

INSPECTION REPORT

Fulwood and Cadley County Primary
School
Preston
LEA area : Lancashire
Unique Reference Number : 119151
Headteacher : Mr. K Johnson

Reporting inspector : Mrs Marina Gough
T12348

Dates of inspection : 10 - 14 March 1997

Under OFSTED Contract number : 506988

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

Information about the school

Type of school : Infant and Junior

Type of control : County

Age range of pupils : 4 - 11

Gender of pupils : Mixed

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Appropriate authority : Governing Body

Name of Chair of Governors : Mr Steven Bentham

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Main Findings

1. Less than one year ago, the headteacher was suspended, leaving behind many problems which the newly appointed headteacher and staff are successfully and systematically addressing.
2. The provision for the under-fives is a major strength of the school. Pupils experience a range of carefully planned activities which include regular opportunities for them to take part in structured play. By the time they are five, they are attaining standards that are above average in relation to their age in all key areas of learning. Pupils make good progress, and are well prepared for the next stage of their education.
3. By the end of KS1, most pupils are attaining standards that are in line with national expectation in science, art, design and technology, geography and music. In English, mathematics, history and physical education, pupils' attainment exceeds national expectation. In information technology, pupils attainment is below expectation. Pupils' attainment in religious education is unsatisfactory.
4. By the end of KS2, most pupils are attaining standards in English, mathematics, art, geography, history, and music that are in line with national expectation. In science, design and technology and information technology, pupils' attainment is below national expectation. Standards of attainment in physical education are above national expectation. In religious education, the attainment of most pupils is unsatisfactory.
5. KS1 pupils make satisfactory progress as they move through the key stage, and benefit from the frequently good teaching they receive. In KS2, most pupils continue to make steady progress in the lower part of the key stage, but in the upper part of the key stage, the rate of progress is frequently unsatisfactory, especially in one class, where there are weaknesses in the quality of teaching. Pupils in both key stages make insufficient progress in information technology and religious education, mostly because the stated curriculum for these subjects is not fully taught. In the case of religious education, the failure of the school to deliver the Agreed Syllabus constitutes non-compliance with legal requirements.
6. The provision for pupils with Special Educational Needs is poor, and pupils do not make as much progress as they should. A small number of pupils who have learning difficulties, including one or two whose main language is not English, have not been formally identified. The register for special educational needs is incomplete and does not provide an accurate reflection of the true situation in the school.
7. Pupils' behaviour in and around the school is generally good. Most pupils of all ages are pleasant, helpful, polite and friendly. They are keen to talk about their work, and older pupils are able to express mature views about national and local issues. The majority of pupils have good independent learning skills, with the exception of older KS2 pupils who are not always given sufficient responsibility for aspects of their own learning. Pupils respond well to their teachers and are often highly motivated. There are occasions when pupils in the upper KS2 classes appear to be bored, usually when the lessons are insufficiently motivating and challenging. For the most part, the pupils have positive attitudes to work,

which promote effective learning.

8. Pupils' attendance appears to be satisfactory, but the unsatisfactory way in which the registers have been completed makes it impossible to calculate the actual attendance for the previous year. The many serious recording errors and anomalies in nearly all registers constitute a breach of statutory requirements, and compromise the pupils' safety should it be necessary to evacuate the building.
9. The quality of teaching for the under-fives is frequently good or better. The pupils are provided with a broad and balanced early years curriculum which effectively promotes the desirable learning outcomes. Structured play is an integral part of the daily activities, and good quality teacher intervention ensure that pupils make good progress in all key areas of learning. Good use is made of ongoing assessments to monitor pupils' attainment and progress and to inform planning.
10. In KS1, and the lower part of KS2, the quality of teaching was good or better in two thirds of the lessons seen, and rarely unsatisfactory. Lessons are usually well paced and have a clear focus. Teachers organise the pupils effectively, and set challenging but achievable targets. In a few lessons, the introductory discussions are too long, and teachers do not always effectively differentiate the work for the various ability levels.
11. In the upper part of KS2, the quality of teaching was unsatisfactory in more than half of the lessons observed, and consistently unsatisfactory in one class. In a small number of lessons, the quality of teaching was good. Pupils are not always sufficiently stretched and do not therefore achieve their full potential. The attainment of pupils in the upper part of KS2 is adversely affected by the high level of unsatisfactory teaching.
12. Teachers generally do not have a sufficiently clear knowledge and understanding of the requirements of some of the National Curriculum programmes of study, and in some subjects, their lack of knowledge undermines their confidence. Many staff have not had the opportunity to attend INSET courses in recent years, and the headteacher has identified professional development as an urgent priority.
13. There are serious weaknesses in the curriculum for KS1 and KS2 pupils. The lack of whole-school schemes of work in many subjects leads to undue repetition of some skills and knowledge in both key stages. There is some confusion about the differences between art, and design and technology, with the result that lessons in these subjects do not always have a sufficiently clear focus. Insufficient attention is paid to the Agreed Syllabus when teachers are planning religious education lessons, and in some classes the religious element has been avoided altogether, and teachers have taught purely those areas which pertain to personal and social education. The programmes of study in information technology are not fully addressed, partly because of a shortage of necessary resources, and partly because pupils do not receive a sufficiently broad range of learning experiences. In KS1, where teachers share ideas and practice, the adverse effects caused by the lack of whole-school planning are less pronounced. However, the disjointed curriculum impedes pupils' progress throughout the school, especially in the upper part of the key stage. The school is well aware of the curriculum weaknesses, and the headteacher and Governing Body have

already started to address the problem.

14. The school complies with statutory requirements in relation to National Curriculum assessment procedures, and the headteacher and Governing Body are aware of the relative strengths and weaknesses at the end of the two key stages. The headteacher has started to monitor the reading levels of all pupils by the use of a standardised test. Pupils take part in the county's 4+ and 6+ tests, but little use is made of the results as a means of monitoring pupils' progress. Teachers make insufficient use of ongoing assessments to inform planning, and this is an identified area of whole-school development.
15. The school offers a good range of extra-curricular activities which are well attended by the pupils. Teachers give freely of their time to take lunchtime and after-school clubs, and the sports and art activities effectively enhance the pupils' learning.
16. The school provides an appropriate range of opportunities which satisfactorily promote pupils' spiritual, moral social and cultural development. Through listening to stories and taking part in class discussions, pupils are able to consider social and moral issues and are encouraged to express their opinions. The daily collective acts of worship meet legal requirements, and provide pupils with some opportunities for reflection, but the spiritual dimension is rarely promoted through the curriculum, and pupils' understanding is superficial. Some geography, history and religious education lessons successfully increase pupils' knowledge and understanding of other cultures, and the well-chosen educational visits effectively support pupils' learning of British customs and traditions.
17. Pupils who are ill in school are well cared for. Procedures for administering first-aid and medicines are clearly stated in the staff handbook, and are followed by midday supervisors and teachers. The school provides a safe learning environment for all pupils. Effective procedures are in place to promote good behaviour and hard work, and the weekly merit assembly is successful in recognising the achievements of individuals.
18. The school has established very good links with the parents who are well informed about all aspects of the life and work of the school. The PTFA is very active and raises large sums of money for the purchase of additional resources. The continued and unwavering support of the parents during the past year is greatly appreciated by the governors, teachers and headteacher, and has helped maintain staff morale. Links with the community are good, and the headteacher intends to develop them further.
19. There are enough suitably qualified and experienced staff for the number of pupils on roll. The school employs a generous number of classroom assistants, some of whom are not always effectively deployed, especially in terms of the support they offer to the pupils who have Special Educational Needs. The accommodation allows the effective delivery of all subjects of the National Curriculum, although some of the classrooms are cramped, making it difficult for teachers to organise some practical activities. The good condition of the building and grounds are testimony to the hard work of the site supervisor and cleaning staff. The weaknesses in the resources for information technology, history, geography, music and religious education affect pupils' learning in these areas.

20. The leadership of the new headteacher is very good. In the two months since his appointment, he has successfully and accurately identified the major areas for development, and has started to put structures in place which will enable the school to move forward quickly. He has an excellent understanding of the school's strengths and weaknesses and has the drive and determination to bring about the necessary changes. The Governing Body is fully supportive of the headteacher, and shares his vision for the school's educational development.
21. The school's financial situation continues to be a source of anxiety for the Governing Body and headteacher, but the new Chair of Finance has a clear understanding of the steps that need to be taken to ensure effective financial control, and appropriate systems for monitoring and managing the budget have been put in place.

