two lessons observed, they made good gains in learning because of the good and very good teaching that took place. All pupils are successfully involved in all activities and show a great deal of pride in their previous work.
84. In Years 1 and 2, the pupils achieve well and, by Year 2, exceed the nationally expected level for their age in drawing and painting. Observational skills are good and learning is inspired by the teacher's very effective questioning that encourages the pupils to look closely and try to record what they see as accurately as they can. Individual pupils were given specific help and encouragement. The very good support given to those who found drawing and painting difficult enabled them to improve their work significantly during the lesson. The majority of pupils demonstrate good colour mixing skills and bring imaginative thought to their work, rising to the challenge of completing a picture, having been given half of it as a starting point. The quality of teaching in the lesson seen was very good and successfully introduced the pupils to the effective use of line, colour and space. This work is effectively extended in Year 3, as the pupils create imaginative patterns, starting with basic line work. Here, they apply their mathematical skills well to build up a sequence of repeated patterns. They demonstrate their sound understanding of this element of art through pencil work, paint and collage and learn simple printing techniques, using string and print blocks. Good teaching ensures that they are taken step by step through the processes required. As a result, they persevere in their work, concentrate well and respond positively to the opportunities provided for them to evaluate their own and each other's efforts during the lesson. They value the opinions of others and try hard to improve their work, following suggestions made to them. Overall, the quality of teaching is only satisfactory in Years 3 to 6 because the pupils are not yet taught enough about the work of famous artists, or encouraged to compare their own work with the styles and techniques used by other artists over time.
85. As they move through the school, the pupils begin increasingly to use the vocabulary associated with art. For example, higher attaining pupils in Year 2 explain simply, but clearly, how they get different colours. In Year 6, although their vocabulary remains limited, with encouragement from the teacher they think hard and eventually use the correct terminology associated with designing, planning and making a mask or hat. Through patient and effective questioning that ensures that all pupils have equal opportunity to answer, the teacher moves them from using terms such as 'swirly' and 'curly' to identify a spiral they had made with paper, using the word itself. Writing skills are also successfully consolidated in Year 6 as the pupils label their designs and make lists of the materials they intend to use. The subject makes a sound contribution to the pupils' spiritual, moral, social and cultural development and to their personal development.
86. A temporary co-ordinator is looking after the subject at the present time. She is satisfactorily maintaining the work that the co-ordinator started prior to absence due to illness. The use of sketchbooks has been improved since the last inspection. However, they are not yet being used adequately as working notebooks for pupils to record ideas, experiment with different techniques, record their thoughts about their work or what they have learned about other artists. Opportunities are missed to use research and writing skills to find things out for themselves. In the lessons seen, the teachers evaluated the pupils' work with them and the pupils sensitively evaluated each other's work. However, there are no formal assessment procedures in place and no monitoring to ensure that the pupils are developing skills progressively as they grow older. The scheme of work follows national guidance with regard to the topics covered and there is adequate provision in the planning for covering two and three-dimensional work. This is an improvement on the previous inspection.

DESIGN AND TECHNOLOGY

87. Insufficient evidence was available to make a judgement on attainment or on the quality of teaching in design and technology, but discussions with pupils and examination of planning shows that the required programmes of study are being covered.
88. For pupils in Years 1 and 2, photographic evidence shows that Year 1 pupils design and build houses, while Year 2 pupils use their own plans to construct electrically operated toys. Pupils in Years 3 to 6 described how they used a variety of materials and tools to construct structures such as bridges, which

they then tested for strength and rigidity. They know how to make their structures stronger by, for example, reinforcing joints. Pupils were keen to explain how they had enjoyed food technology, as they helped pupils in the reception class to make buns. In Year 4, labelled designs for money containers and photographs of the finished products demonstrate that pupils have used sewing skills to produce colourful, functional purses.

