

INSPECTION REPORT

BOUNDARY PRIMARY SCHOOL

Blackpool, Lancashire

Blackpool

Unique reference number: 133291

Headteacher: Mr Stephen Twist

Reporting inspector: Keith Edwards
21190

Dates of inspection: 7 – 10 October 2002

Inspection number: 249045

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Infant and junior
School category:	Community
Age range of pupils:	3 to 11 years
Gender of pupils:	Mixed
School address:	Dinmore Avenue Blackpool Lancashire
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Appropriate authority:	The governing body
Name of Chair of Governors:	Mr P Collins J P
Date of previous inspection:	N/A

INFORMATION ABOUT THE INSPECTION TEAM

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21190	Keith Edwards	Registered inspector	Information and communication technology English as an additional language	What sort of school is it? How high are standards? a) The school's results and achievements. How well are pupils taught? How well is the school led and managed? What should the school do to improve further?
764	Trevor Smith	Lay inspector		How high are standards? b) 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?
1034	Vera Rogers	Team inspector	English Art Design and technology Special educational needs	
2655	Jean Fisher	Team inspector	Science Music Religious education	How good are the curricular and other opportunities offered to the pupils?
2686	Kathleen Rollisson	Team inspector	Foundation stage Educational inclusion	
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REPORT CONTENTS

	Page
PART A: SUMMARY OF THE REPORT	7
Information about the school	
How good the school is	
What the school does well	
What could be improved	
How the school has improved since its last inspection	
Standards	
Pupils' attitudes and values	
Teaching and learning	
Other aspects of the school	
How well the school is led and managed	
Parents' and carers' views of the school	
PART B: COMMENTARY	
HOW HIGH ARE STANDARDS?	11
The school's results and pupils' achievements	
Pupils' attitudes, values and personal development	
HOW WELL ARE PUPILS TAUGHT?	13
HOW GOOD ARE THE CURRICULAR AND OTHER OPPORTUNITIES OFFERED TO PUPILS?	15
HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?	17
HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS	19
HOW WELL IS THE SCHOOL LED AND MANAGED?	19
WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?	21
PART C: SCHOOL DATA AND INDICATORS	22
PART D: THE STANDARDS AND QUALITY OF TEACHING IN AREAS OF THE CURRICULUM, SUBJECTS AND COURSES	27

PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Boundary Primary School serves a large suburban estate in Blackpool and draws almost all of its children from the immediate locality. It is part of a newly formed Education Action Zone. The school is the result of the recent amalgamation of two separate infant and junior schools on the same site. The result is a sprawling building which is due to be demolished when the new building is completed at the end of the current academic year. As a result of some demolition, three classes are taught in temporary buildings. In addition to the 40 children who attend the Nursery on a part-time basis, there are 321 full-time boys and girls. Almost 70 per cent of the pupils have an entitlement to free school meals which is much higher than the national average. The school has an almost all-white population and all come from homes where English is the first language.

Attainment on entry to the Nursery is much lower than usual, although there is a wide spread of ability. Almost all of the pupils who attend the Nursery class transfer into the Reception class a year later. Thirty-six per cent of the pupils are on the school's register for special educational needs, mainly because they find it harder to learn than usual. This is well above the national average. Thirteen pupils have a Statement of Special Educational Needs. The school has a sixteen-place, half-time, nurture unit that helps infant pupils with learning difficulties from other local primary schools.

HOW GOOD THE SCHOOL IS

Currently, the school does not provide a satisfactory standard of education. Although the pupils make sound progress in the Foundation Stage and the infant classes, standards are too low by the end of Year 6. The overall quality of teaching is unsatisfactory. In particular, it is not good enough in the junior classes to enable the pupils to make sufficient progress. A common weakness in lessons is poor discipline and low expectations. The school is caring of its pupils and those children with special educational needs are enabled to make sound progress. The leadership and management of the school are satisfactory. The newly appointed headteacher has identified many of the weaknesses in the provision and, with his senior management team, is beginning to move the school forward. But there is a long way to go and, as yet, the school provides poor value for money.

What the school does well

- The school provides well for those pupils with special educational needs.
- The parents value the work of the school.
- The provision for those pupils who are under five in the Nursery classes is good.
- The governors have a good understanding of the challenges facing the school.