22. Key Issues for Action

- The Governing Body and headteacher must ensure that statutory requirements are met in relation to:-
 - completion of registers,
 - the teaching of religious education in accordance with the Agreed Syllabus.
- The Governing Body and headteacher must improve the provision for those pupils who have special educational needs by:-
 - ensuring that there is a comprehensive and up to date special educational needs register, which accurately reflects the pupils' needs,
 - targeting classroom support more effectively.
- The Governing Body and headteacher have identified the following areas for development and should continue with their plans to:-
 - raise attainment in religious education and information technology throughout the school, and in design and technology and science at the end of KS2,
 - improve the progress of upper KS2 pupils by addressing the weaknesses in teaching,
 - evaluate the training needs of all staff and ensure that they receive appropriate professional development,
 - write and implement whole-school schemes of work to promote continuity of learning.

Introduction

Characteristics of the school

1. Fulwood and Cadley CP School is situated in the outskirts of the town of Preston. Most pupils come from the immediate area, and many of the pupils' parents and

grandparents also attended the school. There are currently 324 pupils on roll, 47 of whom are deemed to have special educational needs. Three pupils have statements, and they are fully integrated into the life and work of the school. The socio-economic nature of the area is mixed, but many houses are owner occupied, and most parents are employed. Approximately 10% of the pupils are known to be eligible for free school meals.

2. Following the previous headteacher's suspension in March 1996, two caretaker headteachers were employed, for one term each, prior to the appointment of the present headteacher in January 1997. The two caretaking headteachers were instrumental in setting the school back on the road to recovery, and in raising staff's morale which was very low. Many of the issues identified during the inspection as areas for development have already been included in the School Development Plan, which has been put together by the staff, Governing Body and new headteacher. Despite the recent troubles of the school, the staff now share a common vision with the Governing Body and headteacher, and all those involved are keen to raise standards and progress through improved whole-school planning, and continued commitment to the school's aims.

25. Key indicators

Attainment at Key Stage 1 1995/96

[Figures in parentheses refer to previous year]

Number of registered pupils in final year of Key Stage 1
for latest reporting year: 1995/96

Year	Boys	Girls	Total
1995/9	18	28	46

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Number of pupils at NC Level 2 or above	Boys	14	15	15
	Girls	27	27	26
	Total	41	42	41
Percentage at NC Level 2 or above	School	89 [86]	91 [86]	89 [98]
	National	78 [78]	79 [80]	82 [78]

Teacher Assessments		English	Mathematics	Science
Number of pupils at NC Level 2 or above	Boys	16	16	16
	Girls	27	27	27
	Total	43	43	43
Percentage at NC Level 2 or above	School	94 [86]	94 [100]	94 [100]
	National	79 [80]	82 [79]	84 [84]

Attainment at Key Stage 2 1995/96

[Figures in parentheses refer to previous year]

Number of registered pupils in final year of Key Stage 2
for latest reporting year: 1995/96

Year	Boys	Girls	Total
1995/9	16	17	33

National Curriculum Test Results		English	Mathematics	Science
Number of pupils at NC Level 4 or above	Boys	6	7	8
	Girls	7	9	8
	Total	13	16	16
Percentage at NC Level 4 or above	School	39 [47]	48 [40]	48 [44]
	National	58 [48]	54 [44]	62 [70]

Teacher Assessments		English	Mathematics	Science
Number of pupils at NC Level 4 or above	Boys	5	9	12
	Girls	7	8	11
	Total	12	17	23
Percentage at NC Level 4 or above	School	38 [53]	51 [56]	69 [67]
	National	60 [56]	60 [54]	65 [64]

Attendance 1995/96

In the light of the recording discrepancies found in the registers, these figures, taken from the PICS/ report, can not be deemed to be a true reflection of attendance in the school.

Percentage of half days (sessions) missed through absence for the latest complete reporting year :			%
	Authorised Absence	School	8.1
		National comparative data	6.0
	Unauthorised Absence	School	0.1
National comparative data		0.5	

Exclusions

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

Quality of teaching

Percentage of teaching observed which is :			%
	Very good or better		27
	Satisfactory or better		74
	Less than satisfactory		26

PART A: ASPECTS OF THE SCHOOL

Educational standards achieved by pupils at the school

Attainment and progress

Pupils who are under five

1. Most pupils who are under five are attaining standards that are above average in the linguistic and mathematical areas of learning. They are effective communicators who understand that print conveys meaning. They are able to count, order and sort, and have a good understanding of comparative terms such as heavier/lighter than, longer/shorter than, and bigger/smaller than.
2. Most pupils have a good understanding of the world in which they live. They know their position in the family and are gaining an appreciation of the passage of time. They demonstrate a lively interest in animals, birds and insects, and the highest attainers can describe the conditions necessary for life.
3. The pupils are well co-ordinated and energetic. They are gaining good control of their bodies which they demonstrate in physical education sessions and at playtimes. They have good fine motor skills, and can control brushes and pencils accurately when painting, drawing and writing. They enjoy composing music, and singing well known rhymes and songs. In role play, the pupils make good use of their lively imaginations to bring favourite stories to life and enact their own dramas.
4. By the time they are five, the majority of pupils have made very good progress and are well prepared for the next stage in their education. The very good use of structured play promotes effective learning, and ensures that pupils have a good grasp of mathematical and scientific concepts, and a wide vocabulary.

English, mathematics and science

Key Stage 1

1. By the end of KS1, most pupils are attaining standards that exceed national expectation in English and mathematics. In science, pupils' attainment is in line with expectation. The results of the most recent National Curriculum assessment procedures fully reflect these judgements.
2. Pupils' speaking and listening skills are well above average. The pupils are effective communicators who are able to express their views and ideas clearly, using a wide and precise vocabulary. They are active listeners, and often ask questions or volunteer appropriate contributions. They are mostly fluent and expressive readers, and have a good understanding of the link between reading and writing. Pupils make good use of punctuation when writing, and produce well structured pieces of a good length.
3. In mathematics, pupils' numeracy skills are good. They can calculate effectively and make good use of their knowledge in other areas of the curriculum. They have a good understanding of shape, space and measure.
4. At the end of KS1, pupils' knowledge of scientific facts is secure, with the

exception of forces where there are some weaknesses. Most pupils have good understanding of how to carry out investigations, and know what is meant by a fair test, although they do not always apply this knowledge when they are carrying out investigative and experimental work.

5. Most KS1 pupils make satisfactory progress in English and mathematics and good progress in science, but those pupils who have special educational needs do not always receive the support they need, and their progress is unsatisfactory.

Key Stage 2

6. On the basis of the 1996 National Curriculum tests and the teacher assessments, the percentage of pupils attaining Level 4 or above in English was below average. The current Y6 pupils are attaining standards that are in line with expectation in all aspects of the English curriculum. The written work they produce in English and in other subjects is often below the standard of which they are capable. Lengthy discussions with the pupils during the inspection confirm that most are under-achieving. When they are suitably challenged they demonstrate a good grasp of grammar, punctuation and a good understanding of the purpose of writing. The unsatisfactory quality of teaching in the upper part of KS2 adversely affects the standards attained and the progress made.
7. In mathematics, the number of Y6 pupils attaining Level 4 or above in the 1996 National Curriculum tests was similar to the national average. The current Y6 pupils' attainment in mathematics is also in line with national expectation. Given the pupils' obvious capability, their progress in the upper part of the key stage is disappointing, and the results are not reflecting their true potential. The teachers do not always make sufficiently high demands of the pupils, and many of the tasks are routine and unchallenging.
8. Although the results of the 1996 teacher assessments in science indicate that the pupils from last year's Y6 group were attaining average standards, the tests suggest that their attainment was in fact below average. The inspection findings support the judgement that the attainment of most pupils is below expectation, largely because their ability to plan independent investigations is weak. The pupils' subject knowledge is reasonably secure, with the exception of sound and light. In the lower part of the key stage they make good progress, but the lack of opportunities later in the key stage, for them to carry out investigations and pursue their own lines of enquiry, results in unsatisfactory progress and below average attainment. Those pupils with special educational needs do not receive enough targeted support and do not make as much progress as they could.