89. In the one lesson it was possible to see, the quality of teaching was good. Pupils were designing a light, having first identified a specific need, for example, for the inside of a handbag. There were good cross-curricular links as pupils used their scientific knowledge to plan their designs around an electrical circuit and they gave good consideration to elements such as safety, appearance, function and control. All pupils produced finely detailed diagrams of their designs, having first done a series of quick sketches to check the feasibility of their ideas. Pupils made good progress in their learning, because the teacher encouraged them to build on what they already knew, as they considered possible pitfalls in the design process. The teacher displayed good subject knowledge, shown in the good use of questioning and timely intervention in the pupils' work to make direct teaching points to further improve the pupils' skills and understanding. The lesson was well organised and the challenging task motivated the pupils to work hard while they enjoyed what they were doing. They discussed their designs very sensibly with each other, sharing ideas and offering useful suggestions for improvement.
90. Leadership and management of the subject are satisfactory. The co-ordinator is committed and knowledgeable and has a clear idea of areas for development when the subject becomes the focus on the school development plan. At present, there is insufficient monitoring or evaluation of teachers' planning or pupils' work to ensure that all pupils are achieving as well as they can, and there are no overall assessment procedures for the subject. However, all pupils are included in all design and technology activities and those with whom their work was discussed showed a great deal of pride in what they had achieved.

GEOGRAPHY

91. The previous inspection found Year 2 pupils' attainment to be unsatisfactory. It has improved since that time and attainment for pupils of this age now matches the national expectation and they achieve well. This is not so for pupils in Year 6. Previously, their attainment was said to match the national expectation. Now it is below, and they do not achieve well enough. Between Year 3 and Year 6, the pupils' attainment and achievement are hampered by the limitations in their literacy skills, by the considerable movement in and out of the school and by the high proportion of pupils who have special educational needs.
92. Pupils in Year 1 observe their surroundings and make simple, recognisable maps to record their walks in the locality. The Year 1 lesson observed focused on the means of controlling parking near the school. During the walk, pupils located road markings on simple maps or drew the numerous road signs they saw, thereby increasing their knowledge and understanding of their locality. In Year 2 and 3, pupils build on this experience as they explore areas around their local environment. In Year 4, they visit Fleetwood, and they consider the ways in which they might travel to parts of Europe and the sort of clothes they would take on a Spanish holiday. The pupils become increasingly aware of the world beyond Colne and most describe satisfactorily the similarities and differences in contrasting environments.
93. By the end of Year 6, pupils make appropriate use of computers, books, globes and maps to find facts about important rivers of the world. From the study of particular rivers, they make generalisations about the stages in a river's journey from its source to its mouth. They have a sound knowledge of the effect of rivers on the landscape and on the settlement of communities. They demonstrate an appropriate understanding of the fact that people can damage as well as improve the environment and relate this to local issues such as a proposal to close the High Street to traffic. In discussion, pupils showed good awareness of conservation and expressed their concerns about road safety and traffic pollution. Written work relating to this topic is unsatisfactory. The literacy skills needed to frame a sustained and reasoned argument, write reports and record information are not well developed. Pupils are keen to learn about distant places and enjoy looking at maps. They especially enjoy the residential visit that gives them valuable first hand experience of a contrasting environment relatively close to home. However, in this age group, the pupils' knowledge of contrasting locations is not well developed.

94. Three lessons were observed and teaching was good overall. No unsatisfactory teaching was seen, which is an improvement since the last inspection. In all three lessons, the teachers demonstrated good subject knowledge and used this well to broaden the pupils' learning through effective questioning and relaying of facts. All teachers have good class control. This helps to keep the pupils working hard and ensures that they respond well to what they are asked to do. However, planning is often very brief and identifies only a common task for all pupils, therefore not taking account of individual or group learning needs. The planning was much more detailed and the learning objectives clearly identified in a very good lesson with pupils in Year 1, that resulted in all pupils making good gains in learning about how parking is controlled in their locality. Resources were good and were used well in all three lessons. Video and photographs enhanced pupils' learning effectively. Encouraging comments are usually made when pupils' work is marked, but there are rarely any comments that tell pupils how they might improve their work.
95. Leadership and management are satisfactory overall. The curriculum co-ordinator has been in post for over five years and has recently reviewed the policy document. She is also the co-ordinator for the Foundation Stage and is currently overseeing whole school planning. She supports teachers well and tenders sound, informal advice. Currently, there are no formal procedures for monitoring teaching and learning or for assessing pupils' work. The co-ordinator has ensured that there is a good range of resources for geography, but has no overview of the subject, beyond seeing examples of pupils' work. The scheme of work closely follows the latest national guidance and includes elements from both the Local Education Authority scheme and the earlier school scheme, thus successfully adapting these three documents to meet the school's needs. Links with other subjects, including literacy and numeracy, are very underdeveloped. However, the subject is enhanced by a residential visit for pupils in Year 6 that enables them to undertake some geography field work as they participate in a number of outdoor pursuits. Geography makes a satisfactory contribution to the pupils' spiritual, moral, social and cultural development and to their personal development.

