

INSPECTION REPORT

FISHWICK PRIMARY SCHOOL

Downing Street, Preston

LEA area: Lancashire

Unique reference number: 119333

Headteacher: Miss L McLanachan

Reporting inspector: Mrs M Warburton

22522

Dates of inspection: 30th June – 3rd July 2003

Inspection number: 247999

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:	Community
Age range of pupils:	4 - 11 years
Gender of pupils	Mixed
School address:	Downing Street Preston Lancashire
Postcode:	PR1 4RH
Telephone number:	01772 491402
Fax number:	01772 491402
Appropriate authority:	Governing Body
Name of chair of governors:	Mr V Patel
Date of previous inspection:	27 th – 28 th June 2001

INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
22522	Mrs M Warburton	Registered inspector	English Science Geography History Music Physical education Religious education Special educational needs	The school's results and pupils' achievements How well are pupils taught What could the school do to improve further
31718	Mrs D Shields	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
31862	Mrs J Coop	Team inspector	Mathematics Information and communication technology Art and Design Design and Technology The foundation stage Educational inclusion English as an additional language	How good are the curricular and other opportunities offered to pupils How well is the school led and managed

The inspection contractor was:

Lynrose Marketing Limited
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Six Mile Bottom
Newmarket
Suffolk
CB8 0TU

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33 Kingsway
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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Fishwick Primary School is situated on Callan Estate to the east of Preston town centre, in an area of high unemployment and social disruption. There are 73 pupils on roll, aged 4-11, with significantly more boys than girls in Key Stage 2. The percentage of pupils who are eligible for free school meals is very high at 70%. The percentage of pupils who have special educational needs is high at 35%, and the percentage of pupils with a statement of special educational need is above average. Most of the pupils with special educational needs have emotional and behavioural difficulties or learning difficulties. The percentage of pupils whose mother tongue is not English is slightly above average, but no pupils are at an early stage of English acquisition. Pupils' attainment on entry to the school is very low.

HOW GOOD THE SCHOOL IS

This is an improving school that is now providing a satisfactory standard of education for its pupils. The headteacher, who is relatively new in post, provides strong and purposeful leadership and has a clear commitment to continuing improvement. Teaching throughout the school is now good but this has not yet been reflected in the standards achieved by pupils at the end of Key Stage 2. Standards at the end of Key Stage 1 have improved.

The school provides a welcoming, inclusive environment for all pupils and provides satisfactory value for money.

What the school does well

- Very good leadership is provided by the headteacher, who gives clear direction to the work and development of the school
- Consistently good teaching throughout the school means that pupils' achievement is good by the end of Key Stage 1 and in Year 3 and Year 4, and is improving in Year 5 and Year 6.
- The school is very caring and inclusive, pupils are known well and relationships are good.
- The good provision for pupils' personal development results in them having good attitudes to their learning.
- Financial management is very good.
- Provision for extra curricular activities is very good.

What could be improved

- Standards achieved by pupils at end of Key Stage 2.
- Assessment procedures in many subjects, and the use that is made of the information gained.
- Role of co-ordinators in monitoring and developing their subjects.
- Attendance and punctuality.

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

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HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school was last inspected by Her Majesty's Inspectors in June 2001, when it was judged to be providing an acceptable standard of education for its pupils. Since then the school has been through a very turbulent time due to instability in staffing, with a number of Acting headteachers and many changes in the teaching staff. As a result progress has fluctuated but has been satisfactory overall. Since the appointment of the new headteacher in January 2002 rapid progress has been made in improving pupils' behaviour and their attitudes to learning, and these are now good. The headteacher is providing very good leadership that is driving the school forward in most areas of its work. Teaching has improved since the appointment of more permanent staff and is now good, and pupils achieve well in the Foundation Stage and Key Stage 1. As yet these improvements have not been reflected in the standards achieved in the national tests at the end of Key Stage 2, but there are signs that pupils' achievement is improving. Assessment procedures have been developed well in English and mathematics but more needs to be done to develop procedures for the other subjects of the curriculum and to use the information gained more effectively to plan pupils' work and set targets.

There has been limited progress in establishing a well co-ordinated management team because of the staffing disruption, and the role of the subject co-ordinator needs to be developed. Good progress has been made in developing procedures for identifying pupils with special educational needs, but further work is needed to ensure that individual education plans provide more specific targets. The school continues to work hard to improve attendance, but this still remains poor.

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				Key
	all schools			similar schools	
	2000	2001	2002	2002	
English	E*	E*	E*	E	well above average A above average B average C below average D well below average E
mathematics	E*	E*	E*	E*	
science	E*	E*	E*	E*	

Standards achieved in the national tests at the end of Key Stage 2 in 2002 were in the lowest 5% of all schools in English, mathematics and science. At the end of Key Stage 1 standards were in the lowest 5% of all schools in mathematics and well below average in reading and writing, but when compared to similar schools standards were average in reading, below average in writing and remained in the bottom 5% for mathematics. Inspection evidence is that standards in mathematics are improving and they are now much closer to the expected levels by the end of Key Stage 1. In English standards are well below the expected levels at the end of Key Stage 2 and are below expectations at the end of Key Stage 1. Standards in science are improving and are at the expected levels by the end of Key Stage 1 but below at the end of Key Stage 2. Standards are also below the expected levels in geography, history and Religious Education at the end of both key stages and in music at the end of Key Stage 2. Standards in information and communication technology, art and design, design and technology and Key Stage 1 physical education are at the expected levels. By the end of Year 6 standards in physical education are above the expected levels.

When pupils start the school their attainment is very low, particularly in personal and social development, communication, language and literacy and knowledge and understanding of the world. Pupils make good progress in the Foundation Stage although their attainment remains below or well below the expected levels in all areas of learning. In Key Stage 1 pupils continue to make good progress and their achievement is good. In Key Stage 2 achievement is satisfactory even though progress is slower, because of the disruptions that pupils have had to their education during their time at school.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Good. Most pupils are keen to learn and to take part in the activities they are offered. They take an interest in and gain enjoyment from their lessons, especially practical activities.
Behaviour, in and out of classrooms	Satisfactory. In lessons and when moving around the school most pupils behave well. However a significant number of pupils, particularly the older ones, do not always behave appropriately.
Personal development and relationships	Good. Pupils generally socialise and play well together, and their relationships with their teachers and other adults in the school are good. Relationships between older pupils and adults are less secure.
Attendance	Poor; well below the national average. This is in spite of the school's best efforts to encourage parents to send their children to school regularly.

Improving pupils' attitudes and behaviour has been a priority for the school since the appointment of the new headteacher, and they are now much better than they were.

TEACHING AND LEARNING

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

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

Teaching throughout the school is good, although this has only recently been the case in Year 5 and Year 6 where there has been a very high level of staff turnover. Teaching in English is good and in mathematics it is good in Key Stage 2 and very good in Key Stage 1. The basic skills in literacy and numeracy are taught well with teachers making good use of incidental opportunities that arise for pupils to practise these skills, although these are not always consistently planned for across the school. The school is very inclusive and all staff take care to ensure that the needs of all pupils are met. Most lessons are well planned and prepared with good use of time and good organisation. Classroom assistants are used effectively to support pupils' learning and relationships between all adults and pupils are mostly good. Opportunities for pupils to develop their independence are sometimes missed. Teachers manage pupils' behaviour well and good use is frequently made of the final part of the lesson to consolidate pupils' learning. Marking is sometimes used well to show pupils

what they have done well and what they need to improve, but this is inconsistent throughout the school.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Satisfactory. A broad and relevant curriculum is provided for pupils, enhanced by a very good range of extra-curricular activities.
Provision for pupils with special educational needs	Good. Pupils who have special educational needs are well cared for and their individual needs are well known. There are clear individual education plans in place, although the targets set are sometimes too broad. Pupils receive very good support in lessons from teachers and support assistants, although there is not enough support in Year 3 and Year 4.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Good overall. Good role models and a very clear code of behaviour ensure that pupils develop a very good understanding of moral responsibilities and behave well. Provision for pupils' spiritual and social development is good.
How well the school cares for its pupils	Satisfactory overall. Day to day care and concern for pupils is very good. Assessment procedures are good in English and mathematics but are not sufficiently developed in other subjects. Information is not used well enough to plan the next stage of learning in most subjects.

The school's partnership with parents is satisfactory, and the new headteacher is working hard to develop this further. More parents are becoming involved in the school and their attendance at parents' meetings is improving.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Satisfactory overall. The headteacher's leadership and management are very good. She provides strong and purposeful leadership, and has a clear view of the way ahead. The roles of co-ordinators are being developed but still need improvement.
How well the governors fulfil their responsibilities	Satisfactory. Governors are very supportive of the headteacher. Their role in checking the work of the school is developing.
The school's evaluation of its performance	Good. The school evaluates its performance well and has a good understanding of its strengths and weaknesses. Development targets are appropriate to the school's needs. Procedures for monitoring and developing teaching and learning are under-developed in many subjects.
The strategic use of resources	Very good. Educational priorities are supported through very good financial planning. The principles of best value are applied well in order to maximise use of available funding.

The number of teaching and support staff is adequate to meet the demands of the curriculum and the learning needs of the pupils. The accommodation is good, but resources are only just adequate, with some shortages particularly in English.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

It was not possible to make a judgement on the parents' views of the school as no parent attended the meeting, only two questionnaires were returned and, despite the inspection team's best efforts, parents were reluctant to discuss their views of the school.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. In the 2002 national tests taken by pupils at the end of Year 2 standards were well below average in reading and writing when compared to all schools nationally, and very low, in the lowest 5% of all schools in mathematics. When compared with similar schools standards were average in reading, below average in writing and in the lowest 5% in mathematics. In science, as judged by teacher assessment, the percentage of pupils achieving the expected level 2 or above was in the lowest 5% of all schools. There was little difference between the performance of boys and girls. Over the past four years standards have fluctuated but overall the trend has been similar to the national trend.
2. In the 2002 national curriculum tests taken by pupils at the end of Year 6 standards were in the lowest 5% of all schools nationally in English, mathematics and science. When compared to similar schools standards were in the lowest 5% in mathematics and science, and well below average in English. There was little difference between the performance of boys and girls. Over the past four years standards have fluctuated but overall the trend has been below the national trend.
3. Standards throughout the school are improving, and inspection evidence is that standards are now closer to the expected levels in many subjects of the curriculum by the end of Key Stage 1, and in some subjects by the end of Key Stage 2. Pupils are now benefiting from a more stable environment following a turbulent time in the school's history. When pupils who are now in Year 6 first started at the school, it was judged to be failing to provide an acceptable standard of education for its pupils. Since then there has been an exceptionally high level of staff turnover and resources have been unsatisfactory. Standards have also been adversely affected by pupils' poor language skills and by their poor attitudes and behaviour in the past. Since the appointment of the new headteacher in January 2002 staffing has gradually become more stable and, as a result of focused effort by the school, pupils' attitudes and behaviour have improved. As a result pupils are now making much better progress than they were and their achievement is now good in Key Stage 1 and satisfactory in Key Stage 2, but this has not yet impacted on the standards achieved in the national tests. Overall standards are similar to the time of the previous inspection in English, mathematics and science. The school is making steady progress towards its targets.
4. When children start in the Reception class their attainment is very low in personal and social development, communication, language and literacy and in their knowledge and understanding of the world. In the other areas of learning the children's attainment is well below average. Because of good teaching and support children make good progress so that by the time they start in Year 1 although their attainment is still well below the expected levels in many areas, their achievement is good.
5. Inspection findings are that by the end of Key Stage 1 standards in reading and writing are below the expected levels, but pupils have made good progress and their achievement is good. When pupils are given a clear structure for their written work, for example a worksheet, many achieve the expected levels. However few are able to write independently at any length. In speaking and listening standards are well below the expected levels and many pupils lack confidence in expressing themselves.