Other Subjects

9. In physical education standards of attainment at the end of both key stages are above expectation. Pupils benefit from the frequently good quality of teaching they receive and the wide range of extra-curricular activities provided by the school.
10. In art, geography and music, most pupils attain standards that are in line with national expectation at the end of the key stages. In design and technology,

pupils are attaining good standards at the end of KS1, but standards at the end of KS2 do not reflect national expectation. In history, the attainment of pupils is good at the end of KS1 and satisfactory at the end of KS2.

11. The attainment of most pupils in information technology and religious education is unsatisfactory throughout the school. There are major weaknesses in the planning and delivery of the curriculum in these subjects, and a shortage of resources. Teachers' lack of subject knowledge and unsatisfactory understanding of the National Curriculum programmes of study, has undermined their confidence, and they are aware of the need for professional development in order to improve planning and teaching, and therefore raise standards.
12. In most subjects, the progress of KS1 pupils, and those in the lower part of KS2, is at least satisfactory and sometimes good. The unsatisfactory progress in most subjects in the upper part of KS2 adversely affects the pupils' end of key stage attainment, which often does not reflect their true capabilities. Pupils with special educational needs are not always identified and do not always receive the support they need. Their current progress and attainment are not an accurate indication of their potential.

Attitudes, behaviour and personal development

13. The majority of pupils in all year groups have positive attitudes to learning. They listen attentively to their teachers, and make sensible and mature contributions to class discussions. They take pride in their work and strive hard to achieve good results. Most pupils are capable of sustaining good levels of concentration and are willing to persevere when they encounter difficulties. There are times, mostly in the upper part of KS2, when pupils become restless and lack interest. On most of these occasions, pupils have been given work which is insufficiently stimulating and challenging.
14. Behaviour in class, and when moving around the school is mostly good. Pupils are confident, polite and helpful. They relate well to adults and are generally eager to please. They work co-operatively in pairs and small groups and are happy to discuss their work with one another and share ideas. The majority of pupils have developed good independent learning skills. They react positively when given responsibility, and are efficient when carrying out their designated monitor duties. Most pupils exhibit good levels of self-discipline. They move through the school in a thoughtful way which takes account of other people. They observe teachers' requests for moving in an orderly manner and with the minimum amount of noise.
15. There is sometimes a stark contrast between pupils' behaviour inside the school, to their behaviour in the playground, which is at times unacceptable. During the inspection a small number of pupils were observed spitting, kicking and pushing. The hard play area is too small to accommodate the full school comfortably, and the playground is dominated by the boisterous behaviour and football games of older pupils. The headteacher is aware of the need to provide more playground space or reduce the number of pupils on the yard at any one time.
16. The school has a number of strategies for rewarding good behaviour and effort,

including a weekly achievement assembly where pupils' successes are publicly acknowledged. The discipline policy is successfully implemented, but there is currently no policy for managing any incidents of bullying that may arise.

17. The majority of pupils have a well developed sense of right and wrong, and are aware of the need to be respectful of other people and their property. They are able to accept the views of others in discussions, and are tolerant of different races, cultures and customs. Teachers monitor pupils' personal development informally, but there are not yet enough opportunities for older pupils to set and monitor their own targets for development.

Attendance

18. The estimated attendance figure for 1995/96 was 91.9% which is below the national average. The school has recorded no unauthorised absences, although scrutiny of registers indicates that this is not a true reflection of the actual situation. There have been no exclusions.
19. The headteacher is aware of the numerous irregularities in the majority of registers, and recognises that current practice does not comply with statutory requirements. Some entries in registers have been made in pencil, and others are illegible. Unauthorised absences have not been cleared, and annual holidays which exceed the time allowed have not been properly recorded as unauthorised absences. Some gender and pupil numbers have not been entered. The registers in their current state do not provide an accurate picture of the number of pupils in school at any one time and constitute a threat to pupils' safety in the event of the building having to be evacuated.

Quality of education provided

Teaching

20. The quality of teaching during the inspection was satisfactory or better in almost three quarters of the lessons observed. In the remainder, the quality of teaching was unsatisfactory. In more than one quarter of the lessons seen, the quality of teaching was very good and sometimes excellent.
21. The under-fives benefit from the consistently high quality of teaching they receive. The teachers have a clear understanding of how young children learn, and provide a range of well chosen and challenging tasks which successfully promote the desirable learning outcomes. Very good use is made of structured play to ensure that pupils have a good understanding of mathematical and scientific concepts, and the promotion of spoken language is an ongoing priority.
22. Throughout KS1, the quality of teaching is rarely unsatisfactory and is frequently good. Lessons are usually well paced, and clearly focused. Classroom organisation is most effective where teachers combine activities that require a high level of supervision with those which pupils can undertake largely by themselves. Most teachers have suitably high expectations of the

pupils, and set tasks which enable pupils to achieve their potential. Good opportunities are provided for pupils to develop independent learning skills, and they are expected to take responsibility for various aspects of their learning. KS1 teachers work effectively as a team, and despite the lack of whole-school curriculum planning, provide a satisfactory degree of continuity and progression in pupils' learning.

23. In KS2 the quality of teaching is more variable. In the lower part of the key stage, the teaching is nearly always satisfactory or better, and consistently good or very good in one class. The teachers prepare their lessons carefully, and have a clear understanding of the purpose and focus of the set tasks. In the upper part of the key stage, the quality of teaching is rarely better than satisfactory, and frequently unsatisfactory. In one class, the teaching is almost always unsatisfactory. The weaknesses in the teaching in the upper part of KS2 adversely affect the progress and attainment of the pupils, and undo much of the good work that has gone before.
24. There are some common shortcomings in teachers' subject knowledge, understanding of the National Curriculum programmes of study and the requirements of the Agreed Syllabus for religious education. Over the past few years, teachers have attended only a very small number of courses, and the need for the professional development of all staff is recognised by the new headteacher, and supported by the county's advisory service. Teachers are hampered by the lack of whole-school schemes in some subjects, and the completion of curriculum guidelines is an identified target in the new School Development Plan.
25. Throughout the school there are occasions when class discussions are too long, sometimes lasting for more than three quarters of the lesson time. On these occasions, pupils sometimes become restless and lose their motivation.
26. Some teachers provide well differentiated work to cater for the various abilities within the class, but in most classes, although separate work is provided, the level is not noticeably different.

The curriculum and assessment

1. The school provides a wide, varied and balanced curriculum for those pupils who are under five. Planning reflects the key areas of learning and effectively promotes the desirable learning outcomes. Good use is made of structured play activities in both the reception and KS1 classes. Through role play, pupils gain an understanding of new situations, and acquire associated vocabulary. The good use of sand and water promotes understanding of mathematical and scientific concepts and encourages pupils to work co-operatively.
2. There are serious weaknesses in the planning of the KS1 and KS2 curriculum, which adversely affect the quality of teaching in some subjects and the standards attained. Until very recently, many subjects were not taught for an appropriate amount of time, and some of the National Curriculum programmes of study were

not fully addressed. There is some unnecessary repetition of knowledge and skills as pupils move through the school, and also some gaps, caused by the lack of whole-school curriculum guidelines/schemes. The development and implementation of policies and schemes to promote more effective long-term whole-school planning is a priority in the new School Development Plan.