HISTORY

96. Due to timetable arrangements it was only possible to observe only two lessons, one in Year 4 and one in Year 6. Judgements are made on the basis of these lessons together with supporting evidence from pupils' work and discussions with pupils. Attainment in Year 2 and Year 6 matches the national expectation. Standards overall have improved since the last inspection, largely due to improved planning and the provision of more opportunities for pupils to record the historical knowledge they have acquired.
97. The majority of pupils achieve satisfactorily throughout the school. In Years 1 and 2, they gain a basic appreciation of chronology by comparing what they can do now, with what they could do when they were much younger. By the time they are in Year 2, they accurately sequence events in a story, such as The Gunpowder plot. They enjoy looking at photographs to make comparisons between life then and now and know how to look at pictures for historical clues. Throughout the school, the pupils' sense of the passing of time and their knowledge of important events in the past are developing satisfactorily. Pupils in Year 6 have a good knowledge of key dates, periods and events in British history. For example, they know the dates and rulers of the Tudor period and the fates of the six wives of Henry the Eighth. Pupils understand well the impact of historical events on people's lives. This was evident when a group of pupils in Year 6 confidently explained the effects of the introduction of steam power on the lives of the Victorians.
98. The pupils' experience of historical enquiry is a weaker area of work. Although pupils are given access to a range of historical sources, opportunities are missed to teach them to recognise their value as evidence of the past. For example, in a Year 6 lesson the pupils were examining a variety of Victorian toys. They described the materials and function of the toys, but no reference was made to their historical context. They were successfully encouraged to ask and answer questions, but, without exception, all questions referred to current issues, such as how the toys can be used now, rather than what they might tell us about the Victorian era. In contrast, in a Year 4 lesson, good use was made of secondary sources to improve learning. Pupils were asked which sources they might be able to use to find information on the Tudor period. This was followed by a video about Tudor costumes, during which the teacher extended the pupils' knowledge well through the good use of open ended, focused questioning that promoted their interest and challenged their thinking. Opportunities for pupils to develop their literacy skills have improved since the previous inspection, but there are still few examples of sustained pieces of writing and much of the writing is brief, with some work left unfinished.

99. The co-ordinator leads and manages the subject satisfactorily. She has attended a suitable range of training courses and her knowledge is effectively disseminated to other teachers to improve their subject knowledge also. However, teaching and planning are not sufficiently monitored and there are no formal assessments to ensure that attainment and achievement are as high as they could be, or to highlight areas for future development. The subject makes a satisfactory contribution to the pupils' spiritual, moral, social and cultural development.