6. Standards in mathematics are rising steadily and are in line with national expectations at the end of Year 2. Pupils make very good progress and their achievement is very good. Many pupils have a secure grasp of number, space, shape and measures, but poor language skills limit the ability of many to apply their skills in order to solve problems. In science standards have improved and are now in line with national expectations and pupils' achievement is good.
7. In most other subjects of the curriculum pupils in Key Stage 1 are making good progress and are achieving standards that are in line with expectation for age. In Religious Education, although good progress is made pupils are not yet reaching the expected standards because they have limited understanding of different faiths. Pupils make satisfactory progress in history and geography but do not achieve the expected levels in these subjects because their understanding of aspects beyond their own immediate experiences is superficial and their enquiry skills are at a low level.
8. Inspection findings are that by the end of Key Stage 2 standards in English remain well below the expected levels because the recent improvements to provision have not had sufficient time to make a significant impact. Pupils' achievement is good, considering their attainment when they started in Key Stage 2 and the instability in their education while they have been at the school. Higher attaining pupils talk enthusiastically about their learning, but most pupils continue to lack confidence in expressing themselves. Few read with fluency and expression, or write using a clear structure or complex sentences. Through regular structured sessions, most pupils do achieve the expected level in handwriting, using a neat, joined script.
9. In mathematics standards are well below the expected levels at the end of Key Stage 2 with number skills being the strongest aspect. However there are gaps in pupils' knowledge in some areas of mathematics. In science, religious education, history and geography standards are below average because there has been limited coverage of these subjects in the past and pupils' skills and knowledge have not been systematically taught. However given the difficult circumstances that pupils have encountered in Key Stage 2 their achievement is satisfactory. In music standards and achievement are unsatisfactory because provision for the subject has been very limited. In information and communication technology, art and design and design and technology standards are in line with the expected levels and pupils' achievement is good. In physical education standards are above the expected levels and pupils' achievement is also good.
10. Pupils who have special educational needs make good progress given their prior attainment. Overall their achievement matches that of their classmates, being good in Key Stage 1 and satisfactory in Key Stage 2.

Pupils' attitudes, values and personal development

11. Relationships between all adults and pupils are good and this helps to foster positive attitudes to work. The behaviour and personal development of pupils is satisfactory. These findings are in generally in line with those of the previous inspection.
12. Pupils' attitudes to their work are good and show an improvement since the previous inspection. The majority of pupils have a willingness to learn and to take part in the activities offered. They take an interest in and gain enjoyment from their lessons, especially practical activities such as information and communication technology, art and physical education. Most pupils listen to their teachers and because of this they are clear about what they are to do next, although a large number is heavily reliant on adult

support. Many persevere and try hard with their tasks, such as during an art lesson when pupils had to share ideas, plan and design a decoration for a small wooden chair linked to their history topic on the Egyptians. Some had researched the project and all were very enthusiastic and excited about applying their ideas to the planning of the designs.

13. There is a significant minority of pupils in all classes who, because of their complex emotional and behaviour difficulties, find both concentration and appropriate behaviour difficult. They sometimes have less positive attitudes to their work. However, where these pupils have the opportunity to work in groups supported by the classroom assistants their attitudes generally improve and because of this they make good gains in their learning. Pupils who have special educational needs have good attitudes to learning because of the support they receive and the efforts that have been made to raise their self-esteem.
14. Pupils' behaviour is generally managed well. In classrooms, and when moving around the school building, most pupils behave well. In lessons the good behaviour of most pupils is a direct result of good relationships with the adults and good quality teaching that fully engages pupils in their work. Almost all pupils are polite and friendly, interested in what visitors have to say to them and keen to show them their work. During assemblies and at lunchtime nearly all pupils behave well. However several pupils are openly defiant of school rules and some are aggressive to their teachers and classmates. A small group of older pupils do not always behave appropriately. This is in part due to the fact they have had a long succession of teachers for the whole of their academic life in the school, as well as starting at the school when it was judged to be failing to provide an acceptable standard of education for all pupils. These pupils have not benefited from consistently high expectations about their behaviour or clear boundaries within which they must work and behave. Although the current headteacher has tried to work with these pupils and their families and considerable support has been received from external agencies a significant number of these pupils fail to conform to the school's behaviour expectations. This has resulted in a high level of exclusion. During the year prior to the inspection there were twenty five fixed term and one permanent exclusion. However, the schools records show that the revised behaviour policy and the recent staff stability are having a positive impact, and the level of exclusion this year has reduced to half that of the previous year.
15. Pupils, in the main, play and socialise well together; incidents of bullying or racism are recorded in the school's records, but pupils say they are quickly dealt with. The school's good emphasis on moral and social development is helping them to understand the need for tolerance and respect for others. Most pupils express confidence that their relationships with teachers are good. However the oldest pupils are reluctant to forge relationships with adults, because in the past most that have arrived at the school have soon left. This instability means that their relationships with adults are less secure.
16. All pupils respond well to the responsibilities that they are given, such as the school council and class monitors; they take these duties very seriously. Opportunities for pupils to show initiative, however, are more limited. Teachers do not consistently plan them into lessons. There are few opportunities for independent learning or research. Although most pupils are very reliant on adult support they are starting to work well in small groups and pairs, they generally share equipment and handle resources with care.

17. Although most pupils say they enjoy attending school, attendance is poor and is well below the national average whilst unauthorised absence is exceptionally high. This is, however, despite the school's very best efforts to encourage parents to send their children to school regularly. Overall rates were reduced last year because of the high pupil exclusion rate and also because of the poor attendance of several pupils from two families. Nevertheless there are still many pupils who have sporadic attendance and where often, a reason for their absence is not provided by their families. There are also a large number of pupils who are persistently late for school each day, despite the schools efforts to persuade their parents to bring them on time.

HOW WELL ARE PUPILS OR STUDENTS TAUGHT?

18. Teaching is good overall. In the foundation stage it is good and enables children to get off to a good start in their education. In Key Stage 1 teaching is good with some very good features, particularly in English and mathematics. In Key Stage 2 teaching is good overall, but this has only recently been the case in upper Key Stage 2 where there have been many staff changes in recent years. During the inspection teaching was never less than satisfactory and it was good or better in almost 90% of the lessons seen. In a quarter of the lessons teaching was very good, and such lessons were seen in the Foundation stage, Key Stage 1 and Key Stage 2.
19. Teaching in the Foundation stage is good in all areas of learning and this leads to good learning. Staff work effectively as a team, and have high expectations of the children. Classroom assistants are well briefed and resources are well prepared and interesting. Together with the good relationships developed between staff and children, this ensures that children feel increasingly confident and happy and thus able to benefit from the activities planned.
20. Teaching in English is good throughout the school, and in mathematics it is very good in Key Stage 1 and good in Key Stage 2. The basic skills of literacy and numeracy are taught well throughout the school. Teachers have responded well to training and advice and are implementing the National Strategy for literacy and the National Strategy for numeracy well. They make good use of the three part lesson structure, sharing clear learning objectives with the pupils and revisiting them at the end of the lesson to check that learning has taken place. Good use is made of incidental opportunities to develop pupils' literacy skills in other areas of the curriculum, for example when developing instructional language in mathematics, or writing skills in history. However these opportunities are not consistently planned for across the school. In numeracy teachers use a good range of interesting approaches to motivate pupils and engage them in their learning. They give good encouragement and praise to pupils and this motivates them to participate and to succeed. Opportunities to develop numeracy skills are satisfactory but are not consistently planned for.
21. Throughout the school teaching is good in science, information and communication technology, art and design, and in geography in Key Stage 1 because teachers provide interesting activities that motivate the pupils. Teaching is satisfactory in religious education throughout the school and in history, physical education and music in Key Stage 1. Teaching is unsatisfactory in geography and music in Key Stage 2 because the skills in these subjects have not been taught systematically, and there are gaps in pupils' learning. Teaching is good in physical education in Key Stage 2 because the skills are taught progressively, lessons are well prepared and managed and the pace is brisk.

22. Teaching for pupils who have special educational needs is good overall. They are provided with good support in lessons, especially in Key Stage 1 and upper Key Stage 2 where classroom assistants are effectively deployed to ensure that all pupils get the help they need. There is less support available in lower Key Stage 2 and this means that occasionally the pace of learning slows for some pupils when they need an additional explanation or encouragement. Teachers know individual pupils well and plan suitable tasks and activities that enable them to make progress. However the targets in pupils' individual education plans are sometimes too broad for progress to be tracked.
23. Throughout the school relationships between teachers and their pupils are good and teachers have worked hard to develop pupils' confidence and self-esteem. This is now having a positive impact on pupils' learning. Good use is made of additional classroom support, and time is used effectively. Lessons are well planned and organised, with pupils' behaviour managed well through the application of consistent practices throughout the school. Work is matched well to pupils' prior attainment, and good use is made of the final part of many lessons to consolidate and re-inforce the learning. The marking of pupils' work is inconsistent, and in the past there have been too many examples of negative comments in pupils' books that do little to help them to improve. Although the levels and nature of support for pupils is good, this occasionally prevents them from working independently or making choices about how they will approach a problem. Teachers work hard to maintain a calm and productive atmosphere, and this has been an appropriate priority given the recent difficulties in staffing and pupils' behaviour

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

24. The school has continued to offer the broadly based and relevant curriculum that existed at the time of the previous inspection and has improved the organisation of the curriculum to ensure that in this small school, all pupils have equal access to an appropriate range of learning opportunities. The curriculum is satisfactory and meets the statutory requirements of the national curriculum and the Lancashire Agreed Syllabus for Religious Education.
25. Since the previous inspection, the school has introduced national guidelines and appropriate schemes of work for all the foundation subjects, which are planned around a two-year cycle. This ensures that pupils in the mixed age classes study all the statutory required elements. However, current planning does not always ensure that lessons build on skills previously acquired or that topics are covered in sufficient depth to encourage independent enquiry within lessons. While the good assessment procedures are beginning to be used in English and mathematics, to aid planning, assessment procedures are not developed in other subjects. As a result, emphasis is placed on subject coverage rather than the acquisition and the progressive development of specific subject skills.
26. Both the National Literacy Strategy and the National Numeracy strategy have been introduced satisfactorily and the school follows closely the national planning for small schools with mixed age classes. However, although the strategies for teaching literacy and numeracy skills are good in specific lessons and there are incidental opportunities for pupils to develop these skills in other subjects, these are not fully developed. As a result, pupils lack confidence, and do not transfer their literacy or numeracy skills to

other subjects, so that these skills are not reinforced or improved. This then affects overall standards attained.