3. In the two terms prior to the appointment of the new headteacher, the caretaking headteachers successfully introduced short and medium-term planning strategies to help teachers plan a more cohesive curriculum. Teachers have continued to plan detailed weekly plans which are evaluated by the headteacher. In KS1, teachers overcome some of the problems caused by the lack of schemes by working co-operatively as a team and sharing ideas and expertise.
4. Most teachers have difficulty planning activities which fully meet the needs of the different ages and abilities of pupils in their classes. Some teachers prepare two or more activities, but they are not necessarily pitched at appropriate levels. Teachers are aware of those pupils who have learning difficulties but are not always sure how best to help them. There is no full-time special educational needs co-ordinator, and individual education plans for those pupils at Stage 2 and above in relation to the Code of Practice are not fully implemented. The provision for pupils with special educational needs is unsatisfactory and their needs are not currently being met.
5. Religious Education is now taught regularly in all classes, but teachers' planning does not reflect the county's Agreed Syllabus, and statutory requirements are therefore not met. Sex education is taught as part of health education and in science, and the school has an appropriate policy.
6. Pupils benefit from the wide range of extra-curricular activities offered by the school, including sports, art, French and chess. Good use is made of discretionary time in order to take pupils on educational visits. All visits are well planned and effectively promote and enhance pupils' learning. Older KS2 pupils have the opportunity of taking part in an annual residential visit. The curriculum is further enriched by the contributions of local members of the community who visit the school and work and present talks to pupils.
7. There is not a formal homework policy but pupils take their reading books home regularly and are expected to learn multiplication tables and spellings. Older KS2 pupils sometimes receive additional work, but insufficient use is made of homework as preparation for subjects such as art or design and technology.
8. The school does not have a policy for assessment and record keeping. A helpful assessment of pupils when they enter the school is effectively used to inform teachers' planning for the under five pupils. Pupils in KS1 take part in the county's screening tests, but insufficient use is made of the results to inform planning.
9. In KS1 and KS2, the assessment of pupils' attainment and progress is weak. The lack of whole-school schemes of work makes it difficult for staff to be clear about

what needs to be assessed. The headteacher acknowledges this problem and is taking steps to introduce a more systematic and consistent approach to record-keeping and assessment. Teachers now identify opportunities for assessment in their weekly plans, and are beginning to collect samples of work in English, mathematics and science, with a view to compiling a moderated portfolio of work to ensure that teacher assessments are valid and reliable.

10. The administration of National Curriculum assessment procedures is carried out in accordance with statutory requirements. The results are carefully analysed by the headteacher, staff and the Governing Body and weaknesses and strengths are identified. The school recognises the need to take steps to improve the attainment and progress of pupils, especially in the upper part of KS2. A standardised reading test has recently been introduced and is given to every pupil. It is beginning to inform planning in reading and has successfully pinpointed those pupils who are under-achieving. The headteacher has recently involved the school in the Performance in Primary Schools project [PIPS], as a way evaluating and improving the quality of education offered by the school.
11. Individual teachers keep records of pupils' attainments in various subjects, but there is no consistency of approach. There are no complete cumulative records for pupils which makes it difficult to monitor their progress and attainment and limits the ability of staff to evaluate the impact of the curriculum. Each pupil has a Record of Achievement folder, but they are poorly organised and are not effective in demonstrating the progress that pupils make.
12. Parents receive annual written reports which conform to statutory requirements. Comments vary from class to class. Many are very general in nature and do not fully inform parents about the attainment and progress of their children.

Pupils' spiritual, moral, social and cultural development

13. The school provides daily collective acts of worship which are broadly Christian in nature. They are successful in promoting spirituality, but other opportunities for pupils to reflect upon aspects of their own lives and those of other are limited. There are no areas either in school or in the grounds where pupils can gather for moments of quiet contemplation. The teaching of religious education contributes little to the spiritual development of the pupils, with the exception of one or two isolated lessons, such as the Feast of the Passover observed during the inspection.
14. Pupils are encouraged in all areas of the curriculum to distinguish right from wrong, and positive attitudes and behaviour are promoted. Some pupils are not clear about the range of sanctions in the school, and teachers are not always consistent in the way they deal with incidents of inappropriate behaviour. Opportunities for older KS2 pupils to discuss the morality of topical issues are limited.
15. Staff encourage good social skills amongst the pupils, and are supportive and approachable when problems and disputes arise. Good links with the local

community also serve to enhance the social development of the pupils, and raise their awareness of those less fortunate than themselves.

16. Studies of Aboriginal art and projects carried out in geography and history have helped in promoting a wider cultural perspective, and pupils in both key stages respond positively to discussions about the lives, values, and traditions of other societies and races.

Support, guidance and pupils' welfare

17. Pupils are taught in a caring environment by staff who are sensitive to their needs. They are confident that any problems they have will be dealt with effectively and promptly. Relationships in the school are very good and teachers know the pupils well. Good use is made of praise and encouragement to raise pupils' self-esteem when they encounter difficulties. Pupils are valued and respected as individuals, and their achievements are celebrated and shared. The opportunities provided for pupils to develop independent learning skills enables them to approach new tasks with confidence.
18. Pupils who have special educational needs are well integrated into the school, but do not always receive the academic support they require. Some pupils who have obvious learning difficulties have not yet been included on the school's special educational needs register, despite the fact that classteachers have expressed their concerns.
19. The new headteacher has recognised the value of pupils setting their own targets for improvement, and has had some individual discussions with Y6 pupils to establish whether they know their own strengths and weaknesses. The remainder of the pupils in the school however, do not have enough opportunities to become involved in the monitoring of their progress and attainment.
20. Many members of staff are qualified first-aiders and the school has effective procedures in place for dealing with illness and accident. The school has a designated teacher and governor who deal with issues of Child Protection, and is in the process of compiling a policy.
21. The school has established good links with the playgroup and new pupils are well supported in their transition from home to school. Opportunities are provided for them to spend some time in school prior to entry, and efforts are made to ensure that they are comfortable and familiar with their new learning environment. Older pupils make purposeful visits to the main receiving high school, and Y6 pupils are approaching their transfer with a good degree of confidence.
22. The health and safety policy contains guidelines for ensuring that pupils are taught in a safe and secure environment, but pupils' safety is compromised by the poor completion of registers.

Partnership with parents and the community

23. The school has established a very good partnership with parents. Information provided by the school keeps them fully informed of forthcoming events and

developments. The current prospectus does not fully comply with statutory requirements, but nevertheless give parents a good idea of the life and work of the school. Formal parents' meetings are held regularly, and parents are encouraged to visit the school at other times to discuss any worries or concerns they may have about their children's education.

24. Parents and grandparents are encouraged to become involved in the life of the school and a significant number help in classrooms and with after-school clubs. This involvement does much to enhance pupils' learning, and strengthens the home/school partnership promoted by the school. Parents are generally supportive and help their children with work they are asked to do at home. The Parent Teacher Association is well organised and members work hard to raise money.
25. The school has well established links with the community. Members of the community visit to talk to pupils about interesting topics and also to attend special school events. Representatives of the local churches attend school assemblies. Opportunities for pupils to become involved in community based projects are very limited.

The management and efficiency of the school

Leadership and management

26. The newly appointed headteacher is providing excellent, purposeful leadership, and has a clear vision for the school's future development. In the short time he has been in post, he has already identified the main strengths and weaknesses of the school, and together with the staff and Governing Body is beginning to address some of the most urgent issues.
27. The previous headteacher who was suspended just over one year ago left behind a legacy of problems. In an attempt to save money, he did not appoint a new deputy when the post became vacant, and the new headteacher is therefore shouldering most of the management responsibilities himself. One of the caretaking headteachers put together a temporary senior management team, and the teachers involved are working hard to give the new headteacher the support he needs. Day to day procedures are effective and the school is a well run and well ordered community.
28. Systems for monitoring curriculum development have recently been put in place. At present the roles of the co-ordinators are under-developed. The lack of staff development over the past few years has meant that most teachers lack confidence and do not yet feel that they are in a position to support colleagues.
29. The school's profile in the community has already been raised and relationships with parents have greatly improved. The good relationships which are being developed within the school community are beginning to contribute positively to the achievements of pupils and staff.
30. The school does not yet have an Equal Opportunities policy but the practice is very good. The provision for pupils with special educational needs is poor, and the headteacher has recognised the need to review the current situation to

ensure that all pupils receive their full curriculum entitlement.

31. The school prospectus does not meet statutory requirements as it has no reference to attendance or the comparative figures for the National Curriculum assessment procedures. The Governing Body and headteacher are keen to rectify these omissions as soon as possible, along with the other issues of non-compliance with statute in respect of completion of registers, and the teaching of religious education.
32. There is now regular weekly liaison between the Chair of the Governors and the headteacher, and the Governing Body is fulfilling its role as critical friend. All those concerned with the management of the school are fully aware of the steps that need to be taken to bring about the necessary change, and are committed to moving forward.