INFORMATION AND COMMUNICATION TECHNOLOGY

100. Attainment in information and communication technology (ICT) matches national expectations for pupils in Year 2 and Year 6, as it did at the previous inspection. There has been sound improvement between inspections. The school has updated its computer provision significantly and all classroom computers are linked to the Internet via the Local Education Authority's link. This has addressed the concern expressed in the last report about out-dated computers. Most classes have two class-based computers and access to those in shared areas. Although statutory requirements are met, there is a weakness in the effective use of control technology. Whilst good use is made of a floor robot and of technical construction kits, there is currently no work utilising sensory equipment.
101. Pupils in Year 2 are beginning to develop sound keyboard skills by identifying letters, capitalising, using the space bar and the delete and insert keys. The pupils competently log on, access programs, use a variety of fonts and generate pictures, which they then print out. They demonstrate sound competency when they control the floor robot, plotting and controlling its distance and direction. They use the mouse with good control, describing its functions as "it starts the programme for you", "it moves the cursor around" and "it has two buttons and you click the left one". They change colours and font size and know how to save work and drag icons from one part of the screen to another. By the time they are in Year 6, the pupils competently access a wide range of programs, load material, save their work and organise information in different forms. They use terms such as "drag", "clipart", "rotate" and "cut and paste" with confidence and understanding. However, pupils in this age group are often frustrated by a lack of keyboard skills and many pupils type with index figure only. Only the growing minority with a computer at home are able to utilise fully the limited user time available in school.
102. As only one lesson was observed, no judgement on teaching can be made. This was, however, a good lesson and the class activity was a challenging one, relating to the need for data accuracy. Pupils had to interrogate the data carefully in order to determine errors. The exercise was to be re-enforced with paired time on the class computer during the rest of the week. This meant that some pupils had to wait three or four days for their turn. The teachers have little opportunity to work with pupils during this time, as they are engaged with the rest of the class. This makes tracking pupils' progress difficult and they have to rely on pupils keeping them informed about difficulties they encounter. Pupils enjoy working at the computers. They listen attentively to instructions and act upon them enthusiastically, working very hard both independently and in pairs. They handle the computers with respect, are very well behaved, show great interest in their work and sustain concentration well. The pupils help each other very well and those with special educational needs benefit from the support of their peers as well as that of the teacher or helper. The pupils' positive attitudes to this subject contribute in great measure to their satisfactory achievement, despite the limited time they have at the computers.
103. Most teachers have sound subject knowledge and demonstrate their expertise confidently. The delay in staff training for new hardware and the increasing demands of the curriculum are causes of concerns for the subject co-ordinator. Her major concern, however, is the unsatisfactory quality of the training given by external providers. Most teachers have worked hard to keep themselves up to date with developments in the subject. This has done much to limit the affects of inadequate training and has helped to maintain standards. The school has now arranged for the co-ordinator to have release time to work alongside teachers in order to compensate for the inadequate training, in order to bring all teachers' subject knowledge and expertise fully up to date. The school has recently reviewed its policy document and adopted much from Qualifications and Curriculum Authority's scheme of work. Pupils store work in their own files on the class computer. This serves as an on-going record of pupil achievement in the absence of formal assessment procedures. Some teachers keep an informal record of pupil achievement. The co-ordinator is currently trialling assessment procedures from the latest national guidelines with a view to adapting and introducing these across the whole school, but currently, there is not a uniform record of pupils' development in the subject to support the new scheme of work

and promote higher standards of attainment. There is no portfolio of assessed and moderated pupils' work to help teachers make secure evaluations of pupils' learning against National Curriculum levels, although the co-ordinator has now begun to collect samples as the basis for one. Teachers' planning is variable and very much dependent on their own subject knowledge and expertise.

104. The subject co-ordinator is knowledgeable and hard working, but she is also the co-ordinator for science and a student mentor. She has been in post for less than two years. During this time, she has worked very hard and successfully reviewed and improved subject provision. She gives good leadership, but does not yet have a complete overview of the subject, as, currently, she does not see the teaching or planning done by other staff. Links with other subjects have been developed well over the last two years. ICT is used in many subjects to support learning and research skills and there is a growing range of appropriate software, particularly for history, mathematics and science. However, there is little evidence of computer-generated work in displays or in pupils' work folders and this is a weakness.