What could be improved

- Standards are too low in most subjects by the time the pupils leave school.
- There are weaknesses in the teaching as a result of a lack of discipline and low expectations.
- Assessment procedures are unsatisfactory and much of the work that is set for the pupils lacks challenge.
- The curriculum lacks breadth, balance and enrichment.
- The provision for the pupils' personal development is unsatisfactory
- Attendance levels are much too low.
- There is a high incidence of unsatisfactory behaviour in lessons in the junior classes.

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

In accordance with section 13(7) of the School Inspections Act 1996 I am of the opinion, and HMCI agrees, that special measures are required in relation to this school.

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

This is the school's first inspection.

STANDARDS

Performance in:	compared with			
	all schools			similar schools
	2000	2001	2002	2002
English	N/A	N/A	E*	E
mathematics	N/A	N/A	E*	E
science	N/A	N/A	E*	E*

Key

well above average A

above average B

average C

below average D

well below average E

very low E*

There is no comparative information as the school is awaiting its first set of data for comparison with other schools.

The children start in the Foundation Stage with standards of attainment that are well below average; in their personal development, communication skills and awareness of number many children have very low attainment. The children make satisfactory progress overall in the Foundation Stage. However, by the start of Year 1, the children's attainment is still much lower than usual in all of the areas of learning. In Years 1 and 2, although the pupils make satisfactory progress in reading, writing and mathematics, standards are still well below average by the time the pupils start in the juniors. Progress is unsatisfactory in most subjects in the junior classes. This mainly is because the curriculum is too narrow and there are weaknesses in the quality of teaching; for example, there is a lack of discipline in some classes, too little use is made of assessment information and expectations are too low. Other significant factors include the low attendance rates, the high incidence of pupil mobility and the high number of pupils on the special educational needs register. However, standards are far too low by the end of Year 6. The school does not meet the targets it sets. In particular, standards in English, mathematics and science are well below average. Standards in information and communication technology are poor. Only in music, which is taught by a specialist teacher throughout the school, are standards satisfactory.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Satisfactory. Pupils are happy to attend school. There is a sound sense of social inclusion. Most pupils accept the limited number of responsibilities that are available for them.
Behaviour, in and out of classrooms	Barely satisfactory. Although most pupils behave well in class and in recreation periods, the poor behaviour of a small number of pupils presenting challenging behaviour in some junior classes badly disrupts lessons.
Personal development and relationships	Unsatisfactory. Relationships between most pupils and adults is satisfactory. However, only a few pupils develop a sense of self-worth and this limits their progress.
Attendance	Poor. Attendance is well below the national average, with a high level of unauthorised absence. The school could do more to promote good attendance. Punctuality at the start of the day is satisfactory.

TEACHING AND LEARNING

Teaching of pupils in:	Nursery and Reception	Years 1 – 2	Years 3 – 6
Quality of teaching	Satisfactory	Satisfactory	Unsatisfactory

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

The quality of teaching in the Foundation Stage is satisfactory overall. It enables the children to make sound progress overall. The standard of teaching in the learning support unit, where the pupils with special educational needs receive good support from specialist support staff, is good. The overall quality of teaching in the infant classes is satisfactory. The staff work well together and use a range of methods to hold the pupils' attention and to motivate them. The quality of teaching in the junior classes is unsatisfactory in spite of the incidence of very good and excellent teaching in certain classes, especially in Year 6. The overall quality of teaching in English and mathematics is unsatisfactory. Throughout the school, the teachers are acquiring greater expertise in information and communication technology but computers are rarely used to good effect. Effective discipline is maintained in some, but not all, classes in Years 3, 4 and 5. Furthermore, there is an over-reliance on worksheets and too few opportunities for the pupils to make decisions about how to approach their work. This adversely affects the quality of learning.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Unsatisfactory. The curriculum lacks breadth and balance. The strategies for teaching literacy and numeracy are not as effective as they should be. There are gaps in the physical education and information and communication technology curricula.
Provision for pupils with special educational needs	Good. The provision for the pupils with special educational needs is well considered and helps the pupils to make sound progress.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Unsatisfactory. The provision for the pupils' spiritual and cultural development is a particular weakness. Too little attention is given to the multicultural nature of contemporary society.
How well the school cares for its pupils	Unsatisfactory. The school cares for its pupils and the procedures for child protection are secure. However, the school's assessment procedures are weak.