27. All pupils irrespective of their backgrounds are welcomed to the school and treated equally with respect and warmth. The school also encourages girls and boys to participate in a range of activities and to work, together. Provision for pupils with special educational needs is good. Individual education plans ensure that work is matched well to pupils' prior attainment, although some of the targets are too broad for progress in the short-term to be clearly evident and tracked.
28. The provision for health education, sex education, drugs education and citizenship is satisfactory. Each class has time tabled lessons of personal, social and health education. The focus since the appointment of the current headteacher has rightly been on pupils' personal and social development. This has, for the most part, been successful as pupils' attitudes, relationships and behaviour have improved. The school recently gained the Lancashire Healthy Schools Award. However, the school is aware of the need to develop all aspects of the curriculum for personal, social, health and citizenship education and the enthusiastic co-ordinator has clear plans in place to do so.
29. The overall provision for pupils' spiritual, moral, social and cultural education has improved and is now good. It makes an effective and worthwhile contribution to the pupils' personal development, well being and learning.
30. The provision for pupils' spiritual development is good. There are daily opportunities for pupils to meet to consider and reflect upon a wide range of issues such as being proud of your achievement whatever it is, and recognising that everyone is beautiful in their own way. Whole school assemblies provide good opportunities for pupils to consider the feelings of others in a peaceful and thoughtful atmosphere. Pupils feel valued by staff and become increasingly self aware through praise and encouragement. As pupils move through the school, they experience a joy in learning and increasingly contribute willingly in lessons because they know that their answer will be valued even if it is incorrect. Pupils, for example in Year 6, expressed delight when the intricacies of decimals suddenly became clear to them and a pupil with special educational needs beamed with delight when he correctly ordered a series of decimals that had defeated his more able friends.
31. Moral development is good. There is considerable emphasis on good manners in the school and pupils are polite and helpful to visitors. Mutual respect is a strong feature of the relationships within the school, which pupils appreciate and increasingly respond to well. Pupils understand right from wrong and value their school, the new resources and the opportunities now provided. There is a strong sense of a family community where pupils are encouraged not only to consider the feelings of their friends and staff but also to consider others. In Year 6 for example, pupils whilst considering the child evacuees in World War 2, were encouraged to consider the feelings of children involved in the recent war in Iraq. Pupils are always encouraged to consider people less fortunate than themselves and also to be supportive of pupils who find conforming to the school's values more difficult.
32. Social development within the school is also good. In lessons, pupils are regularly given the opportunity to work in different groups or to help their friends if they have completed all their tasks. Lunchtimes are pleasant social occasions where all staff spend time playing or talking with pupils, this ensures that pupils have good role models to follow and is greatly valued by all involved. The very good range of extra curricular activities

and regular visits by reading volunteers provide invaluable experiences for pupils, who otherwise have few opportunities to meet people outside the community to develop social skills.

33. The provision for cultural development is satisfactory. Pupils gain insights into world faiths in school assemblies and in their religious education lessons, but apart from the visits by the local Vicar their experiences are limited. However, the promotion of racial equality is actively promoted and staff seek to help pupils to develop tolerant and respectful attitudes towards others. Pupils are given suitable opportunities to study art and increasingly this provides a rich range of different cultural experiences, such as making clay tiles with a local artist. However although pupils listen to music in assemblies, the potential of music to support pupils' understanding of culture is very much under used.
34. The school is at the heart of the local community and good links have been established that are continuing to grow. The headteacher is a member of the Callan Community Group and because of this the school has become involved in several local initiatives. Pupils designed posters for the Callan re launch day as well as helping in the designs of benches to enhance the public space known as "the quad." The school is well used by the local community especially the astro-turf area. Local shops and businesses generously donate gifts and prizes for the social events organised by the school such as the summer fair or Easter raffle. The school is starting to use the local and wider community well for educational visits linked to the curriculum. As yet there is only a limited range of visitors to the school who might enrich pupils' curriculum experiences, such as the local vicar who held a "mock" christening at the school during the week of the inspection, whilst a governor also visited to hear children read. However no theatre groups, authors or musicians are invited to broaden pupils' experiences.
35. There are good links with local secondary schools and further education colleges from where students come to undertake their work placements. Through the excellence cluster good liaison takes place with other local primary schools, for instance to share good practice and expertise. The school has an exceptionally close link with the Roman Catholic school that shares the same site and a number of joint ventures have been undertaken that have benefited all pupils; there are clear plans to continue with further projects in the future. There are beneficial links and support from a range of external agencies that support the school and its pupils including the behaviour support team, educational welfare officer and health professionals.
36. The range of activities provided outside of lessons is very good and these are open to boys and girls of all ages. Teachers and teaching assistants give freely of their time to run these activities, supported, in some cases, by external providers, for instance for the Brazilian football coaching. Pupils enthusiastically take part in both lunchtime clubs and those after school. These opportunities make a very good contribution to pupils' personal and social development. There is, however, no residential visit and little opportunity for music as part of this overall provision.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

37. All pupils are welcomed into this very friendly and caring school. It is a place of emotional safety where the day to day pastoral support of pupils is given a very high priority. The secretarial staff, classroom assistants and mid day supervisors as well as teachers all play a significant part in the success of this aspect of the school's work. This high quality support gives boys and girls of all ages the confidence to seek help if

they should need it and enables them to settle confidently to their lessons. This area of the school's work has been given a high priority since the appointment of the current headteacher. However assessment of pupils' academic progress is less well developed, so the quality of care, support and guidance provided is satisfactory overall.

38. The school's arrangements for child protection and for ensuring pupils' welfare are satisfactory overall but with very good features in some areas. In several of the areas the school's systems are still being developed. Child protection training for all adults in the school is still being undertaken. Nevertheless any issues or concerns are very sensitively dealt with and a very high priority is given to this aspect. Although there are no children in public or foster care, systems are in place should this situation arise. The medical needs of pupils are very well catered for. There are an appropriate number of staff members qualified in first aid who are able to deal quickly with any incident or illness when they occur. The breakfast club provides those pupils who attend with a nourishing breakfast before they start the school day. Supervision arrangements are very good; there are sufficient adults on duty at break and lunchtime. Relationships are friendly, and the adults at lunchtime engage pupils in games and activities. Pupils who have special educational needs are well cared for through their individual education plans and individual behaviour plans. Health and safety arrangements are developing well. A safety audit has been undertaken. The governing body has an appropriate oversight of this aspect and monitors any required actions via its sub committee structure. However, no whole school risk assessment has been carried out.
39. Procedures for monitoring and improving attendance are good. Attendance is very closely monitored and absence is quickly followed up. The school has tried very hard for a number of years to encourage parents to send their children to school regularly and on time, but with very limited success. The education welfare officer works very closely with the school and families in an attempt to resolve attendance issues, but again with limited success. Nevertheless, no one gives up. New systems and strategies are constantly being introduced to promote good attendance and punctuality such as class and individual rewards. Despite this good practice neither the school brochure nor the regular newsletters and written communications to parents sufficiently emphasise its importance and the effect absence can have on children's education.
40. Procedures for monitoring and promoting good behaviour are good. Since the appointment of the current headteacher the school has reviewed its behaviour management policy and practice. Current teachers consistently apply the school's policy; this was not the case at the time of the previous inspection. Because of this school routines are well established and pupils know the boundaries of what constitutes good behaviour and what will happen if they misbehave. Team points, the headteacher's award, certificates and verbal praise are used well to reinforce acceptable behaviour and to build pupils' confidence and esteem. A good start has been made, but these changes are very recent and their full impact has yet to feed through the school. The arrangements to raise pupils' awareness of any form of bullying, racism or oppressive behaviour are satisfactory overall. The values of co-operation and tolerance are promoted through assemblies, which have a strong moral theme, and through circle time and personal, social and health education lessons. However there is no written anti bullying policy. A suitable record of any incidents of inappropriate behaviour, bullying or racism is maintained by the headteacher, but follow up action or any resulting outcomes are not recorded.
41. The school's arrangements for assessing and monitoring pupils' academic performance and personal development are satisfactory overall and have improved since the previous inspection. Good assessment procedures have been established in English and mathematics, and pupils are now formally assessed in all year groups,

using a variety of assessment tools, as well as being assessed in the national tests at the end of Year 2 and Year 6. Since her appointment, the headteacher has put in place good procedures for systematically analysing the resulting information and she now has a powerful tool with which she can monitor the progress of all groups of pupils. This information is used well to set individual and group targets, to identify staff training and to be alert to those pupils who require support that is more specific. As a result, standards are beginning to rise in these subjects at the end of Year 2, but the newness of these procedures means that this has not yet had sufficient impact on raising standards at the end of Year 6.

42. Assessment procedures in other subjects of the curriculum are informal and mostly unsatisfactory. Currently although teachers know individual pupils well, this does not ensure that pupils' skills are progressively developed or that tasks are matched to pupils' abilities in that subject. Although the use by the school of assessment data is developing, currently there is not enough reference to actual attainment and there is insufficient use of assessment information to identify the next steps in learning in subjects other than English and mathematics. The school has relevant plans to build on the good practice established in these subjects.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

43. Since her appointment, the current headteacher has worked hard to establish a working partnership with parents. Despite some early reluctance more parents now come into school or telephone to talk through concerns or issues. There is now better attendance at parents' meetings, where the progress their children make can be discussed with the teachers, although quite a large number of parents still do not attend. However, where their children are directly involved, for instance with the Christmas concert, there is extremely good support from parents and grandparents as well. Parents will also give tremendous support to social, fund raising events that are organised by the school such as the Easter raffle and summer fair.
44. Despite the school sending reminders out, no parents attended the pre meeting with the Registered Inspector. Only two questionnaires were returned, both of these were positive. During the inspection week it was not possible to gain parents' views of the school, because of their reluctance to speak to inspectors. The headteacher, on her appointment, found it equally difficult to find out what parents thought. However, there is now a much more open dialogue between parents, the headteacher and class teachers, especially at the start and end of the day. At this time all staff ensure they are available to speak to parents. This day to day informal communication is very good.
45. The effectiveness of the school's links with all parents is currently satisfactory, but developing well. The learning mentor and Callan community family worker have both played a significant role in helping to establish this partnership, although further progress has been hampered due to the illness of the learning mentor. At present there are a few parents who volunteer to help with class based activities. Some parents support the work their children do at home, for instance hearing them read. They will also offer support "from a distance," for instance, by sending in artefacts linked to the work children were carrying out about christenings. Parents of pupils who have special educational needs are all invited to review their children's individual education or behaviour plan. More parents are starting to come to these meetings and are therefore well informed about what their children need to do to improve and how they too might help them at home. Nevertheless, most parents are unwillingly to become involved in

the formal side of school life or their children's education, but the school has clearly defined plans to continue to try and encourage them to do so.

46. Written information includes regular newsletters and fliers about school events, trips and key dates. However no information is provided about what pupils will be learning each term or about the work they need to do at home. There are no class newsletters or a secure well sited parents' notice board. Annual written reports to parents about the progress that their children have made are good. They reflect each individual child and it is clear that teachers know the pupils well. They provide a clear picture of what pupils know and can do in all subjects and some, but not all, indicate what pupils need to do to improve.

HOW WELL IS THE SCHOOL LED AND MANAGED?

47. The quality of leadership and management is satisfactory overall. The leadership and management provided by the headteacher are very good. At the time of her appointment eighteen months ago, the school had undergone frequent changes of teaching staff and headteachers, and had been without a headteacher for two terms. In addition, there were serious concerns about the quality of teaching and the behaviour of pupils. The period following her appointment was characterised by further staffing difficulties, which meant that in this small school, the headteacher had to shoulder much of the responsibility for taking the school forward from this unsatisfactory position herself. An inherited large deficit budget and poor resources further compounded this position. All of these problems affected the rate of progress the school could make. Despite these difficulties, the headteacher took up the challenge with cheerful enthusiasm, has successfully raised staff morale, and the manner with which she identifies and tackles problems is impressive. She is rigorous and professional in her approach but at the same time ensuring the atmosphere of the school is caring and supportive of pupils and staff. She is not complacent and is determined that the school will continue to develop and improve. At the same time, she has developed the confidence and skills of existing teachers to form a small team of staff that increasingly share her high expectations and value the clear leadership that she provides. As a result, the school is improving and standards are rising. The commitment shown by the staff and Governors to make further improvement in standards and the current stable staffing situation indicates that the school is now in a better position to continue its cycle of development and improvement.
48. The school does not currently have a deputy headteacher and in the past, subject co-ordinators did not play an active part in developing their subjects or supporting the school's leadership. They have recently undergone relevant training, and as a result, they are becoming involved in developing their subjects and have a clearer understanding of their role, but this is at an early stage of development and they have not yet had a positive impact on the school's overall development. As this is a small school, teachers need to carry responsibility for a number of subject areas which means that individual teachers have a heavy workload in terms of co-ordination. The staff work well together and now meet on a regular basis to discuss issues pertinent to the school's development and all new initiatives are carefully monitored and evaluated by the headteacher, to ensure that they are having the appropriate impact on improving pupils' learning.
49. Procedures to monitor the quality of teaching and learning are satisfactory overall. Good procedures have been established in English and mathematics and the headteacher, local education authority advisors and consultants have formally observed teaching and focussed on specific aspects, providing informal and formal

feedback. Teachers have received proactive support and have had the opportunity to observe 'best practice' in their partner school. As a result, teaching in these subjects is consistently good. Pupils' work and teachers' planning are also regularly monitored as part of this process of development. Whilst the school has sensibly focussed on these key subjects, monitoring of teaching in other subjects has not yet been undertaken and opportunities have not yet been made available for subject leaders to monitor teaching and learning in their subjects.