MUSIC

105. It was possible to see only three music lessons during the inspection, one in Year 2, one in Year 3 and one in Year 6. The attainment of pupils in Year 2 and Year 6 is below that expected nationally for their age. It is not possible to make an overall judgement on the quality of teaching in music. However, it was satisfactory in two of the three lessons observed and good in the third.
106. By Year 2, only a small number of pupils accurately identify changes in pitch, describing them as 'higher' or 'lower' than a previous sound. This musical skill was consolidated well in the lesson seen, because the teacher insisted that the pupils listened carefully to the music and described what they heard, using the correct words. The lesson improved when the teacher abandoned the taped broadcast and used a recorder, a whistle and some bottles to demonstrate changes in pitch. The pupils in Year 3 are developing a secure understanding of the difference between pulse and rhythm and, with help from the teacher, successfully combined the two. By contrast, in the Year 6 lesson, the pupils found difficulty holding their own parts when combining different rhythms. The work was too hard for them and their learning was hindered because the teacher moved them onto the next part of the taped broadcast before they had had sufficient time to practise and improve. The majority of pupils sing familiar songs with enthusiasm and a secure sense of pitch. However, when reliant on the tape to teach them a new song, they become very hesitant and lack the confidence required to use their voices well. In hymn practice, it was clear that for the younger pupils, their inability to read adversely affected their ability to join in the singing, despite the headteacher going over the words with them in advance. Similarly, older pupils sing much better when they know the songs and hymns off by heart rather than having to follow the written words.
107. Music lacks effective leadership at the present time. Although the co-ordinator has now returned to school, her absence resulted in the subject not having been reviewed to ensure that it meets the needs of the pupils. The teachers have not had secure guidance and support to help them teach the subject well and pupils do not progressively acquire the musical skills, knowledge and understanding they need to reach the required standards. There was no evidence of composition work during the inspection, but pupils do remember having done this as required when the taped broadcast asks for it. There are no checks on teaching and learning, no whole school assessment procedures to ascertain how well the pupils are doing and what they need to do next and no whole school scheme of work to ensure a common approach to teaching the subject. For example, in one teacher's planning file, it is clear that some consideration has been given to using national guidance, but this is not the case throughout the school. The music curriculum has not kept up with the changes that have taken place since the last inspection and overall, improvement since that time is unsatisfactory. The subject does not make as effective a contribution as it could to the pupils' spiritual, moral, social and cultural development. However, the music curriculum is suitably enhanced for a significant minority of pupils through tuition on musical instruments. One of the peripatetic music teachers, in particular, provides good support for the school, rehearsing the recorder group and bringing together brass, strings and percussion instruments to form a small orchestra for events such as the Christmas production. The video shows that the pupils play together competently and are able to hold their own parts in each ensemble.

PHYSICAL EDUCATION

108. Pupils' attainment meets the national expectation in Year 2 and exceeds it in Year 6. Improvement since the previous inspection has been good. The school works hard to ensure that boys and girls

participate equally in movement, gymnastics and games. Pupils in Year 5 go swimming and almost all achieve the required standard by the end of the year. A residential outdoor pursuits activity for pupils in Year 6 further enhances the pupils' physical education skills and contributes well to their personal development.

109. Pupils in Year 1 move confidently around the hall with appropriate control when jumping, skipping and running. They practise different ways of balancing and show a developing control of speed and direction. Year 2 pupils know the importance of a warm up session and understand that exercise is good for the body. In dance, they use their bodies effectively to reflect the mood of the music as, for example, they walk with slow, dragging feet and downcast heads when the music dictates. Most pupils successfully link movements into simple sequences and make appropriate use of space, responding well to their teachers' high expectations of what they can do. Work of consistently good quality occurs in Years 3 to 6, because teaching is mostly good or very good and, occasionally, excellent. The teachers use their very good subject knowledge to challenge the pupils successfully to refine and improve their performances. The very high expectations in an excellent Year 3 dance lesson led to a very moving performance of the pupils' responses to the events of September 11th. The pupils had worked out their own dance routines to tell the story of the disaster and how everyone worked together afterwards to bring about a sense of calm. The pupils worked very well in groups that were formed to take account of their different levels of attainment. They all moved very expressively so that their dance sequences told the story clearly and extremely creatively. This lesson also made a very effective contribution to the pupils' spiritual, moral, social and cultural development. High levels of concentration were achieved through the teachers' very good management of some potentially disruptive pupils, while at the same time continually encouraging the pupils to improve and refine their movements. In Year 5, the pupils demonstrated good gymnastic skills as they created a sequence of movements to include shape and balance at different levels. Their performances were precise, fluent and well controlled. Good use is made of visiting experts to enhance pupils' games skills. For example, as a result of rugby coaching, pupils in Year 6 demonstrate good ball skills as they pass and catch, keeping very good control and a constant eye on the ball. A general weakness in lessons is the lack of opportunity for pupils to improve their skills through evaluation and comment on each other's performance.
110. Leadership and management of the subject are good. The co-ordinator brings a high level of drive, expertise and enthusiasm to the subject and this has had a positive impact on standards. A locally agreed scheme of work, linked with a nationally approved scheme, has been well adapted to the particular needs of the school. Good use has been made of local and national initiatives to enrich the provision for physical development, which is further enhanced through extra-curricular sport clubs, including netball and football and through the good links that have been established with the local high school.