The school has forged a good relationship with the local comprehensive school. Relationships with the parents continue to improve as the school improves the quality of its communication.

The community makes a satisfactory contribution to the pupils' learning.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Satisfactory. The headteacher has formed a senior management team that is well equipped to face the challenges ahead. However, their work needs to be monitored with rigour to ensure that targets are met.

How well the governors fulfil their responsibilities	Satisfactory. The governors are well informed about the needs of the school. They are aware of the steps that they need to take to ensure full compliance with statutory requirements.
The school's evaluation of its performance	Satisfactory. The school has carefully analysed its position and has drawn up an extensive development plan.
The strategic use of resources	Unsatisfactory. The school provides poor value for money as it has not spent enough of its budget on supporting the work of the pupils who are currently in school.

The school's accommodation is sprawling and shabby but a new building is due for completion in the summer of 2003. The current accommodation, level of staffing (particularly classroom assistants) and the quantity and quality of resources are unsatisfactory.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • The teaching is good. • The school is easy to approach about problems. • Pupils like school. • The school keeps them well informed. • The high expectations of the pupils by the school. • The school is helping their children to become mature and responsible. 	<ul style="list-style-type: none"> • The homework set. • The quality of information about how well their children are doing. • The range of activities outside lessons.

The majority of parents are supportive of the school. They believe the school is improving with the new leadership, although there is much to be done. The issue of the lack of activities outside lessons was of the greatest concern to parents and they were also concerned about homework. The inspection team shared these concerns but felt that the quality of information to parents was satisfactory. However, the inspection team found the quality of teaching to be unsatisfactory principally because expectations were too low.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and achievements

1. Although many pupils start school with low levels of attainment, standards could be much higher in most subjects when the pupils leave school at the end of Year 6. There are factors that are mainly beyond the school's control that have had an impact on the low attainment. For example, a very high proportion of pupils have been identified as having special educational needs. Although these pupils' needs are appropriately identified and they have individual plans for learning, their difficulties mean that they are unable to make the degree of progress that they require in order to achieve the national averages. A further contributory factor is the very low rate of attendance with a much higher than average number of pupils who do not attend school regularly. A significant number of pupils are admitted to the school other than at the usual time of starting school, with many of these having learning problems that have already been identified by previous schools. However, the most significant factor is the significant element of unsatisfactory teaching in the junior classes. Furthermore, there is a lack of discipline in some junior classes and the curriculum lacks balance. The pupils have too few opportunities to practise their developing skills in literacy and numeracy in other subjects.
2. Almost all of the children join the Nursery from the immediate locality. On entry, their overall attainment is well below expectations for their age; although most levels of ability are represented, personal and social development, communication skills, concepts of shape and number and levels of understanding are poor. The children have a very limited range of vocabulary and find it hard to express themselves. They achieve well during their time in the Nursery because of the good teaching. This good foundation is consolidated in the Reception classes. However, by the time that the children start in Year 1, their attainment is still well below average in all of the areas of learning.
3. Most children in the Reception classes know that books convey meaning but very few recognise words. Very few children can write independently although a few are forming letters and figures and can copy an adult's writing in their books. The children are beginning to understand number and use mathematical language such as "more than" and "next to". They make good progress in their personal and social development but, although they play and work alongside each other, there is little meaningful interaction with their peers. They learn to share resources and have established good relationships with the adults who work with them. The children with special educational needs in the Foundation Stage are sensitively supported and enabled to make good progress.
4. Throughout the school there is good provision for pupils with special educational needs. Because of the high number of pupils who have been identified with special needs the school has grouped pupils across the school according to their ability, with particular emphasis placed on English. This means that most of the pupils are placed in the same class within each year group so that they can be given work that is appropriate and provided with more specific support. Because they are set clear and appropriate targets the pupils make steady progress towards meeting them. They achieve satisfactorily in relation to their prior attainment, particularly in developing early reading and writing.
5. In the national tests for the pupils at the end of Year 2 in 2002, 67 per cent of pupils achieved the expected levels in reading and writing. The results show that there were few pupils achieving the higher levels in reading; no pupils achieved the higher level in writing. There were some differences in the attainment of boys and girls, with the girls achieving marginally better than the boys in reading and better than the boys in writing. At the end of Year 6, the standards achieved in the national tests in 2002 were also well below the standards expected with only 47 per cent of the pupils achieving Level 4; of these, eight per cent achieved Level 5. As the school has recently been reorganised there are no comparative results for previous years. The school's records