50. The School Development Plan demonstrates the school's effective evaluation of its performance and contains an accurate and detailed assessment of the issues that need to be addressed to further improve the school. Co-ordinators have begun to formulate clear subject action plans which are linked to this overall plan. The good quality development plan reflects the inspection findings, that this is a school that recognises clearly its strengths and weaknesses. All initiatives are carefully costed and procedures to identify success and monitor progress towards the targets are thorough. Performance management procedures are securely established and teaching staff are set appropriate targets for their on-going professional development. These are closely linked to the school's priorities, and training follows. A good example of this is the improvement in teachers' confidence and expertise in the teaching of mathematics, resulting in improved standards.
51. The governing body fulfils its responsibilities appropriately. Governors are very supportive of the new headteacher and value the work she has put into improving the school's standing in the community and the quality of education provided. They have developed their role since the previous inspection and because of the support and guidance from the headteacher have a clearer understanding of the school's strengths and weaknesses. They visit the school on a regular basis, and have established links with some subject areas. They meet regularly and have established a committee structure to check the work of the school. However, they are still over-reliant on the headteacher and their role in shaping the direction of the school as a result, is satisfactory. They show a good level of commitment and a desire to ensure that they play their part to the full in helping the school to improve further.
52. The management of the special needs provision is good. The headteacher has put in place a clear, detailed policy and has identified areas for the on-going development of provision. A governor responsible for special educational needs has recently been appointed and is in regular contact with the school, and is beginning to work with the headteacher to monitor provision.
53. Financial planning is of a very good standard and is very carefully linked to development planning and the educational needs of the pupils. The twenty nine thousand pound deficit budget inherited by the headteacher has been very carefully managed. Actions such as renting out part of the school building and rigorous pursuit of additional funds and grants have ensured that that the school now has a small surplus and is in a more secure financial position. As a result, staff no longer have to supplement the school's limited resources out of their own pocket, as was the case in the past. The headteacher has been very shrewd in gaining maximum benefit for the pupils from limited funds.
54. The school applies the principles of best value well. In particular, the headteacher carefully analyses performance and uses data effectively to evaluate the standards that pupils are achieving and target where improvements are needed and inspection evidence shows that standards are slowly beginning to rise. She has a very clear

understanding and well thought out rationale for ensuring the school gets good value for money from purchases.

55. The school has experienced a turbulent time as far as staffing levels are concerned. Currently the number of teachers and support staff is adequate to meet the demands of the curriculum and the learning needs of pupils. Performance management is becoming embedded in the life of the school, although support staff are not currently involved in this process. It is hoped that they will be included from the start of the new school year. Performance objectives are linked closely to the school's improvement plan and teachers' own continued professional development. Good arrangements are in place to support any staff new to the school because of the willingness of all the staff to support each other; this is a notable feature of the team work that exists within the school.
56. The accommodation is good overall although the toilets are all in need of refurbishment and the infant toilets in particular are in urgent need of attention. Plans are being drawn up to address this latter issue. Classrooms are of a suitable size and the walls and corridors are enhanced by quality displays which celebrate pupils' work and achievements. Outside there are suitable play areas, both hard surface and astro turf, as well as a pleasant courtyard area, but only limited grassed area is available. Externally the school is, in the main, well maintained and internally it is kept clean by the conscientious cleaning staff.
57. At the time when the current headteacher took up her post the school was severely under resourced, with teachers often having to purchase essential teaching resources themselves. Most resources have been purchased recently and in most subjects are just about adequate, but all subjects lack any additional extras. What resources the school has are used well in lessons, but they have not yet had any significant impact on raising standards. Resources for learning, although improved, are still unsatisfactory in English and to support pupils with special educational needs. The library is also unsatisfactory as a resource base, although this is an area that is currently being developed.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

58. In order to continue the rapid improvement that the school has made, the headteacher, staff and Governors should work together to:

1) raise the standards achieved by pupils at the end of Key Stage 2 by:

- ensuring that the recent improvements to teaching are maintained;
- developing assessment procedures as outlined below;
- ensuring that the knowledge and skills needed in each subject are taught in a systematic way ;
- developing the role of the subject co-ordinator as outlined below;
- improving the library provision.

(paragraphs 18, 23, 25, 26, 79, 93, 99, 104, 108, 124)

2) build on the good practice in English and mathematics and improve assessment procedures throughout the school by:

- developing assessment procedures in the other subjects of the curriculum;
- using the information gained to plan and set sharper targets for all pupils;
- developing a consistent approach to marking throughout the school that helps pupils to improve.

(paragraphs 23, 41, 42, 93, 104, 108, 114, 119, 124, 130, 136)

3) develop the role of subject co-ordinators in monitoring the work of their subjects, identifying areas for development and planning and implementing the action needed to be taken.

(paragraphs 48, 49, 93, 104, 108, 114, 124)

4) improve attendance and punctuality by:

- continuing to implement the current procedures;
- providing more information to parents about the importance of regular attendance at school.

(paragraphs 17, 39)

In addition to these key issues the Governors may also wish to consider including the following minor issues in their action plan

- review the use of worksheets in Key Stage 1 (*paragraphs 86, 110*);
- improve levels of support for pupils with special educational needs in Year 3 and Year 4 (*paragraph 22*).

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	24
Number of discussions with staff, governors, other adults and pupils	23

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	0	6	15	3	0	0	0
Percentage	0	25	63	12	0	0	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 four percentage points.

Information about the school's pupils

Pupils on the school's roll

	Nursery	YR– Y6
Number of pupils on the school's roll (FTE for part-time pupils)	0	73
Number of full-time pupils known to be eligible for free school meals	0	46

FTE means full-time equivalent.

Special educational needs

	Nursery	YR– Y6
Number of pupils with statements of special educational needs	0	2
Number of pupils on the school's special educational needs register	0	31

English as an additional language

	No of pupils
Number of pupils with English as an additional language	1

Pupil mobility in the last school year

	No of pupils
Pupils who joined the school other than at the usual time of first admission	9
Pupils who left the school other than at the usual time of leaving	11

Attendance

Authorised absence

	%
School data	6.0

Unauthorised absence

	%
School data	2.8

National comparative data	5.4
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National comparative data	0.5
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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)

This table has been omitted as there were fewer than ten pupils in the cohort.

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

	Year	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 2 for the latest reporting year	2002	10	7	17

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys			
	Girls			
	Total	6	2	3
Percentage of pupils at NC level 4 or above	School	35 (40)	12 (25)	18 (55)
	National	75 (75)	73 (71)	86 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys			
	Girls			
	Total	8	4	3
Percentage of pupils at NC level 4 or above	School	47 (45)	24 (45)	18 (45)
	National	73 (72)	74 (74)	82 (82)

Percentages in brackets refer to the year before the latest reporting year. School totals only are given where the number of boys and/or girls in the cohort is fewer than ten.

Ethnic background of pupils

Exclusions in the last school year

Categories used in the Annual School Census	No of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
White – British	54	24	1
White – Irish			
White – any other White background	4		
Mixed – White and Black Caribbean	2		
Mixed – White and Black African			
Mixed – White and Asian	2		
Mixed – any other mixed background			
Asian or Asian British - Indian	2		
Asian or Asian British - Pakistani			
Asian or Asian British – Bangladeshi			
Asian or Asian British – any other Asian background	1		
Black or Black British – Caribbean		1	
Black or Black British – African			
Black or Black British – any other Black background			
Chinese			
Any other ethnic group	1		
No ethnic group recorded			

The table refers to pupils of compulsory school age only. It gives the number of exclusions, which may be different from the number of pupils excluded.

Teachers and classes

Qualified teachers and classes: YR – Y6

Total number of qualified teachers (FTE)	4
Number of pupils per qualified teacher	18.2
Average class size	24

Education support staff: YR – Y6

Total number of education support staff	4
Total aggregate hours worked per week	107

Qualified teachers and support staff: nursery

Total number of qualified teachers (FTE)	
Number of pupils per qualified teacher	
Total number of education support staff	
Total aggregate hours worked per week	
Number of pupils per FTE adult	

FTE means full-time equivalent.

Recruitment of teachers

Number of teachers who left the school during the last two years	2
Number of teachers appointed to the school during the last two years	2

Total number of vacant teaching posts (FTE)	0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	0
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	0

FTE means full-time equivalent.

Financial information

Financial year	2002/2003
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	£
Total income	368 502
Total expenditure	317 548
Expenditure per pupil	3 528
Balance brought forward from previous year	3 878
Balance carried forward to next year	54 832

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	73
Number of questionnaires returned	2

Summary of parents' and carers' responses

It was not possible to make a judgement on the parents' views of the school as no parent attended the meeting, only two questionnaires were returned, and despite the inspection team's best efforts, parents were reluctant to discuss their views of the school.

**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

59. The provision for children in the Reception class is good and provides an effective and positive start to their education. The school admits children to the class in the September of the year they are five. The children's attainment when they start school is very wide and varied but overall, assessments show that for the majority levels of attainment are very low in the key areas of personal and social development, communication, language and literacy and in their knowledge and understanding of the world, and well below average in the other areas of learning. Staff have worked hard to develop the provision and to provide a varied range of learning experiences. These are based on a good understanding of the needs of young children. As a result, by the time children start in Year 1, although attaining standards that are overall well below those expected in many areas, all children including those with learning difficulties, have made good progress and achieve well in relation to their abilities when they started. The few more able children in the class, who start with below average abilities, are in line to attain the early learning goals in all areas of learning.
60. Teaching is good in all areas of learning and this leads to good learning. Staff work effectively as a team, and have high expectations of the children. Classroom assistants, who lead many of the activities, are well briefed and resources are well prepared and interesting. Together with the good relationships developed between staff and children, this ensures that children feel increasingly confident and happy and thus able to benefit from the activities planned. Classroom assistants are an invaluable support, to both children and teachers. In a class that children share with Year 1 and Year 2 pupils, the quality of the classroom assistants' work is a key factor in the good progress that children make. They are supportive in their conversations when working with children and this ensures that children develop their skills well, however, they do not fully utilise 'free play' opportunities to interact and so further develop children's language skills in particular.
61. The leadership and management of the foundation stage are good. The co-ordinator has worked hard to develop her skills as a co-ordinator and improve resources and planning. She is a dedicated professional who is rightly seeking advice about ways to further support the children with very low levels of language development. Links with the local nursery and parents are good and this helps the children's settling in process well. Assessment procedures are effective and enable early identification of special educational need.

Personal and social development.