Staffing, accommodation and learning resources

33. There are enough suitably qualified and experienced teachers for the number of pupils on roll.
34. Curriculum responsibilities are effectively distributed amongst staff, but some co-ordinators have only been in post for a relatively short period of time and their roles are still very much in the early stages of development. Until recently co-ordinators have had little input or impact upon long-term whole-school curriculum planning, and this issue is central to the school's future development.
35. The school employs a generous number of classroom assistants. When they are given specific tasks and are well supervised by the classteachers they offer good levels of support to the pupils. However, there are occasions when non-teaching assistants assume too much responsibility for some aspects of work, such as listening to pupils reading, and are not monitored and guided sufficiently by the classteachers.
36. Job descriptions have been formulated and will be subject to regular review as part of the overall development of the school and on ongoing commitment to staff development.
37. The accommodation is appropriate for the delivery of the National Curriculum although some classrooms are cramped. Best use is made of the available space to produce the attractive teaching and learning environment found throughout the school.
38. A first floor suite of rooms is used as a library and resource area, and for work with special educational needs groups. The library contains a useful stock of books and is well used as a resource.
39. The building is in a good state of repair and is generally well maintained. The teaching and learning environment is enhanced by the high state of cleanliness achieved by a dedicated ancillary staff whose work is valued by the pupils and teaching staff.
40. The hard play area is overcrowded at break times and does not comfortably

accommodate the full school. In good weather pupils have access to a school field which is also used for team games.

41. Resources are adequate, well cared for and well used in most areas of the curriculum. There is some lack of CD ROM materials and applications for control technology and sensing in information technology. In art there is a lack of prints and books to support the study of the work of artists and craftspeople. Large apparatus and mats are inadequate in physical education and there are insufficient tuned percussion instruments to allow full delivery of some of the music programmes of study.

The efficiency of the school

42. The school is emerging from a period of considerable financial turmoil caused by the previous headteacher's mismanagement of funds, and culminating in his suspension from duty. The Governing Body and the local education authority have worked closely together in order to address the problems of the resultant deficit budget. The Governing Body, has followed the firm and effective leadership of the Chair of Finance, and has taken measures to ensure that the anomalies in the administration of the school budget and other funds cannot occur again. All recommendations of the Audit report of March 1996 have been fully implemented.
43. An agreement has been reached with the local education authority that the deficit will be clawed back over a three year period. This decision will ensure that the money is repaid as soon as possible, without compromising the quality of education provided by the school.
44. The new headteacher and the Governing Body have established a very good relationship, and together with the staff have drawn up a well structured and costed School Development Plan which will effectively guide the school's future developments.
45. Effective use is made of the accommodation and the governors and headteacher are examining ways of improving it further by establishing a suitable outdoor play area for pupils who are under five and in KS1. Teaching staff are deployed effectively and the school has just placed an advertisement for a deputy headteacher.
46. The costs of educational support staff are higher than average for a school of this size. There are some weaknesses in their deployment, largely because there is no clear or consistent school policy and teachers have different expectations of what the classroom assistants can and should be able to do.
47. The lack of funds during the last few years has resulted in the need for improvements in some aspects of resources. All spending decisions are based upon the results of careful consultation with the staff and by referring to audits of existing stock. The parents have been very supportive of the school and have raised large sums of money.
48. In the light of the immediate and very effective response of the Governing Body, LEA and staff to the financial problems of the last three years, the many strengths demonstrated in the school, and the awareness of the headteacher and

governors of the school's weaknesses, the school is on balance giving satisfactory value for money

PART B: CURRICULUM AREAS AND SUBJECTS

Areas of learning for children under five

Linguistic and Literary

49. By the time pupils are five, they have a very good understanding of the purpose of books. They enjoy listening to stories and are keen to join in with the parts they know well. Many pupils read confidently from their reading books, and make good use of pictorial cues to aid meaning.
50. The pupils are encouraged to write, and their understanding of writing as a means of communication is very secure. They know that writing conveys meaning

to the reader, and most pupils are able to make the connection between their own writing, and the print they read in books. Pupils are able to read what they have written, and many are beginning to spell simple words correctly. The teachers place appropriate emphasis on letter formation, but not to the detriment of the pupils' creativity.

51. The standard of pupils' spoken language is often very good. The pupils are enthusiastic when talking about their work, and in whole class and group discussions are keen to make suggestions and offer solutions to problems. The very good opportunities provided for the under-fives to take part in structured play activities, including role play, contribute significantly to the very good standards of spoken language. The pupils are attentive listeners, and are able to act upon instructions, carry messages, and recall well known stories and rhymes.

Mathematical

52. The very good opportunities provided by the teachers successfully promote the pupils' mathematical knowledge and understanding. Pupils regularly classify objects according to size, colour and other criteria, and the highest attainers are able to choose classifications themselves. Most pupils can count beyond twenty, both forwards and backwards, and when given an incomplete sequence of numbers can fill in the gaps. The pupils have a good knowledge of common two dimensional shapes, which they are able to describe in terms of number of sides and corners.
53. Pupils benefit from taking part in the range of structured play activities which are a regular feature of the under-fives curriculum. Through working in sand and water, pupils develop a secure understanding of concepts such as full and empty, heavier than/lighter than, and bigger than/smaller than. The effective teacher intervention when such activities are underway, ensures that pupils acquire the necessary mathematical vocabulary, and enables the teacher to monitor their progress and attainment.

The world around us

54. Reception pupils have recently been involved in a topic relating to their local area. They have taken part in a visit to the local town and observed the people and shops. In follow-up work, the pupils have drawn very simple but effective plans of the market, and can talk knowledgeably and fluently about the things they saw on their visit. Many pupils know where they live, and can give simple directions of the route between home and school.
55. The under-fives have a secure knowledge about the appliances in their homes that use electricity, and are aware that those things that are powered by electricity have plugs or switches. Some of the highest attaining pupils recognise that gas is an alternative form of cooking energy.
56. The pupils have a good sense of time and can talk about things that have happened in the past. Some pupils are at the early stages of sequencing events that have not been part of their own experience. Their religious education lessons

give them a useful context for events that have taken place in the long ago past.

57. The under-fives have a good knowledge of living things, and their awareness is effectively promoted through carefully chosen stories, and class discussions.

Physical

58. By the time pupils are five, they demonstrate a good awareness of space, and move purposefully and accurately around the classroom. In physical education sessions they are energetic, well co-ordinated and able to sequence and link a short series of basic movements. Most have a good sense of balance.
59. When taking part in classroom activities, pupils are able to handle a range of tools with a fair degree of precision, and have good manipulative skills when using construction toys, modelling tools and brushes and pencils.

Creative

60. The under-fives respond positively in music sessions, and have a very impressive knowledge of the percussion instruments. They can not only name some of the instruments, but can also describe the sounds they produce. The pupils enjoy illustrating well-known stories with music, and choose sounds that match the characters and events they are trying to depict.
61. The regular opportunities for pupils to take part in role play activities help to develop their imagination. By the time they are five, most pupils can enact a given role, and are skilled in varying their voices and adopting suitable poses and mannerisms.
62. The under-fives take part in daily activities that help develop their artistic skills. They use paint, modelling and collage materials effectively, and have experience of mixing colours themselves. Good opportunities are provided for the under-fives to develop independent learning skills and they are encouraged to make choices about the materials they use.

English, mathematics and science

English

63. Standards in English are above national expectations at the end of KS1, and in line with national expectations at the end of KS2.
64. Pupils generally make satisfactory progress in reading as they move through the school, and by the end of each key stage the majority of pupils are reading fluently, and with understanding, at appropriate levels in relation to their age. Recent testing of Y6 pupils highlighted a small number of pupils who are not making as much progress as they might, and the school is aware of the need to address this issue as soon as possible. Reading resources have recently been

updated, but are not yet being utilised to their full potential. During the course of a week, pupils sometimes read to a number of different adults, and in some classes there is a lack of effective control by the teacher over the advice being given to pupils. There is insufficient diagnosis of the pupils' strengths and weaknesses by the classteachers, and the books pupils are given do not always reflect their needs.