- indicate that, although the school did not reach its predicted target, the results represent a small increase over those of the previous year. There is little difference in the achievement of boys and girls, although last year the boys achieved slightly better.
6. The pupils make unsatisfactory progress in speaking and listening because they have too few opportunities to develop their skills in activities such as drama and group work. Many pupils lack a range of vocabulary and a few have difficulty in making themselves understood. This impacts adversely on the pupils' learning across the curriculum. The pupils' progress in reading is not sufficiently monitored in the junior classes and only a few of the oldest pupils have developed satisfactory library skills to be able to locate reference material. Many take little interest in reading and only a minority can refer to different authors or genres. At the end of both Years 2 and 6, the pupils' attainment in writing is well below average as is their spelling and punctuation. There are a few good examples of writing, in which pupils use a wide range of punctuation marks, including inverted commas, but these are the exception. Standards of spelling, grammar and presentation are weak throughout the school; few of the pupils have developed a neat joined style of handwriting.
 7. In the national tests in mathematics for the pupils at the end of Year 2 in 2002, most of the pupils achieved the expected grade but very few achieved the higher grade. At the end of Year 6, half of the pupils achieved Level 4. The latter represents a small but significant improvement. Although most pupils understand place value to 1000, they do not use their knowledge either quickly or confidently enough in calculations. Most pupils have not developed a range of strategies for problem solving and neither do they have satisfactory mental skills. The higher-attaining Year 6 pupils are beginning to recognise equivalence in fractions. However, data handling and investigations are particular weaknesses throughout the school.
 8. In science, the Teacher Assessments at the end of Year 2 in 2002 showed that standards were below average. At the end of Year 6, the results show that the pupils' performance was well below average. The pupils achieve satisfactorily in the infant classes but generally make unsatisfactory progress until Year 6 where they benefit from good science teaching. Until then, there is too little emphasis on practical and investigative work and this restricts learning. Limited numeracy and literacy skills further restrict the pupils' progress as they have difficulty in recording their work.
 9. The pupils in the infant classes are currently making satisfactory progress in information and communication technology and standards are likely to reach those expected for their age at the end of this academic year. However, as a new scheme has recently been introduced, all of the pupils in the junior classes are covering the same work. This places a severe limitation on the pupils' progress and consequently standards are likely to remain poor by the end of Year 6.
 10. Standards are below average in Years 2 and 6 in religious education as too little time is allocated to the subject. Furthermore, the subject has low status and the quantity of resources to cover all areas of the syllabus is inadequate. The pupils have only limited knowledge of Christianity and their knowledge of other faiths is sparse. There are too few visits to other places of worship and too few visitors representing other world faiths to the school. Standards in geography and history are also well below average for similar reasons. These subjects lack enrichment and as a result the pupils lose interest.
 11. Standards in music, however, are satisfactory. In music, the pupils benefit from the enthusiastic teaching of a specialist, who ensures that the pupils build on their skills as they move through the school. Standards in art and design and design and technology are below average in Year 6, although standards in art are satisfactory at the end of Year 2. Standards in physical education are well below average at the end of Years 2 and 6 as the curriculum is very limited and too little time is given to the subject.

Pupils' attitudes, values and personal development

12. The pupils' attitudes to learning are very mixed, although they are satisfactory overall, and closely reflect the quality of teaching. In those lessons where the teaching is good, the pupils are usually

attentive and prepared to work. However, because many have relatively short attention spans, they quickly lose interest in lessons that are not taught well and are often reluctant to take a full part in them.