62. Children start school with very low levels of personal and social skills. Because staff have created a secure, and happy learning environment with good levels of care, all children make good progress. Teaching is consistently good. As a result, children follow the simple class routines well, and can concentrate on activities for longer periods. Because staff have high expectations and expect good manners children are polite and know when to say 'please' and 'thank you'. One boy, for example, seeing a visitor struggling with many bags, offered to hold the door open, stating simply "me hold door" and stood proudly whilst the visitor walked through. There is a family atmosphere in the class, especially when children help tidy up for example, or walk together to the

hall. Most children dress and undress for activities with minimal help. Many children prefer to play along side each other engrossed in their 'own little worlds', rather than share activities. As a result, despite good progress being made, most children are still attaining well below the expected level when they start in Year 1 and only the most able children will have attained the early learning goals in this area of development.

Communication, language and literacy.

63. Overall, children start with very poor communication and language skills. In particular, the speaking skills of most children are very immature and this affects their attainment in all areas of learning. All children however make good progress and because of effective teaching and support, they are developing their language skills well. However, because of the very low starting point, despite making good progress by the time they start school in Year 1 most children are still attaining levels that are well below the expected level for their age.
64. Staff are aware of children's abilities because of the effective assessment procedures. As a result they interact well with children in planned activities to question and to encourage children to talk about what they are doing. For example, when making caterpillars, children who were working silently were encouraged to talk about the colours, and shapes for the eyes. Throughout these planned activities, staff ask simple but relevant questions, praise and encourage children's efforts and take every opportunity to model language. However opportunities are not always seized upon to support and extend children's vocabulary in 'free choice' activities, and some less able children remain reluctant to talk unless prompted and then only use simple words and phrases.
65. All children delight in hearing stories and making marks on paper. More able children are also beginning to recognise and write some letter sounds and read a few simple words in books, but most children although turning the pages carefully find it more difficult to discuss the pictures or tell imaginary stories. Staff continually provide interesting and fun activities to develop this area of learning, and this has a positive impact as children are excited about learning. For example, children have many opportunities to practise their emerging writing and reading skills by using 'white boards' and large felt pens, paints and modelling materials, and enjoy sharing books with regular visitors to the class.

Mathematical development.

66. Good teaching supports this area of learning effectively. One of the strengths is the way in which all staff promote mathematical language and skills through well planned activities and use all planned activities to promote mathematical skills, so that children make links in their learning. During the inspection, children began to explore positional language and shapes. Through using large water bottles outside, children explored making large two dimensional shapes and patterns, whilst inside they moved around an obstacle course as if they were caterpillars, learning about 'over' under' and 'between'. They counted caterpillar legs, and eyes, and enjoyed choosing colours and shapes to make their mini beasts. As a result, of these and other activities, children who start school with well below average abilities, although attaining below the expected levels when starting in Year 1, have made good progress and are achieving well, although opportunities for more able children to record their work are limited.

Knowledge and understanding of the world.

67. Good teaching and a wide variety of well planned activities encourage children to use all their senses when they are introduced to a world of interesting experiences, which they enjoy and from which they learn well. This impacts positively on the good progress that children make in this area of learning, and also supports children's spiritual development well.
68. Children start to develop an understanding of living things, for example during the topic 'mini beasts' they learned about the life cycle of frogs and butterflies. They enjoyed a mini beast hunt, making mini beasts, and acting out the life cycle of the caterpillar. These activities not only helped develop a knowledge of the natural world around them, but also helped their language skills when they began to use different words such as 'chrysalis'. They learned about different faith celebrations when they joined the local vicar in a 'Christening ceremony' for their new doll. Through playing in the 'Beach Corner' children also learned about taking care to cover up in the sun, and because staff played with them, language skills were also developed. Children also enjoy using the computers and with support can create simple pictures. Because of the effective approach that uses practical resources to interest them, although most children are still attaining standards well below the expected levels they have made good progress. The range of activities provided enables children to develop an early understanding of some of the basic aspects of history, geography, religious education and science.

Physical development.

69. Children start school with well below average abilities in this area of learning. Staff work hard to provide a wide range of activities and both outside and indoor areas are used effectively to support children's physical development. Children also have a weekly timetabled opportunity to use the school hall with their older class mates, but because of the very wide range of abilities and large number of children present, progress is not as fast in these sessions. Currently the children do not have opportunities to use the hall for a short time on their own with staff supporting them, although they are regularly able to play on wheeled bikes in the outside area which impacts positively on the progress children make. However, because of sensitive and encouraging support and praise, they are becoming more confident to move around large outdoor and indoor spaces and mostly, but not always, avoid each other. They can push bean bags along the floor with a bat, and roll and successfully receive large balls. Children's fine hand movements are less well developed. Many children struggle to cut out shapes and hold pencils or paint brushes correctly, but because of the many opportunities available to them, increasingly develop their skills. The majority of children are attaining below the expected levels when they start in Year 1, but have made good progress because of the good teaching and support they receive.

Creative development.

70. Children's creative development is effectively promoted through art, role-play and music activities. Supportive relationships and good teaching based on a good understanding of this area of learning ensure that children grow in confidence to try out different experiences. This has a positive impact on learning. Children, for example, joined their older friends in songs and played simple instruments with enjoyment and developing skill. They delighted in listening to the different rhythms and most children made good attempts to play quickly or slowly. because of the very clear demonstrations by the teacher. Children with support, have made Christening cards, large robots, and 'over and under' pictures with strips of card, which helped develop

their knowledge and understanding of shape, size and mathematical language. Every opportunity is taken to encourage children's creative development and this ensures that children make good progress, although most are still attaining below the expected level by the time they start in Year 1.

ENGLISH

71. The 2002 National Curriculum test results for Year 2 showed that pupils' attainment was well below average in reading when compared to all schools nationally, but was average when compared to similar schools. Standards in writing at the end of Year 2 were well below average when compared to all schools and below the average achieved by similar schools. Over the past four years the standards achieved in the tests at the end of Year 2 have fluctuated but have improved at a faster rate than the national trend overall. The National Curriculum test results for pupils in Year 6 were very low, in the lowest 5% of all schools nationally and well below the average compared to similar schools in 2002. Over the past four years standards have shown a decline. However the small number of pupils in each cohort means that any comparisons must be treated with caution. Inspection findings indicate that pupils' attainment in English at the end of Year 2 is below national expectations and well below at the end of Year 6. Throughout the school very few pupils attain standards that are above the levels expected for age. Standards have been adversely affected by the very turbulent time that the school has been through in recent years, and this has particularly affected the standards achieved by the older pupils who started the school at a time when it was failing to provide an acceptable standard of education. Additionally there has been an exceptionally high level of staff turnover and the pupils have had very little stability while they have been at the school. The standards achieved are similar to the time of the previous inspection.
72. When pupils start in Year 1 their attainment in the communication, language and literacy area of learning is well below the expected level. Pupils are now making good progress throughout Key Stage 1 and their achievement is good. In Key Stage 2 achievement is also good, given the difficult circumstances that the pupils have been through. Pupils with special educational needs make good progress in Key Stage 1 where they benefit from good support, and in Key Stage 2 their progress is satisfactory, given their very low levels of prior attainment. Test results and evidence from the inspection show no significant differences in the performance of boys and girls. Inspection findings indicate that teaching is now good across the school and that pupils' behaviour and attitudes to learning have improved considerably. These factors are beginning to have a positive impact on the progress being made by pupils in all year groups.
73. By the end of Year 2 standards in speaking are well below expected levels. Although pupils often listen well to their teachers and to other adults, few are able to express themselves with clarity or discuss things at length. Most pupils have a limited vocabulary and often responses to questions are one or two word answers, even when teachers use open-ended questions well. Many pupils do not have the vocabulary to participate in discussion, and they sometimes forget the names of things, and are unable to use more than very basic descriptive language. By the end of Year 6 pupils continue to listen attentively and their responses show that they more ready to discuss things but the levels of spoken language are still well below the expected levels. They often need a lot of prompting and help with vocabulary, although the higher attaining pupils sometimes talk enthusiastically about their learning. However many pupils lack confidence in expressing themselves.

74. Standards in reading are below the expected levels by Year 2, but pupils in Year 1 and pupils in Year 1 and Year 2 make good progress. Younger pupils recognise most letter sounds and some blends, and read short sentences they have written confidently to their classmates. Pupils in Year 1 for example were happy to read the sentences they had written about 'mini beasts' to the rest of the class. By the end of Year 2 higher attaining pupils read with understanding and are beginning to observe punctuation such as question marks, using this to improve their expression. However many pupils lack confidence in their reading and are reluctant to talk about the stories they have read. Most pupils can read a range of basic words but some, particularly the lower attaining, do not use strategies such as picture clues when they are stuck, and this is an area for development.
75. Pupils in Key Stage 2 continue to make steady progress in their reading so that by the time they reach Year 6 higher attaining pupils talk enthusiastically about books they have read and name their favourite authors such as Roald Dahl and JK Rowling. These pupils read with fluency and expression, observing punctuation and predicting what might happen in the story. Most pupils have some strategies to use when they encounter unknown words, such as reading ahead to get the meaning of the sentence. However many pupils find reading difficult and they lack confidence, reading hesitantly and with limited expression. Most pupils know how a book is organised, and use their knowledge of a basic library classification system to find information when carrying out research. When reading is a focus in English lessons pupils often make good progress, for example pupils in Year 4 worked with the teacher in developing their skills of inference and deduction by finding references in a story that suggested how the characters were feeling. More could be made of such opportunities to develop pupils' reading skills.
76. Standards in writing are below the expected levels at the end of Key Stage 1 and well below at the end of Key Stage 2. By the end of Year 2 higher attaining pupils write a series of sentences that are correctly punctuated, using a joined script, with some vocabulary used for effect and basic words spelled correctly. When pupils are given a clear structure for their work, such as when using a work sheet, more achieve the expected levels. However when they are asked to write independently many find it difficult to structure their writing well. Most Year 1 pupils spell simple three letter words correctly, particularly when they work with an adult. Year 2 pupils show an awareness of the different ways in which writing can be presented, for example when completing pages for a class book about 'mini beasts', but they do not write independently at length, partly because they are not given sufficient opportunities to do so.
77. Higher attaining pupils in Year 6 reach the expected levels in writing. They have a sound understanding of basic grammar and use this in a range of writing such as writing instructions, reporting and writing letters. They are beginning to use complex sentences in their work and to use a clear structure when writing a story. However most pupils do not reach the expected levels. Pupils in Year 3 and Year 4 are developing their skills in writing in a systematic way, for example by doing exercises on description, speech marks and the use of different tenses. When pupils are closely supervised they make good progress, but when working independently many are reluctant to write at length. Through regular structured sessions, most pupils do achieve the expected level in handwriting, using a neat, joined script.
78. The quality of teaching is now good throughout the school, although this has only recently been the case in Key Stage 2. The good teaching in Key Stage 1 is characterised by well organised lessons, well prepared tasks and resources and very

good use made of additional classroom support. Teachers deal well with the wide age range. In a very good lesson the teacher effectively included all groups of pupils in the mixed Reception, Year 1 and Year 2 class by modelling a simple sentence for the Reception children, asking Year 1 pupils to identify the first letter of each word and Year 2 pupils to finish spelling the words and identify the common spelling patterns. The planning for this lesson was very detailed and took into account the needs of different groups of pupils in the class. Throughout the school relationships are good, and a good feature of the teaching in Key Stage 2 is the way in which teachers manage what is sometimes quite challenging behaviour by some pupils. This has been a priority for the school and there are now consistent strategies applied that are successful in maintaining a calm and productive atmosphere for most of the time. Teachers support pupils well, giving frequent reminders about their expectations, using time effectively and keeping pupils interested through their enthusiastic approaches. Pupils' learning is good in Key Stage 1 but is only satisfactory in Key Stage 2 because of the difficult circumstances that these pupils have experienced while they have been at the school.