65. Speaking and listening skills are generally good throughout the school and the majority of pupils listen and speak with maturity and confidence. Most display a good range of reporting and recounting skills which they use effectively in a variety of situations. By the end of each key stage most pupils are attaining standards that are above average in this aspect of the English curriculum. Where speaking and listening is unsatisfactory, it is usually linked with immature social skills.
66. By the end of KS1, pupils are able to structure sentences using capital letters and full stops. They write independently and express their ideas clearly. They have a good understanding of the link between reading and writing, and recognise that the style of writing varies according to the intended audience. By the end of KS2 pupils are able to produce well structured pieces which are grammatically correct, and write for a variety of purposes. The range of writing experiences offered in the upper part of the key stage does not always stretch pupils sufficiently. Good use is made of computers for editing and drafting work, although these skills are more systematically pursued in some classes than in others. Skills in handwriting are mainly sound throughout the school, but some of the work produced by upper KS2 pupils is untidy and careless.
67. Most pupils are making satisfactory progress in KS1 and the lower part of KS2. In the upper part of KS2, progress is less evident, and a significant number of pupils are frustrated by the lack of challenge in the set tasks. Some pupils have acquired good independent research skills which they successfully transfer to other areas of the curriculum. Where pupils do not make enough progress, the classteachers are not always effective in diagnosing and remedying the problem. Provision for pupils with Special Educational Needs is poor, and they do not make sufficient progress.
68. The majority of pupils respond positively to learning and some of the work produced reaches a high standard. Behaviour in classes is good, and pupils are confident in their ability to communicate effectively.
69. Most teachers have high expectations of performance in English but there are some discontinuities in the quality of teaching for some of the older pupils where the level of challenge is insufficient. The co-ordinator has recently started to review and monitor the quality of teaching and learning by working alongside colleagues in their classrooms.

Mathematics

70. Standards of attainment at the end of KS1 are above national expectation and in line with national expectation at the end of KS2.

71. By the end of KS1, the majority of pupils have a good understanding and knowledge of number and pattern. They are able to explain the function of zero as a place holder and understand the relationship between tens and units. They add and subtract numbers to twenty with a good degree of competence, and successfully apply these skills when carrying out problem-solving tasks. They use mathematical vocabulary effectively to explain their work, and recognise a range of symbols. Most pupils are able to measure length, using standard and non-standard units of measurement, and they are acquiring an appropriate understanding of mass and capacity. They have a good understanding of time, and know the sequence of the days of the week and months of the year. By the end of the key stage pupils can recognise and name many common two and three dimensional shapes and know some of the main properties such as corners, edges and faces. The pupils are able to apply their skills and knowledge in other subjects, such as science and geography. Most KS1 pupils make satisfactory progress as they move through the key stage, and they are well prepared for the KS2 programmes of study.
72. At the end of KS2, most pupils demonstrate a sound knowledge and understanding of mathematics, but the progress of many Y5/Y6 pupils is disappointing. The good foundations that are laid in KS1 and the lower part of KS2 are not effectively built upon in the upper part of the key stage, and pupils are adversely affected by the limited range of activities offered and the sometimes unsatisfactory teaching.
73. By the end of KS2, the pupils have good mental agility and are quick to recall number facts, but there are insufficient opportunities for them to apply their knowledge in other contexts. Most pupils have a satisfactory knowledge of measure and can use rulers, protractors and stop-watches with accuracy. Their knowledge of shape is secure, and they are able to use formulae to calculate the area of regular shapes including circles and triangles. Recent work relating to angles was well understood by most pupils who can describe the differences between acute, obtuse, right and obverse angles. Most pupils can use calculators effectively, but do not make sufficient use of strategies for ensuring the reasonableness of the answer given. Pupils have only limited knowledge and understanding of probability and their ability to use computers for data handling is limited.
74. Pupils throughout the school generally have very good attitudes to learning, although there are occasions when Y5/Y6 pupils are insufficiently challenged by the set tasks, and they then become bored. Most pupils have good levels of concentration and work quickly and accurately. When they encounter problems, pupils persevere, and are willing to help their classmates. Behaviour in class is good. The presentation of written work is often untidy in the upper part of KS1 where the teachers do not always set sufficiently high standards. Pupils in KS1 and the lower part of KS2 take pride in their work, and respond positively when teachers make written comments when marking their work.
75. The quality of teaching ranges from very good to unsatisfactory. The best lessons are well planned and activities reflect the range of abilities and ages in each class. A brisk pace is set and maintained, and pupils are given opportunities to use and apply their knowledge and understanding in problem-solving situations.

Where the quality of teaching is unsatisfactory, the lessons are poorly paced and the teachers do not have a sufficiently secure knowledge of either the subject or the National Curriculum requirements.

76. There are adequate learning resources, but some teacher produced worksheets are not of a sufficiently high standard. There is insufficient emphasis on assessment to influence the planning of future work and on monitoring progress between and within key stages. A policy and scheme are in place for KS1, and it is the intention of the co-ordinator to introduce a similar system in KS2 in order to raise standards.

Science

77. The attainment of the majority of pupils at the end of KS1 is in line with national expectation. At the end of KS2, the attainment of most pupils is below national expectation.
78. By the end of KS1, most pupils have acquired good powers of observation and make good use of equipment such as hand lenses. They can carry out practical investigations and explain clearly what they have done. They make sound predictions about what they think might happen, and draw logical conclusions from their findings. Pupils make good use of a range of strategies to record their investigations and experiences and are keen to discuss their work using appropriate scientific vocabulary. Most pupils can explain the idea of a fair test, but do not always apply their knowledge in practical situations. Pupils' knowledge and understanding of living things is good, and they appreciate that animals and plants are affected by weather conditions and seasonal changes. In one class pupils have created a classroom garden which has raised their awareness of the conditions needed for plants to grow. Most pupils can describe the similarities and differences of everyday materials, and know that heat can bring about permanent and/or reversible changes. The pupils' overall knowledge of forces in everyday life is very limited, but they have a basic knowledge of light sources and the way in which sounds can be made.
79. By the end of KS2, despite the good progress made in KS1 and the lower part of KS2, most pupils are not able to plan and carry out independent investigations and experiments. They are able to carry out practical tasks under the supervision of the teacher, but do not have the skills, experience or confidence to take the initiative and make decisions for themselves. The ability of most pupils to use equipment in order to make accurate measurements of such things as time and force is weak. Pupils have a sound understanding of most aspects of living things, and some pupils have a good knowledge of the human body and the function of most major organs. Pupils have a reasonable understanding of food chains, and appreciate the impact of humans upon the lives of animals and plants. A few pupils can successfully describe how to separate different materials from water. Most are able to describe the part played by evaporation and condensation in the water cycle, but the majority are unsure of ideas related to dissolving and melting. Pupils' knowledge of forces is satisfactory, but their understanding of sound and light is unsatisfactory.

80. The majority of pupils in the upper part of KS2, and those pupils with special educational needs do not make enough progress in science. The high levels of under-achievement are partly because of unsatisfactory teaching, and also because of the lack of a scheme of work to guide whole-school planning and to ensure continuity and progression in pupils' learning.
81. Pupils are generally well behaved in lessons, and when there are incidents of inappropriate behaviour or poor attitudes, they are associated with unsatisfactory teaching. Opportunities for pupils to carry out research for themselves, using books and information technology resources, are very limited throughout the school.
82. Teachers have been working hard to improve the standards in science. They receive good support from the co-ordinator who has a clear vision of how to develop the curriculum. He has devised a draft policy and is in the process of trialling a basic scheme across the school in order to improve the continuity and progression of pupils' learning. The current emphasis upon improving the skills of investigating and experimenting is beginning to have a positive impact upon the attainment and progress of pupils. The school's assessment and record keeping methods in science are weak and do not inform planning. This weakness has been recognised by the co-ordinator and is currently being addressed.

Other subjects or courses

Art

83. By the end of both key stages, pupils are attaining standards that are in line with national expectation.
84. By the end of KS1, most pupils have good experience of working with paint. They know how to blend primary colours to make secondary colours, and are able to vary the shade by adding white or black. Most pupils are familiar with the technique of colour-washing, and are able to achieve a variety of effects by altering the texture of the paint. Pupils are careful when making observational drawings, and pay attention to detail. They make good use of paper techniques such as rolling, curling and folding when making collages, and by the end of the key stage have had appropriate experience of working with clay, dough and other modelling materials. The pupils do not have enough opportunities to study the works of well-known artists, and have little understanding of style and form.
85. By the end of KS2, many pupils are producing good quality paintings and observational drawings. They are familiar with an appropriate range of materials, which they use confidently and creatively. Some wall hangings and three dimensional mobiles in one KS2 class are of a particularly good standard and demonstrate pupils' understanding of art in a three dimensional form. In several classes, pupils have sketch books, but these are not fully exploited as a means of gathering preparatory materials, and for the practice of specific techniques. KS2 pupils do not have enough knowledge of the work of well known artists and craftspeople, and at the end of the key stage, their attainment in this aspect of the art curriculum is below what is expected.