RELIGIOUS EDUCATION

111. All pupils work at the level expected for their ages nationally. The curriculum is in line with the locally agreed syllabus and provides the opportunity to study major world faiths. By the end of Year 2 and Year 6 pupils' attainment matches the expectations of the locally agreed syllabus and demonstrates satisfactory knowledge and understanding of Christianity and other principal religions represented in Britain.
112. By Year 2, pupils have visited a local church and know that it is a special place for Christians. They demonstrate a growing knowledge of the significance of dress and artefacts in worship. They know stories from the Bible and about the people Jesus met and helped. They understand that clubs and organisations are often part of church life and discuss the meaning of promises and prayers. They discuss relationships, reflecting successfully on their own and others' feelings and showing good understanding of the meaning of friendship. By Year 6, the pupils have a sound understanding of how several religions celebrate festivals and significant events. Most pupils know the key features of Christianity, Islam and Hinduism. In a Year 3 lesson on the parable of the lost sheep the teacher made reference to "Jesus as the light of the world" and cross-referenced this effectively to the Hindu festival of Diwali. Year 5 pupils understand the significance of candles in the Advent ring. Year 6 pupils know of the Five Pillars of Islam and the importance of the Qur'an. They know that prayer fulfils a significant role in various faiths and that symbols are an important aspect of worship. In their work, they use appropriate terminology to explain matters of religious belief and practice. All pupils, including those with special educational needs, make satisfactory progress in religious knowledge and understanding.

Many pupils express their thoughts clearly and develop a sound understanding of the part religion can play in people's lives.

113. The quality of teaching is satisfactory, overall. Temporary teachers took three of the four lessons seen, and in one of these lessons, the quality of teaching was poor. The planning was brief, all pupils were set the same task and an inappropriate range of vocabulary was used without ensuring that the pupils had a secure understanding of it. In successful lessons, questioning was very focused and drew effectively upon pupils' prior knowledge, as in the Year 3 lesson on the parable of the lost sheep. Here the teacher recalled an earlier visit to a local church, making reference to the story of Noah in the stained glass windows and the significance of the dove. Teachers now successfully encourage pupils to use their writing skills in this subject. Although mainly narrative, this represents an improvement since the last inspection when pupils throughout the school produced little written work.
114. Religious education is taught to all pupils and, since the previous inspection, has benefited from the appointment of a co-ordinator who is providing good leadership and effective management for the subject. She has rewritten the policy and scheme of work in the light of the latest national guidance and with reference to the locally agreed syllabus and the school's previous scheme of work. In addition, she has written a policy for multicultural education for the school, which complements the work in religious education well. However, she has not yet been involved in monitoring the quality of teaching and learning within classrooms and this is a weakness. The school is satisfactorily equipped with resources for the Christian faith and a growing range of artefacts for other faiths. The curriculum is further enhanced by visits by clergy from the Christian faith to support teaching and learning. There are however too few visits from representatives of other faiths or visits to places of worship other than a Christian church. This restricts pupils' knowledge and understanding and does not fully prepare them for living in a multi-faith society. Overall, pupil's attainment is much improved since the last inspection and more work in religious education is being done as a result of the new scheme of work.