79. The leadership and management of the subject are satisfactory. The co-ordinator is relatively new in post and has made a good start in ensuring that the planning is appropriate for the needs of a small school and in working with the headteacher to secure good assessment procedures. These are used effectively to identify priorities for development and to begin to raise standards. There is a clear action plan for English in place and this is effectively incorporated into the whole school development plan in order to ensure that raising standards continues to be a priority for the school. Good use has been made of consultants from the Local Education Authority to monitor the subject but as yet the co-ordinator has not been involved in monitoring the teaching in English, and this is an area for development. However pupils' work has been monitored and there are plans in place to develop portfolios of standardised work as a reference point for teachers. Good use is made of incidental opportunities that arise to develop literacy skills across the curriculum, but these are not consistently planned for across the school, although individual teachers do make reference to these opportunities in their own lesson planning. There are sufficient staff to meet the demands of the curriculum and the accommodation is satisfactory, with the library currently being developed. Resources, although improved, are still unsatisfactory, with gaps in reference materials and appropriate books for lower attaining pupils and those with special educational needs.

MATHEMATICS

80. The results of the 2002 national curriculum tests at the end of Year 2 and Year 6 were very low and in the lowest 5% of all schools nationally and similar schools. At the end of Year 2 standards have fluctuated in the past four years, but inspection evidence shows that standards are rising steadily, are in line with national expectations at the end of Year 2 and are better than those found at the time of the previous inspection. The preliminary results for 2003, confirm this position. This represents very good progress and achievement for all groups of pupils including those with special educational needs, in relation to their well below average level of attainment when they started.
81. The inspection findings show that standards at the end of Year 6, despite some improvement in the number of pupils attaining the expected level 4, are well below average. Progress and achievement overall are now satisfactory which is similar to the findings of the previous inspection. Recently evidence shows that progress has been good, but this has not had time to affect overall standards attained, as pupils have significant gaps in their learning.

82. There are several important factors that have prevented standards from rising at the end of Year 6 as quickly as they have in Year 2. Pupils in Year 6 have had a disrupted and unsettled education that began in a school that was failing to provide a satisfactory standard of education. During the past year, they have had many teachers. Resources were poor and this affected teaching and learning in a significant way, and especially affected the large number of pupils with special educational needs who required practical and interesting equipment to support their learning. In addition, the problems that pupils have with language acquisition affect standards in those aspects of mathematics that depend on using language, such as problem solving, which is the weakest aspect of the subject. Many pupils for example, find it difficult to complete mathematical questions that involve analysing and understanding problems expressed in words.
83. By the end of Year 2, many pupils have a secure grasp of number, shape, space and measures. More able pupils are able to use and apply their mathematical skills and understanding to answer worded money problems for example, but this is an aspect beyond most pupils because of their limited language skills. Less able pupils, for example, struggle to answer questions related to mathematical vocabulary such as 'less than', or 'two lots of'. Pupils are increasingly able to recognise sequences or patterns in number and work things out in their minds because of the fun way that this is taught. Challenging questions, that are very effectively framed to support and extend all pupils whatever their age or ability, and lots of praise and encouragement, ensure that pupils are very interested and keen to get the answer right. Although more able pupils are able to count in two's, five's and ten's and are starting to use this knowledge to multiply, they are less secure with the idea of sharing or dividing. Pupils correctly name common two-dimensional shapes and most recognise the distinguishing properties such as the number of sides or edges. More able pupils are able to use positional language to direct a partner along a grid in a game that very effectively supports pupils' language skills, and less able pupils because of effective support, begin to move dice along a grid developing an understanding of forward, backwards, left and right.
84. By the end of Year 6, standards are well below the average level but number skills are the strongest aspect. The school teaches basic skills in a direct and very effective manner, but because pupils have many gaps in their learning they have a lot of catching up to do before standards are at average levels and as a result, pupils lack confidence and are slow to calculate answers in their minds. Although many pupils have a satisfactory knowledge and understanding of addition and subtraction up to 1000, and many pupils can multiply two digit numbers by two digit numbers, most pupils struggle with more difficult sums, and this is not helped by untidy presentation which means pupils often make unnecessary errors. The idea of simple fractions, and their equivalent in decimals, is soundly understood by more able pupils, but most pupils are only just grasping the idea of ordering decimals in ascending or descending order. However, because of recent effective teaching that uses praise and fun activities to explain this concept, pupils are now making rapid progress and more able pupils are gaining confidence to accurately add decimals with up to two decimal points. Pupils with special educational needs also make good progress and are delighted with their new found skills. However when mathematical operations are put into words as part of a mathematical problem, most pupils struggle to cope. In shape, space and measure, most pupils are able to measure the perimeter of regular shapes and more able pupils recognise the difference between obtuse, acute and right angles and can measure them accurately, but less able pupils struggle without support and cannot work independently. Recently, pupils have had relevant opportunities to use their

mathematics to gather, record, and represent information using information and communication technology, and this has been used well to support learning in science for example. However, because pupils have had limited prior experience, they are less secure about interpreting the information.

85. The quality of teaching and learning are very good in Year 1 and Year 2 and pupils are making very good progress. The teacher has a very good subject knowledge which she uses very effectively to interest and support pupils. The quality of teaching is good overall in Year 3 to Year 6, but by the end of Year 6, learning is satisfactory. The difference between the quality of teaching and the progress that pupils make is because pupils have only just begun to benefit from stable and consistently good quality teaching and to have access to interesting resources that motivate them. Most pupils lack confidence and this impacts on the progress they have made over time. Teachers across the school work effectively with support staff to help pupils with special educational needs, however there are a significant number of less able pupils in Year 3 to Year 6, who are also struggling with basic mathematical concepts and would also benefit from this good quality support. It is to the teachers' credit that despite having pupils with a wide range of age and ability in their classes, that they use assessment information appropriately to plan activities matched to the pupils differing abilities. Progress could be more rapid however if more staff were available to support less able pupils in some classes.
86. Teachers' planning is very effective in all classes and lessons reflect the three-part structure of the numeracy strategy well. Basic skills are very effectively taught and a wide range of interesting approaches are used to motivate pupils and to 'plug the gaps' in their learning. Lessons are well managed and older pupils who have emotional and behavioural difficulties are well supported by additional staff and relevant behaviour management strategies, so that they are increasingly interested in lessons. However, whilst teaching is very good in Year 1 and Year 2, there are a lot of worksheets used and this reduces the development of the essential skills that pupils need to record their own work in mathematics. In the older classes although pupils work in books, there have been too many occasions when work has not been marked, untidy work accepted, and as a result although pupils are able to reflect upon their progress marking has not guided them sufficiently.
87. The leadership and management of the subject are good. The analysis of assessment data by the headteacher has provided the co-ordinator with a good range of information with which to identify strengths and weaknesses in learning. Advice has been sought, new resources purchased following a detailed audit of the subject, and staff have benefited from advice and training. This is beginning to have a positive impact on raising standards. The co-ordinator recognises that if standards are to continue to rise, she needs to ensure that pupils are consistently provided with opportunities to practise and develop their mathematical skills in problem and investigative activities, and in handling and interpreting data both in mathematics lessons and in other subjects. In addition, because there are a significant number of less able pupils and pupils with special educational needs in each year group who are less confident, the support of an increasing range of practical resources and professional support will be required.

SCIENCE

88. In the 2002 National Curriculum tests at the end of Year 6 standards were in the lowest 5% of all schools nationally and of similar schools. Standards have fluctuated over the past four years but overall the trend has been below the national trend. At the end of

Year 2 the percentage of pupils achieving the expected level 2 or above as judged by teacher assessment was in the lowest 5% of all schools, and no pupil achieved the higher level 3. As the number of pupils in each cohort is low, any comparisons must be treated with caution. Inspection evidence is that standards are now in line with national expectations at the end of Year 2 and below expectations at the end of Year 6. This is similar to the position at the time of the last inspection. When pupils start in Year 1 their attainment in the knowledge and understanding of the world area of learning is well below the expected levels. Throughout Key Stage 1 pupils make good progress and their achievement is good. In key Stage 2 pupils are now making steady progress and their achievement is currently satisfactory, although some areas of science have not been covered in sufficient depth in the past, so there are gaps in their knowledge and understanding that affect the standards they attain. Pupils who have special educational need make similar progress to their classmates.

89. By the end of year 2 pupils have a satisfactory understanding of the conditions needed for growth and the importance of a healthy diet and lifestyle. They have correctly sorted food into 'healthy' and 'unhealthy' groups. Younger pupils know that some materials change and some do not, and the Year 2 pupils can give the reasons for why changes have occurred. They accurately sort materials by their properties, identifying what things are made of, observing changes and predicting what might happen, for example that chocolate will melt when it is heated. Pupils have investigated sounds around the school to a satisfactory standard and have identified the loud and quiet sounds they heard, and described the sounds that different musical instruments make. Pupils know which things operate by using electricity and have investigated batteries and bulbs to a satisfactory standard. In their work on minibeasts' pupils have developed a sound understanding of different insects and their habitats. Their investigative skills are at the expected level.
90. Pupils in Year 3 and Year 4 build on their knowledge of habitats to study woodland, hedgerows and ponds, and to develop a sound understanding of simple food chains. They have made good progress in this aspect of their science work. They deepen their understanding of health issues by studying tooth decay, investigating the effect of certain substances on the teeth by conducting a fair test. They understand that light comes from a variety of sources, that it travels in straight lines and have investigated shadows. They have studied forces and magnets at an appropriate level and have recorded experiments into friction showing that they have a satisfactory understanding of this. They have a sound knowledge of rocks and soils and the properties of materials.
91. By the end of Year 6 standards are below the expected levels because the curriculum for science has not, until recently, covered all of the areas in sufficient depth. However standards are improving rapidly, and additional science teaching has recently been introduced in order to cover some of the gaps. Higher attaining pupils organise and present their work well. In their study of the body pupils show that they understand what different types of food are good for and they have a sound understanding of the skeleton, muscles, the heart and the digestive system. Their sketches are well drawn and labelled, and give clear information. Pupils have satisfactory knowledge of the earth, moon and sun, and the movement of the planets. In their work on materials they show a sound understanding of reversible and irreversible change. They have made electrical circuits and have investigated good and bad conductors to a satisfactory standard. They have carried out some investigations, such as drying tea towels in different conditions, but it is this aspect of the work in science that has been neglected the most. During the inspection pupils were learning about the importance of gathering

information in science in order to find things out, but their skills in scientific enquiry are at an early stage of development.