86. As they move through the school, pupils acquire a range of basic skills, and make steady progress in terms of the techniques they learn, and the work they produce. Their progress in understanding about art through studying the works of well-known artists is unsatisfactory, mostly because there are insufficient opportunities for them to do so.
87. Most pupils enjoy art activities and are keen to take part in the tasks they are given. They are willing to co-operate with one another, and take a genuine interest in the work produced by their classmates. They are confident when making choices about media, and willing to persevere if their initial attempts are unsuccessful. The extra-curricular art club is over-subscribed, and the pupils benefit from the additional opportunities this provides.
88. The quality of teaching varies. In most cases it is satisfactory, and teachers have a clear idea of what they hope the pupils will learn. In one or two classes in both key stages, the quality of teaching is good, and planned lessons focus clearly on the skills and knowledge to be acquired. There is some confusion throughout the school about the distinction between art, and design and technology. Teachers do not have a sufficiently clear understanding of the particular requirements of each of these subjects areas. This problem is exacerbated by the lack of professional development for staff, and the lack of clear schemes of work to guide whole-school planning. Teachers do not always have enough subject knowledge, especially in some parts of KS2.
89. There is a policy for art which was ratified some time ago, but which is not fully implemented. The co-ordinator has outlined a skeleton curriculum plan, and has a clear understanding of the current strengths and weaknesses in teaching, learning and attainment throughout the school. There is a shortage of resources for art appreciation, but this lack of resources can not be blamed entirely for the unsatisfactory provision in this element of the curriculum.

Design and Technology

90. By the end of KS1, most pupils are attaining standards that are in line with national expectations. These standards are maintained in the lower part of KS2, but at the end of KS2, the attainment of most pupils is below national expectation.
91. In KS1, pupils are able to plan designs and modify their ideas as they proceed. They use a range of materials and acquire the necessary skills. Pupils gain an understanding of mechanisms through making models from construction kits, and are able to make secure structures from card and paper. Recent work involved pupils in designing egg cups, which they made from clay. Pupils have little experience of food technology, and their knowledge of this aspect of the design and technology curriculum is weak.
92. In the lower part of KS2, pupils' knowledge is extended, and many pupils demonstrate a good understanding of the need for initial designs, and prototypes. They are encouraged to learn through a process of trial and error, and are provided with a wide range of suitable learning experiences. The quality of some of the design and technology teaching in the upper part of KS2 is poor, and

adversely affects the progress made by pupils and the standards attained.

93. Most pupils have a very positive attitude to design and technology. They persevere with tasks and strive to improve the quality of the product. Most pupils co-operate very well and are respectful of the ideas of others. They are conscious of the need for safety when handling tools, and listen carefully to the teachers' instructions.
94. The quality of teaching ranges from very good to poor, but is mostly satisfactory or better. The co-ordinator for design and technology has made enormous strides in improving a very weak curriculum. Pupils are already benefiting from the introduction of a basic scheme of work across the school and the purchase of a range of appropriate resources to support the first cycle of the scheme. The co-ordinator has a very good understanding of the curriculum and has established realistic targets for raising standards, especially in the upper part of KS2.

Geography

95. Attainment at the end of both key stages in geography is in line with national expectation, and pupils make satisfactory progress as they move through the school.
96. By the end of KS1, most pupils have a good understanding of maps and plans and can describe the routes they take to and from school. They are able to observe weather conditions and patterns carefully, and know the main features of each season of the year. They acquire a suitable geographical vocabulary which they use well to explain their work.
97. By the end of KS2, pupils are able to compare and contrast the geography of their local area with a more rural area. Good use is made of educational visits to develop study skills, and older pupils talk enthusiastically about a recent trip to the Forest of Bowland. Pupils are able to use co-ordinates when reading maps, and understand how photographs can provide information about geographical features such as rivers, waterfalls and mountains.
98. Most pupils enjoy studying geography and are interested and keen to learn. They co-operate well together when working in pairs or groups. They contribute to discussions, ask questions and can work well without direct teacher supervision.
99. The quality of teaching ranges from unsatisfactory to excellent. The best lessons have a clear geographical focus and the teachers use questions well to motivate and challenge pupils and to consolidate their learning. The pace of lessons is good and pupils are well supported. Teachers make good use of resources and display pupils work in an attractive way. Where teaching is unsatisfactory, lessons lack pace and introductory discussions are too long. Some good planning and meaningful links between subjects are supportive of the different aspects of geography.
100. A policy has been developed for KS1 to ensure that geographical activities are presented to pupils in an appropriate sequence that builds upon their previous learning. In KS2, there is too much repetition and pupils therefore do not make as much progress as they might. Resources for supporting the teaching and

learning of geography are adequate but do not support the commercial scheme which the school is currently using.

History

101. By the end of KS1, most pupils are attaining standards that exceed national expectation. They continue to make satisfactory progress in the lower part of KS2, but this is not maintained in the upper part of the key stage. By the end of KS2, pupils' attainment is in line with expectation.
102. By the end of KS1, most pupils have a good understanding of the passage of time and can talk knowledgeably about past events. They are able to make a distinction between the recent past and the long ago past, and can describe some of the ways in which peoples' lives have altered during the past one hundred years.
103. By the end of KS2, pupils display good factual knowledge and understanding of earlier civilisations such as Rome and ancient Egypt, and have a good sense of chronology. Aspects of the history of Britain, such as Tudor or Victorian times, are studied in depth, and pupils have acquired an appreciation of the importance of artefacts and documents. Their ability to use historical enquiry skills is limited by the range of activities provided, especially in the upper part of the key stage. Pupils do not have enough opportunities to examine the relationship between the cause and effect of major historical events, and incidental opportunities for discussing the morality of some of the decisions taken by the world's great leaders are missed.
104. Pupils are well behaved in lessons and demonstrate a lively interest in the topics presented. The links established with other subjects, serve to reinforce pupils' learning, and as with the Tudor jewellery in one KS2 class, serve to enliven history and promote pupils' enthusiasm.
105. The quality of teaching is generally good, and short and medium term planning is effective. The need for long-term planning is now being addressed by the recently appointed co-ordinator. Resources are well used and accessible, but there is a lack of good information technology material. Good use is made of local resources, such as the Roman settlement at Ribchester, and the school borrows artefacts to enhance the teaching and learning of certain topics.

Information Technology

106. Pupils' attainment at the end of both key stages is poor, and they do not make enough progress as they move through the school.
107. Most pupils in KS1 are able to use the mouse in order to move the cursor. They use simple number and spelling games and some pupils can write their names on screen. Some use is made of the programmable toy, and by the end of the key stage most pupils are secure when giving directional commands. By the end of KS2, most pupils are able to use computers for writing stories and poems, but their word-processing skills are limited. A small number of upper KS2 pupils are more skilled, and have recently been involved in producing a school newspaper.

The ability of most pupils to represent data in tables and graphs is poor, and whilst some can use design packages to create simple pictures, most do not have the necessary skills or confidence.

108. The poor standards are partly the result of inadequate resources, and partly the result of the teachers' patchy subject knowledge, and lack of confidence. The school has recently improved the range of computers, and now has some with CD ROMs. There is still a shortage of software which restricts the opportunities that can be offered to the pupils. There is no policy or scheme of work to guide teachers, and they have had very little training. The school recognises the need to raise standards by improving staff expertise and improving the range of resources.