13. Pupils with special educational needs generally show positive attitudes to their work and good levels of concentration. The majority try hard and take a pride in their achievements, particularly in the small group situations. Where additional support is not available their levels of interest and attitudes to work wane and this sometimes leads to unsatisfactory behaviour.
14. Behaviour in lessons broadly mirrors pupils' attitudes to work. It is very mixed, but satisfactory overall. Many pupils in the school have very limited powers of self-control, and a significant minority of these exhibit very challenging behaviour. Consequently, they require constant firm discipline in order to behave in an acceptable way and whenever classroom management is not fully effective, as observed in some lessons, particularly in the juniors, behaviour rapidly deteriorates and becomes disruptive. This slows down the pace of lessons, seriously affects learning and raises possible concerns about safety. Behaviour in assembly is also very mixed. It is generally acceptable when controlled successfully, but because so much time and effort is devoted to achieving this, the impact and contribution of these occasions to school life are often completely lost. Behaviour around school, however, is generally quite good. Bullying does occur. The school takes the issue of bullying seriously and has taken significant steps, including exclusions, to minimise the problem. No incidents were observed or reported during the inspection. However, exclusions are relatively high, and mostly relate to violent behaviour towards staff or other pupils.
15. The pupils' personal development is unsatisfactory overall. Many have little understanding of the impact of their actions, or respect for other people's feelings, values and beliefs. Pupils do accept minor responsibilities around school, and usually carry them out well. There are too few opportunities for pupils to demonstrate initiative and take responsibility for their own learning. For example, there is no School Council, which could further enhance pupils' responsibilities towards their environment nor a policy for 'Citizenship', which would further develop awareness of responsible citizenship. Few examples arise when pupils are given opportunities to demonstrate initiative and take responsibility for their own learning as they are usually told exactly what to do when tasks are given to them. This limits their creativity and inhibits independent learning. Respect for their surroundings is also limited, especially outside the building, where significant quantities of discarded sweets wrappings and crisp packets litter the patios and playground areas. Relationships, generally, are satisfactory. The pupils are quite friendly and usually co-operative.
16. Attendance is poor when compared with the national norm, with over half of all pupils of compulsory school age in the school having levels below 90 per cent. A large proportion of these are junior pupils. Unauthorised absence is very high despite active measures being taken to reduce it. There is some lateness but, overall, most pupils arrive on time, although lessons do not always start promptly. As a result, valuable teaching and learning time is lost.

HOW WELL ARE PUPILS TAUGHT?

17. Since the appointment of the headteacher, much hard work has been undertaken to resolve the serious behaviour problems identified by the school community to enable all of the pupils to have access to all of the opportunities afforded through their lessons. In many classes effective strategies are in place which allow pupils the opportunities to join in all the learning experiences offered in the curriculum, but in others, poor management and organisation contribute to unsatisfactory learning and lack of achievement by higher and average-attaining pupils. This was a significant factor in the 20 per cent of lessons that were judged to be unsatisfactory or worse, mainly in the junior classes, during the course of the inspection. The basic skills of literacy and numeracy are not taught satisfactorily. Although the quality of teaching in the Foundation Stage and the infant classes is sound, the quality of teaching in the junior classes is unsatisfactory overall and this is a key factor in the pupils' underachievement.
18. The quality of teaching for children under the age of five is good in the Nursery and satisfactory in the Reception classes in all of the areas of learning. The teachers and Nursery nurses work effectively together, planning activities that show that they understand how young children learn.

The wide range of interesting activities and attractive displays provide a welcoming environment where the children feel secure and are motivated to learn. There are high expectations of good behaviour, which provides a good learning atmosphere in most lessons. Where there is challenging behaviour the teachers handle individuals well. The adults ensure that children feel safe happy and secure and the quality of relationships is good. As a result, the Nursery and Reception children develop positive attitudes to learning. Because many children find communication difficult, much emphasis is placed on providing opportunities for children to interact with adults in small groups. Teaching in the Reception classes has some shortcomings because teachers do not always build sufficiently on the good start children make in the Nursery and expectations are too low. This sometimes affects children's progress.