92. Teaching in science is now good in both key stages, but this has not been the case until recently in Key Stage 2. It was not possible to observe any science lessons in Key Stage 1 during the inspection, but evidence from teachers' planning, pupils' work and discussion with the co-ordinator indicates that teaching and learning are good and that pupils experience a good range of practical experiences that generate interest and enable them to develop their skills. Work seen in English relating to the science topic on 'minibeasts' showed that teachers make good use of opportunities to consolidate learning and to make the science curriculum interesting and relevant. The teaching seen in Key Stage 2 was good, but inspection evidence indicates that until recently there were too few opportunities for pupils to experiment and find things out for themselves. Marking was not used effectively to indicate to pupils what they had done well and how they could improve. The good lessons seen during the inspection were well planned and provided pupils with opportunities to work together in groups and to find their own ways of recording their findings. Resources were well prepared and the tasks built well on prior learning. In a good lesson in the Year 3/ Year 4 class, pupils worked with a partner to create a food chain using words printed on prepared cards. Pupils made good progress because the adults turned the activity into a game, and this motivated the pupils and generated good discussion about food chains. Pupils in Year 5 and Year 6 were similarly motivated by good activities to collect and record facts about the body, and during this work adults gave good support and managed some potentially challenging behaviour very well. Overall pupils' learning is satisfactory in Key Stage 2 but is improving because of the improvements to the teaching.
93. The leadership and management of science are unsatisfactory. Until recently the area has not been a priority for the school and the curriculum had not been adequately covered. However a two-year cycle has been put in place that is based on national guidance, and this will ensure that all areas of the subject are taught. Additional lessons for pupils in Year 5 and Year 6 are helping to cover areas that have previously been missed, and the co-ordinator has a clear understanding of what needs to be done to develop the subject further. This is rightly a priority for the school and there are clear plans in place to secure development. These plans include the development of assessment procedures, which although satisfactory, are inconsistent, with insufficient use being made of the information gathered to set targets for individuals and groups of pupils. The monitoring of the subject is also in need of further development as presently this is informal, with no opportunities for the co-ordinator to monitor lessons, although the monitoring of pupils' work has taken place.
94. Resources for learning have improved recently and are now satisfactory overall, with most basic resources in place. The subject makes a satisfactory contribution to pupils' social development when they work in pairs and in groups.

ART AND DESIGN

95. Standards at the end of Year 2 and Year 6, are in line with national expectations, as found at the last inspection. Throughout the school, pupils of all ages and abilities make good progress in lessons and their achievements are good when compared to their low attainment on entry. All pupils, including those with special educational needs, enjoy their art lessons, they are enthusiastic and the subject supports their spiritual and cultural development well. The school has identified a group of talented pupils who have benefited from participating in activities organised by the local education authority, and although it is too soon for these to have impacted on the standards they attain, they show potential and ability.
96. Pupils enjoy their art and design work and it is evident from the work seen that they take care and pride in their efforts. They participate enthusiastically in practical activities. Pupils in Year 2 recognise the primary colours and more able pupils know how to mix these to produce secondary colours, such as orange or green, although they can not use the correct subject terminology. Their use of colour is bold and confident and they use different media appropriately in their work, such as weaving different materials to make symmetrical butterflies, which also supports their mathematical skills well. More able pupils are beginning to develop an original style, as seen in their tissue and glue glazed pictures and a talented pupils' jug picture, using oil pastels, was bold and original. However, many pupils' work is quite similar and less able pupils in particular, lack confidence to use an original style.
97. In Year 3 to Year 6 pupils continue to make good progress and by the end of Year 6, have enjoyed a wide range of opportunities to use different media and interesting starting points for their work. Black and white photographs produced by a local artist for example, inspired pupils in Year 3 and Year 4. Their own pencil sketches show a developing understanding of the use of line, tone and shade to create a stormy landscape and their understanding of perspective is developing well. They design Egyptian chairs, and use a variety of materials and textures in their work. This work was used well to support both their history topic, and information and communication technology skills. Painting techniques are developed well with most pupils becoming secure about the different ways to use paint to create different visual effects, as was seen in their paintings in the style of Kandinsky. However, some less able, older pupils, are still over excited about painting, and tend to put paint onto paper quickly, without thinking about the effect they want to create. Although pupils evaluate their work and adapt their techniques, the use of sketchbooks to research, refine and develop their ideas before completing and evaluating their finished pieces has not been sufficiently developed, and this prevents standards from being higher.
98. The quality of teaching is good. Teachers are keen to develop the subject and recognise its value in providing a medium where pupils with limited language skills can express their feelings and emotions. They follow a nationally recognised scheme of work well, so that over time pupils experience the full range of artistic experiences. A strength is the way teachers teach basic skills and use a range of resources to encourage pupils to develop their own style. However the use of sketchbooks needs to be developed to encourage independent research and written evaluations.
99. An enthusiastic teacher who recognises the importance of art and design in the curriculum satisfactorily leads the subject, and opportunities to work with local artists and link with other schools are used well to support and enrich the learning opportunities. These are also used well to promote social and cultural development. Assessment procedures and teachers' planning however are informal and there is a

need to develop these further to ensure that pupils' skills are progressively developed. There is no portfolio of marked or assessed work, clearly evaluated against level descriptors for example, that would support non-specialist teachers in the development of pupils' skills. Pupils' work is displayed appropriately, but is not always labelled so that pupils' individual efforts are not recognised and celebrated.

DESIGN AND TECHNOLOGY

100. Standards are broadly in line with the national expectations at the end of Year 2 and Year 6. No judgment was made in the previous inspection. Inspection evidence shows that pupils of all ages and abilities make satisfactory progress but that making skills are the strongest aspect. Pupils enjoy the practical aspects of the subject, but have had insufficient opportunities to formally plan or evaluate their designs.
101. By the end of Year 2, pupils have acquired the basic skills of cutting, shaping and joining and have used these well to make models with winding mechanisms, that are linked to nursery rhymes. The finished products are of a good standard, although the designs are rather teacher directed. Although pupils' well below average skills in literacy provide a barrier to the development of their ability to record their ideas and designs, there are missed opportunities to support pupils' literacy skills and develop their skills of original design.
102. In Year 3 and Year 4 pupils have designed purses, and they have begun to think about the nature of their designs and to plan the sequence of their work. However they have not evaluated their finished products, and this prevents pupils from understanding what they need to do to improve their work. Designs for 'pop up cards' were detailed but some pupils' untidy presentation impacted on the quality of the design process. In Year 6 pupils have recently generated ideas for gift boxes using information and communication technology. The finished boxes are of a satisfactory standard, but no evaluation of the designs in relation to their intended purpose has been undertaken.
103. No teaching was observed in the school, but teachers' records indicate that a suitable range of opportunities have been planned. However pupils' designs and evaluations have not been systematically recorded. The lack of a discrete design and technology workbook sometimes prevents pupils from seeing a structure or sequence in their work.
104. Leadership and management of design and technology are unsatisfactory. The subject is led by an experienced and enthusiastic teacher, but her role is under developed and she has not yet been able to monitor teaching or learning. At the present time the school lacks a coherent school wide system for recording and assessing pupils' attainment and progress and this means that teachers are not able to plan work that systematically develops and progresses pupils' skills.

GEOGRAPHY

105. Standards in geography are below national expectations at the end of Year 2 and Year 6. When pupils start in Year 1 the standards they achieve in the knowledge and understanding of the world area of learning are well below the expected levels. Throughout the school all pupils, including those who have special educational needs, make steady progress and their achievement is satisfactory. There was no judgement made about standards in the subject in the last inspection.
106. By the end of Year 2 pupils' understanding of geography relating to themselves and the local area is at a satisfactory level. They identify the things they like or dislike about their own homes, the local area and the school. They draw simple plans of the school. Higher attaining pupils correctly identify human and physical features and identify the differences between them. They draw simple sketch maps of the local area, using information from photographs to guide them. Most pupils know the main features of the seasons, and through visits to the park identify and record the weather conditions, using symbols they have devised themselves. Many pupils know the names of the countries in the United Kingdom, and identify them on a map. They have some knowledge of different holiday locations such as the seaside, countryside or mountains, but their understanding of the features of these places is superficial, and they have little understanding of how places have evolved and changed, or of how they can be compared.
107. Standards at the end of Year 6 are below the expected levels because of the limited coverage of the subject. Through a study of Spain pupils have a sound understanding of some facts relating to that country, but have not developed the geographical skills needed to study in greater depth. They have made some use of maps but this has been narrow and not sufficient for them to have gathered information about places. Work on the local area in Year 3 and Year 4 has enabled these pupils to make better use of maps, and they are beginning to develop better geographical skills and understanding. Pupils identify settlements, seaside resorts, ports, cities and market towns, but are not always able to give reasons for their development. They are however able to identify and discuss housing, industry, transport and services in the local area and to consider how these might change in the future. They satisfactorily identify physical features such as a river, and know that this is unlikely to change, whereas buildings are more likely to do so. Pupils record their ideas using pictures and simple maps, and higher attaining pupils are beginning to develop the idea of using a key to interpret a map. Some pupils are able to use the computer to download local maps from the Internet.
108. Teaching and learning in geography are good in Key Stage 1 but are unsatisfactory in Key Stage 2, although satisfactory teaching was seen during the inspection. Teachers have satisfactory subject knowledge and make good use of well-prepared resources such as maps and photographs during lessons. Tasks are appropriate and enable pupils to learn what has been intended, for example to identify physical and human features by looking at photographs of the local area. Scrutiny of pupils' work indicates that there has been insufficient focus on teaching geography skills over time in Key Stage 2 and that the quality and range of learning opportunities have been unsatisfactory. Geography has not been a priority area for the school, but there are now plans in place, based on national guidance, to ensure that all areas will be taught in sufficient depth in the future. The leadership and management of the subject are unsatisfactory, but the co-ordinator is aware of what needs to be done, and an action plan has been drawn up which will be incorporated into the school development plan. As yet there has not been an opportunity to monitor teaching and learning, but teachers'

planning and pupils' work have been scrutinised and this has given the co-ordinator a reasonable overview of the subject. Assessment procedures are informal and this is an area for development.

109. Resources for learning are satisfactory, and good use is made of computers in the classrooms to find information and maps. Good use is made of the local environment for geographical study in Key Stage 1, but little use has been made of visits to places further afield. Opportunities to develop pupils' cultural awareness through studying the lives of people in other countries have been limited, although the study of Spain in Key Stage 2 gave pupils an insight into the lives and customs of people from that country.

HISTORY

110. Standards are below the expected levels at the end of Year 2 and Year 6. Pupils have a reasonable grasp of the facts of the periods of history they have studied, but are less able to research and find things out for themselves. In Key Stage 1 this is partly due to the over-use of worksheets that limits independent thinking. Standards in Key Stage 2 are beginning to improve as pupils' are given more opportunities for independent research, and more detailed study of historical periods and events is carried out. No judgement was made about standards in the previous inspection report.
111. Pupils in Key Stage 1 know some differences between the past and the present, such as the ways in which old toys are different from those they have, and the differences between old and new houses. They have some knowledge of people from the past, such as Florence Nightingale, but have limited knowledge of any significant events or periods of history. Their skills in carrying out independent research to find things out are below the expected levels. When pupils begin in Year 1 their knowledge and understanding of the world are well below the levels expected for their age. Throughout Key Stage 1 they make satisfactory progress overall and their achievement is satisfactory.
112. In Key Stage 2 pupils' progress is satisfactory, but is improving because the curriculum is developing and teaching is better than it was. When pupils have the opportunity they are developing appropriate skills in using reference materials and artefacts to find things out, such as in the Year 3 and Year 4 study of Invaders and Settlers. Where topics are studied in depth pupils have a good understanding of periods in the past such as World War Two and the Victorians. Older pupils are beginning to give reasons as to why certain things happened, such as why the Vikings came to Britain, and why children were evacuated during World War Two. Overall standards in Key Stage 2 are improving and, although still below, are closer to the expected levels.
113. It was not possible to observe the teaching of history in Key Stage 1 during the inspection but indications from planning and pupils' work are that teaching and learning are satisfactory overall. In Key Stage 2 teaching and learning are now good. Teachers plan appropriate lessons in Key Stage 1, and provide a satisfactory range of experiences that enable pupils to make satisfactory progress in their learning. However the over-use of worksheets limits their independent research and investigation. The good teaching in Key Stage 2 is characterised by detailed planning that clearly identifies the intended learning, very good use of artefacts and other resources to stimulate and motivate pupils, effective questioning and well matched tasks that enable all groups of pupils to make good progress. In a good lesson in the Year 5/ Year 6 class the use of a gas mask and a very good display of photographs enabled pupils to have a real understanding of life for children in World War Two. Good links to literacy are evident in

Key Stage 2, for example pupils in Year 4 have written accounts of life in Ancient Egypt, and in Year 5 and Year 6 the use of historical texts based on World War Two enabled pupils to practise their reading skills and their speaking and listening skills when the teacher questioned them about what they had read.