Music

109. By the end of KS1 and KS2, pupils' attainment is in line with national expectation.
110. The standard of singing throughout the school is sound, although pupils do not have enough opportunities to sing in parts. By the end of KS1, pupils enthusiastically perform a selection of rhymes and songs. The pupils' repertoire is extended as they move through the school, and by the end of KS2, includes a range of songs from different eras. Most KS2 pupils have a good sense of pitch, and clear diction.
111. Pupils throughout the school regularly take part in composing activities which successfully develop their knowledge and understanding of rhythm and pattern in music. By the end of KS1, most pupils can create their own musical pictures and stories, and are beginning to see the need for recording their ideas on paper, using some form of notation. By the end of KS2, pupils have a wider experience of using untuned instruments for composing, but have only limited opportunities to compose tunes and melodic accompaniments because of the shortage of tuned percussion instruments.
112. Pupils' knowledge of the works of well-known composers is an identified area for development. Although pupils in both key stages have some experience of listening to and appraising recorded music, their understanding of style and form is limited.
113. Most pupils make satisfactory progress as they move through the school, although the shortage of resources, and lack of a scheme of work, affects their rate of progress.
114. In music lessons, pupils of all ages have positive attitudes. They are keen and enthusiastic, and willing to take part in music-making activities. In collective acts of worship, the upper KS2 pupils lack enthusiasm when singing hymns, and do not provide a sufficiently strong lead or example for the younger pupils.
115. The quality of music teaching in KS1 is often good and teachers provide a wide range of suitable activities. In KS2, the teaching is more variable, but is satisfactory overall. There is sometimes an over-reliance on radio programmes in KS2, which teachers use as a support in the absence of a scheme of work. Teachers in both key stages sometimes lack confidence, and have relied heavily

on the input of a specialist teacher until very recently. The newly appointed music co-ordinator is competent and keen, but has not yet had an impact on curriculum development, or the quality of teaching and learning.

Physical Education

116. Attainment in physical education is above national expectations at the end of both key stages.
117. By the end of KS1, pupils are able to link gymnastic and dance movements together to form well thought out sequences. They are poised, fluent, and confident when carrying out rolls, jumps and balances, and are able to evaluate and refine their work in order to improve performance. They move purposefully and accurately, and demonstrate a good awareness of space. Most pupils have good hand/eye co-ordination, and can throw and catch a variety of objects of different sizes.
118. By the end of KS2, pupils make good use of the floor and apparatus to develop complex sequences of movements. They plan and practice their ideas and are critically aware when evaluating the performances of others. Pupils are aware of the impact of exercise upon their health and many upper KS2 pupils can sustain rigorous physical activity. Outdoor and adventure activities are provided in the form of residential activities for Y5/Y6, and the teachers give freely of their free time to provide a wide range of extra-curricular games activities which contribute to the good standards attained. By the time they are eleven, most pupils are confident swimmers.
119. Pupils make good progress as they move through the school in all aspects of the physical education curriculum. Their attitudes towards physical education are good. They respond quickly to teachers' instructions and try hard to use the advice they are given. The numerous extra-curricular activities are well attended, and appreciated by the pupils. Good opportunities are provided for pupils to develop social skills through inter-school matches, and to learn how to observe rules, and accept decisions given by the referee.
120. The quality of teaching is good, and sometimes very good. All teachers plan carefully, and lessons have clear learning objectives. Teachers work the pupils hard, and set and maintain a rigorous pace. The pupils receive a broad and balanced physical education curriculum which contributes to the good standards attained and the good progress made. Physical education is well managed by the co-ordinator who has a secure subject knowledge and a high level of enthusiasm for the subject. Resources are mostly satisfactory, although some of the large apparatus is outdated.

Religious Education

121. At the end of each key stage, pupils' attainment is unsatisfactory in religious education.
122. Pupils throughout the school have studied aspects of Christianity, including the

celebration of Christmas and Easter, and some pupils at the end of each key stage are familiar with celebrations such as baptism and weddings through their own personal experience. Some pupils in both key stages can recall some of the most well-known parables, but few understand that the parables were the means by which Jesus communicated to the people, or that they have meanings at two different levels. The pupils' knowledge of leaders is weak, and they do not have a sufficiently broad understanding of the concept of worship.

123. Pupils' knowledge of major world faiths is very limited, although recent instruction in one KS2 class has raised pupils' awareness of the customs and traditions of the people who subscribe to the Islam faith. During the inspection, another KS2 class successfully enacted the Feast of the Passover, and the pupils benefited greatly from this first-hand experience, which enhanced their understanding, and promoted a spontaneous feeling of spirituality and reverence amongst them.
124. Pupils do not make enough progress as they move through the school. They do not systematically acquire the necessary knowledge and understanding to enable them to consider their own beliefs and values, and do not develop an understanding of the place of religion in today's world.
125. In the lessons seen during the inspection, the pupils had good attitudes to learning, and were interested in what was being taught. However, in the upper part of KS2, the lessons did not challenge the pupils, and they had insufficient opportunities to discuss and present their own views. Those pupils who took part in the Feast of the Passover were respectful, interested, and fully involved in the proceedings.
126. In the past term, some teachers have chosen to interpret and teach religious education as personal and social education. Whilst some of the topics covered relate to aspects of the dimensions stated in the county's Agreed Syllabus, there has been no planned progression, and little continuity in pupils' learning. The recommended KS1 and KS2 curriculum plan is not followed, and the school has not yet reached a decision about which world faiths should be taught alongside Christianity. The quality of teaching is hampered by the teachers' lack of knowledge of the Agreed Syllabus, and the lack of available resources.
127. Until very recently, religious education was not an integral part of the school's curriculum. The subject is now taught regularly in all classes, but not always for the recommended amount of time. Insufficient attention is paid to the Agreed Syllabus, and the school therefore does not meet statutory requirements in relation to the teaching of religious education.

PART C : INSPECTION DATA

183 Summary of inspection evidence

- 59 hours 55 minutes were spent observing lessons, sampling pupils' work and talking to pupils.
- Pupils in all year groups were heard reading from their reading books, their own work and unseen material.
- Pupils were examined in their understanding of art, music, history, geography, science, mathematics and religious education.
- Samples of pupils' written work were scrutinised across all age groups.
- Informal discussions were held with pupils of all ages to determine their views about:- the school rules, behaviour, bullying, moral and spiritual issues, opportunities to exercise responsibility, their work, the values transmitted by the school, their involvement in extra-curricular activities.

- Assemblies and collective acts of worship were attended.
- Pre-inspection meetings were held with staff, parents and governors.
- Meetings were held during the inspection with the Chair of Finance, the Chair of Governors and the county advisor.
- The School Development Plan and policy documents were examined.
- Teachers' planning documents were examined.
- Interviews were held with curriculum co-ordinators.
- The school's budget was analysed.
- The completed parents' questionnaires were analysed and parents' views considered.

Data and indicators

184 PUPIL DATA

	Number of pupils on roll (full-time equivalent)	Number of pupils with statements of SEN	Number of pupils on schools' register of SEN	Number of full-time pupils eligible for free school meals
YR - Y6	324	47	3	31

TEACHERS AND CLASSES

Qualified teachers (YR - Y6)

Total number of qualified teachers (full-time equivalent)	11.3
Number of pupils per qualified teacher	29

Education support staff (YR - Y6)

Total number of education support staff	8
Total aggregate hours worked each week	89.5

Average class size: 32

FINANCIAL DATA

Financial year: 1996/1997

	£
Total Income	436,015
Total Expenditure	410,385
Expenditure per pupil	1,266
Balance brought forward from previous year	-52,059
Balance carried forward to next year	-27,880

PARENTAL SURVEY

Number of questionnaires sent out:	241
Number of questionnaires returned:	96
Percentage return rate:	40

Responses (percentage of answers in each category)

	Strongly agree	Agree	Neither	Disagree	Strongly disagree
I feel the school encourages parents to play an active part in the life of the school	25	66	3	6	
I would find it easy to approach the school with questions or problems to do with my child(ren)	31	61	3	5	
The school handles complaints from parents well	16	45	31	1	1
The school gives me a clear understanding of what is taught	10	51	16	20	3
The school keeps me well informed about my child(ren)'s progress	13	46	17	22	2
The school enables my child(ren) to achieve a good standard of work	20	53	15	11	1
The school encourages children to get involved in more than just their daily lessons	24	55	14	7	
I am satisfied with the work that my child(ren) is/are expected to do at home	17	53	8	15	7
The school's values and attitudes have a positive effect on my child(ren)	24	54	16	6	
The school achieves high standards of good behaviour	16	60	18	5	

My child(ren) like(s) school

44	51	4		1
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Void answers were recorded for questions 3,10.

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