19. The teaching of pupils with special educational needs is satisfactory overall, with some good teaching within the older classes of the juniors and for those pupils who are withdrawn for additional literacy work. The quality of teaching in the learning support unit, where the pupils are enabled to feel secure and valued, is consistently good. The support that all of the pupils with special educational needs receive is guided by appropriate Individual Education Plans. Pupils are well integrated into the life and work of their class groups, although there are occasions when pupils miss some lessons or parts of lessons in the non-core subjects as they are withdrawn for teaching in basic skills. Pupils with Statements of Special Educational Needs are well supported by well-trained and experienced classroom assistants specifically assigned to them.
20. The quality of teaching in the infant classes is satisfactory overall. Classroom displays are attractive and informative and provide useful vocabulary and guidance for the pupils. Good use is made of resources, including the learning support assistants. In one Year 1 class, however, the lack of additional support in a literacy lesson for pupils who are at the early stages of learning meant that the tasks given to the pupils were insufficiently challenging. The behaviour of the pupils is managed well in most classes because the teachers use a range of techniques to maintain the interest of the pupils and to keep them motivated. For example, in a Year 2 religious education lesson, the teacher used a range of items representing Christian festivals for the pupils to hold and discuss to maintain their interest. However, in some lessons, the teacher, because of her limited experience of working with pupils of this age range, has not yet developed appropriate strategies to engage or sustain the interest of the pupils, or methods for successfully managing their behaviour. This results in a dip in the rate of learning of these pupils. The teachers understand the requirements of the National Literacy and Numeracy Strategies and reading, writing and mathematics are taught systematically, particularly in Year 2. However, day-to-day assessments are not used rigorously enough in English or mathematics when planning the next activities. The pupils are given targets in mathematics but little reference is made to them in lessons. A characteristic of many introductory sessions is the good use of questioning and, in most classes, the teachers ensure that all of their pupils are able to make a contribution by pitching questions at the appropriate level. However, the plenary session is often too short and many lessons lack a formal check on what has been achieved.
21. The quality of teaching in the junior classes is unsatisfactory overall. However, the lessons observed during the inspection reflect the very best and worst of classroom practice. In the very best lessons, typically those seen in Year 6, the teachers use a range of strategies to manage the behaviour of the pupils. The teachers support this with thorough planning and use their skills to teach the pupils in an imaginative way. For example, in a very good science lesson about forces the teacher ensured the work was pitched at the appropriate level and then involved the pupils in a range of practical experiments to test their hypotheses. In the weakest lessons, typically those for the higher-attaining pupils in Year 4, the teachers seldom establish sufficient control and very little learning takes place. This is because the planning is weak, there is a poor use of time and resources and expectations are too low. Furthermore, there tends to be an overuse of mundane worksheets and the pupils are allowed to get away with unsatisfactory presentation and incomplete work on too many occasions.
22. Throughout the junior classes there are too few opportunities for the pupils to make decisions about how they are going to set about a task and too few opportunities for independent research. For example, the library is seldom used and many of the school's computers are underused for

word-processing, data handling and communication. This impacts adversely not only on learning but also on the pupils' personal development. In literacy and numeracy lessons, the teaching of the lower-attaining classes is more successful than the teaching of the higher-attaining groups. This is particularly the case in Years 4 and 5. However, the teaching of basic skills often lacks the rigorous use of assessment and this leads to underachievement. Furthermore, although most of the pupils' work is marked, the pupils are provided with little guidance on how they might improve. Because many parents are insufficiently involved in their children's learning, the impact of homework is unsatisfactory.

23. Overall, the teachers have secure subject knowledge. Because of an extensive training programme, the teachers are gaining in confidence in the use of information and communication technology, although the school's computers tend to be underused to support learning in different subjects. Many of the teachers lack confidence in teaching music but the school has successfully overcome this difficulty by the deployment of a specialist teacher to systematically teach each age group.

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

24. The school curriculum is unsatisfactory and in some elements lacks breadth, balance and relevance. Some subjects, such as physical education and information and communication technology, do not meet statutory requirements. The school's aims are not in place and the pupils' development in spiritual, social and cultural education is unsatisfactory. There are no policies in place for sex education or drug awareness. There are only limited opportunities to support the pupils' creative development. Opportunities for curriculum enrichment through extra-curricular activities and visits to enhance pupils' learning are few. However, as part of the ongoing work on the curriculum, many policies have been reviewed and some re-written, such as those for religious education. Some are awaiting ratification by the governing body.
25. The quality and range of opportunities for learning are unsatisfactory. Whilst all the curriculum subjects are represented in the planning, the time allocated to the various subjects over the school year is low, and in some instances, it is not consistently and rigorously applied. For example, the time allocated to design and technology, religious education, history and geography falls below the national average. This contributes to the low and very low attainment levels being achieved by pupils. The headteacher has allocated a very generous amount of time to English along with the time allocated to the school for its discretionary use to enrich the statutory curriculum in the teaching of literacy and numeracy skills.
26. The curriculum for children in the Foundation Stage is based on the nationally suggested Foundation Stage curriculum and together with suitable provision for religious education is satisfactory. The children are presented with a range of stimulating activities that are designed to develop the children's personal growth and prepare them well for future learning.
27. The overall provision for pupils with special educational needs is satisfactory. The pupils' Individual Education Plans state clearly what they need to learn to make progress. The targets set are achievable and realistic. Pupils with special educational needs are mainly taught in separate classes within each year group and follow the same curriculum as other pupils. However, where pupils are withdrawn for small group teaching this sometimes takes place during assembly time and during the teaching of non-core subjects. The school tries to rotate these times so that pupils do not always miss the same subjects.
28. National guidelines and the locally agreed syllabus for religious education support the teachers in their planning. Long, medium and short-term planning for the coverage of the curriculum builds steadily, from term to term and year to year, to ensure that learning is progressive and not repetitive, but in some instances it is not well matched to the age range in each class in order to enable all pupils to make progress. In some instances, particularly in the junior classes, the