114. Leadership and management of history are unsatisfactory. There has been limited monitoring of the subject, although the co-ordinator has recently started to look at teachers' planning and pupils' work. However there has not been any monitoring of teaching and learning, and the subject has not been a priority for the school. The school recognises the need to develop the role of the co-ordinator so that a clearer picture of the strengths and areas for development can be established and maintained. Assessment procedures are informal and inconsistent across the school, and this is an area for development. Resources have improved recently and are now just satisfactory.

INFORMATION AND COMMUNICATION TECHNOLOGY

115. The school's provision for information and communication technology has improved since the previous inspection, pupils are more confident and now use these skills well to support learning in other subjects. They enjoy their work and have good attitudes to learning. Inspection evidence shows that standards are in line with the national expectations at the end of Year 2 and Year 6. Pupils of all ages and abilities make good progress because they have daily access to computers in their classrooms. Pupils are achieving well in relation to their low skills when they started in the school.
116. By the end of Year 2, most pupils satisfactorily use a word processing program to create simple stories and with help are able to save and print their work, and import pictures into their texts. By accessing drawing and painting programs, they are also able to produce artwork, such as firework pictures using 'flood', 'fill', and 'spray' icons. Most have a satisfactory understanding of how computers are used in the wider world although they have only a basic grasp of computer terminology and vocabulary. Pupils of all abilities often use computer programs to support their work in other subjects such as mathematics and literacy, when they enjoy playing 'educational games' and this effective strategy ensures that they not only enjoy using the computers in the classroom, but also gain in confidence and expertise. Less able pupils complete the same tasks as other pupils but require more support. During the inspection a group of Year 1 pupils, learnt how to input instructions to program a 'floor robot', because basic skills were well taught, pupils quickly grasped the concept and were able to instruct the robot to move forward and turn in order to reach the 'mini beast', to the delight of the pupils.
117. As pupils move through the school, they continue to make good progress and because they have regular access to computers in their classrooms, they see the subject as an integral part of the curriculum, not as a separate subject. For example, in an art lesson in Year 3 and Year 4, pupils designing chairs went independently to the computer to access the World Wide Web to find pictures of Egyptian hieroglyphs, saving and printing the results independently. In art in Year 5 and Year 6, many pupils chose to design their masks using a drawing program, and to input data from a science lesson, in order to produce graphs of different facial characteristics. Pupils in Year 6, are able to access their individual files of saved work and discuss inputting data into spread sheets with understanding. All pupils know how to import pictures from a range of sources, and can amend, resize, and position these into texts with ease. Word processing skills are good and pupils use the keyboard and tools with speed and

accuracy. However, by the end of Year 6, the use of modelling to explore patterns in real or imaginary situations, or understanding how the computer can be used to control or monitor events, for example by using sensors in science, is at the early stages of development. This is a relatively weaker aspect of their learning, because of the disrupted education these pupils have had in the past.

118. The quality of teaching and learning is good in both key stages. Teachers are confident and enthusiastic and this is having a positive impact on the pupils' learning. Specific skills are taught well and in a direct manner and opportunities are then made available for pupils to use these developing skills regularly, this ensures that pupils become confident and make good progress. Although teachers know individual pupils well and use this informal information appropriately to ensure that less able pupils have additional support, information about individual pupils' skill development is not formally recorded, and this makes it difficult to monitor pupils' progress or ensure that lessons can be planned to provide the highest level of challenge.
119. The subject is led satisfactorily. The decision not to have a specific computer suite has proved beneficial and the purchase of an interactive whiteboard has ensured that whole class teaching of specific skills can continue. However there is currently no coherent plan for assessment and monitoring of pupils' progress and the co-ordinator has not been able to monitor teaching and learning across the school.

MUSIC

120. Standards in music are in line with national expectations by the end of Year 2, but by the end of Year 6 they are below the expected levels. This is because pupils in Key Stage 2 have had a very unsettled time due to frequent staff changes, and have not, over time, been taught the skills and knowledge of the subject in a systematic way. Pupils in Key Stage 1 make good progress and their achievement is good. Achievement in Key Stage 2 is unsatisfactory and pupils do not make enough progress. Pupils who have special educational needs make similar progress to their classmates. No clear judgement was made about standards in the previous inspection report.
121. By the end of Year 2 most pupils can follow a steady beat, tapping in time to the music. They accurately identify the difference between a fast and a slow pace, and have a sound understanding of musical vocabulary such as soft, slow and tempo. They play percussion instruments satisfactorily, reflecting the tempo of recorded music and performing with confidence in front of their classmates. However they are less able to say how their performance could be improved. Pupils handle musical instruments with care and enjoy using them. When singing they try very hard to sing in tune, but not all can do so.
122. By the end of Year 6 pupils sing a range of songs enthusiastically, mostly keeping to time and in tune. They listen attentively to recorded music in assemblies, but are not able to name any composers or to say what kind of music they like and why. Pupils do not recall the names of any musical instruments, although they are aware of the sounds that some percussion instruments make. They do not understand or use musical vocabulary. Overall their knowledge and understanding of the subject are limited because they have not had a range of relevant experiences.
123. Teaching and learning in music are satisfactory in Key Stage 1, although some very good teaching was seen during the inspection. Adults give clear instructions and support pupils very well, using a good range of teaching methods to maintain pupils'

interest. Relationships are very good, and adults take care to ensure that all pupils are fully included in the activities so that all make good gains in their learning. Praise is used very effectively to build pupils' self-esteem.

124. It was not possible to observe teaching in Key Stage 2 during the inspection but evidence indicates that teaching and learning over time have been unsatisfactory. Planning has not ensured that the subject has been taught regularly, so there are gaps in pupils' learning. The subject has not been satisfactorily led or managed and there is currently no co-ordinator. However the headteacher has recently developed a good scheme of work to support the teaching of music and this, when fully implemented, has the potential to begin to raise standards in Key Stage 2. There has been no monitoring or evaluating of teaching and learning in the subject, and there are currently no assessment procedures in place. These are areas for development. Resources for learning are satisfactory overall.
125. The subject has makes a satisfactory contribution to pupils' spiritual and cultural development when music is played to set a quiet, reflective atmosphere in assembly, and to social development in Key Stage 1 when pupils work together to perform using percussion instruments. There has been little use of extra-curricular activities or visitors to enhance the curriculum.

PHYSICAL EDUCATION

126. Standards in Physical Education are in line with national expectations at the end of Key Stage 1, and above the expected levels at the end of Key Stage 2. Throughout the school all pupils, including those who have special educational needs, make good progress and their achievement is good. This is similar to the time of the previous inspection.
127. By the end of Year 2 pupils move confidently around the hall and the playground with appropriate control, making good use of space and avoiding each other. Most pupils control a small ball with a bat, pushing it along the floor. Higher attaining pupils bounce a ball on a bat while standing still, showing good hand-eye co-ordination. They develop early tennis skills by hitting the ball to each other, although many find this difficult. They show satisfactory control of their bodies as they stretch and curl when cooling down.
128. By the end of Year 6 many pupils have good throwing, catching and dodging skills. They have a good awareness of space and how to work as part of a team. They move around with good agility, creating spaces, and are developing a good awareness of how to play tactically in a game situation. They understand what they need to do to improve their play, for example by making shorter, more accurate passes in a small team game based on netball and basketball. They respond well to the rules of a game and enjoy their lessons, participating very enthusiastically. Almost all pupils learn to swim to the expected standard.
129. Teaching is satisfactory in Key Stage 1 and very good in Key Stage 2. Throughout the school skills are taught well, the pace of lessons is brisk and pupils are managed well with good demonstrations given by teachers. In Key Stage 1 there are missed opportunities to use pupil demonstration to aid learning, or for pupils to evaluate their work and to say how it could be improved. In Key Stage 2 time is used very effectively, with sufficient time allowed for games to progress, but also stopping from time to time so that skills and tactics can be re-inforced. Relationships are very good and teachers explain things very clearly, giving very good support to pupils' learning. Pupils' learning

is good in Key Stage 1 and very good in Key Stage 2. This is because pupils enjoy their lessons and have very good attitudes to the subject.

130. Leadership and management of the subject are satisfactory. There is a commercial scheme of work in place that supports teachers in their planning and ensures that the whole curriculum is taught in a systematic, progressive way. The co-ordinator monitors planning but has not yet had an opportunity to monitor teaching and learning in the subject, and this is an area for development. Advice to colleagues is given informally, and an annual subject audit is carried out to identify areas for development that are included in the school development plan. There are currently no formal assessment systems in place and this is a further area for development.
131. The curriculum is enhanced by a very good range of extra-curricular activities that include football, cricket, judo and rounders, and by the support of additional coaching from Sports Development Officers. These activities, as well as the regular lessons throughout the school, make a good contribution to pupils' social development as they learn to work and play together as part of a team. Resources for learning are satisfactory and there is sufficient space both inside and outside for effective learning to take place.

RELIGIOUS EDUCATION

132. Standards in Religious Education are below the expected levels of the locally agreed syllabus at the end of both key stages. In Key Stage 1 pupils make good progress and their achievement is good. Pupils continue to make steady progress through Key Stage 2 and their achievement is satisfactory. No clear judgement was made about standards in the previous inspection report.
133. By the end of Year 2 pupils have a satisfactory understanding of the Christian faith and of special events in the lives of Christians. They know some stories from the Bible, such as the story of 'The Good Samaritan'. Through a role play 'Christening Ceremony' held for a new doll, pupils showed that they understood the importance of the candle and the following celebrations. Although aspects of other religions are discussed with pupils there is little evidence that they have more than a very superficial understanding of other faiths, and they have not recorded any of their work. Their understanding and ability to talk about different religions is hampered by poor language skills.
134. Pupils in Year 3 and Year 4 have a more detailed knowledge of Christianity. They know for example that the disciples were called to follow Jesus in different ways, and consider how they must have felt to be giving up their different lifestyles. However their poor language skills continue to inhibit their ability to explain things and only the higher attaining pupils can explain what a disciple is. Scrutiny of pupils' work and discussion with them indicates that by the end of Year 6 their understanding of the Christian faith is satisfactory, and that they are beginning to relate this to values such as forgiveness. They have a wider knowledge of stories from The Bible. Pupils can recall the key faiths of Buddhism and Hinduism, and can compare the two in simple terms. They have a limited understanding of some of the elements of these faiths, for example that Buddhists have one God, while Hindu's have many. However they have little understanding of the application of different faiths to everyday life.
135. Teaching is good. Lessons are well prepared and generate pupils' interest, with a calm atmosphere maintained throughout. Lessons make a positive contribution to pupils' spiritual, cultural and social development. Pupils are encouraged to think and talk about

their own feelings and those of others, and to reflect on the significance of religious events.

136. Leadership and management are satisfactory. The co-ordinator monitors teachers' planning and pupils' work, and through this has a satisfactory understanding of the subject, but as yet no monitoring of the teaching has taken place, and this is an area for development. There are no formal assessment procedures in place and this is a further area for development. The curriculum meets the requirements of the locally agreed syllabus for Religious Education and is enhanced by visits, for example to the Sikh temple, and by visitors from the Christian faith. Good use is made of opportunities in assemblies to explore stories from different faiths. Resources for learning are satisfactory.