organisation of the curriculum does not promote high attainment and effective progress, nor does it provide pupils with an appropriate basis for learning prior to their transfer to secondary education.

29. Strategies for the teaching of literacy and numeracy have been adopted, but in some classes in Years 3 to 6 they are not tailored to meet the needs of individual pupils. In addition to adopting the Literacy Hour, the school provides additional support for guided reading. However, there are few links between subjects to reinforce learning in one, whilst extending learning in the other. For example, there are limited opportunities for pupils to further reinforce or extend their literacy skills through other subjects such as history, design and technology or religious education. The school is aware of this and has plans to address this area in the future.
30. The range of educational visits to enrich and support the curriculum and enhance the learning opportunities offered to pupils is unsatisfactory. There are very limited opportunities for experiences that cannot be offered within classrooms, such as visits to working museums, art galleries, historic houses and sites. Older pupils do not have the opportunity to take part in a residential visit to study outdoor pursuits, although the school has plans to reinstate this visit. The general curriculum is supported by a few extra-curricular activities, mainly sporting. There is extra music tuition on a fee-paying basis, but the take-up is limited.
31. The school has a policy for equality of opportunity but this is not reflected sufficiently in practice. The school has not sufficiently identified those pupils who are gifted and talented. In some classes, children are not achieving as much as they can as the work set is poorly matched to their ability or lacks challenge. This coupled with the low expectations in some classes, prevents the pupils from making the progress they are capable of, particularly the higher-attaining pupils. Some groups of pupils have become uninterested, have negative attitudes to school and behave badly. The school has not yet taken sufficient action to eliminate these trends. The school is only just beginning to put in place assessment and record-keeping systems but these have yet to impact on the progress of those groups of pupils who are giving cause for concern.
32. The provision for personal, social and health education (PSHE) is sound. It has been implemented very recently and is being integrated satisfactorily across the curriculum. Reflective lessons, such as 'Circle Time' where pupils discuss in groups, have been introduced recently. In these, pupils are given more opportunities to listen, think, speak as they explore a variety of issues, consider how to develop ideas about themselves and deal with difficult situations that might arise in their own lives, such as 'Responsibility' and 'Friendship'. The school's emphasis on respect for all aims to ensure that everyone's viewpoint is considered. For example, Year 1 pupils responded well to an emotive story that carried the message that adults as well as children sometimes fail to listen; they then explored the moral and social consequences of failing to do so. The promotion of responsible behaviour, through the use of management strategies, pervades all the teaching and learning activities and in some classes is very effective. External health providers support the delivery of health education. The police come into school to talk to pupils about 'Stranger Danger' and safety on the railways, as a self-protection issue.
33. Links with the local community are satisfactory overall, although there are not enough out of school visits to extend the curriculum. Sporting links, however, are developing. Involvement with the Home Start initiative is satisfactory, but involvement with other initiatives, such as Sure Start and the Education Action Zone, are at a very early stage and, as yet are having no impact on school life. Arrangements for transferring pupils to the next phase of education operate smoothly, and links with the local high school are starting to develop well, particularly through sport and technology.
34. The school's provision for pupils' spiritual, social, moral and cultural education is unsatisfactory overall. The provision for the pupils' spiritual development is unsatisfactory. Occasionally, opportunities are planned to allow pupils to reflect on aspects of their own lives, but these are less evident in the curriculum subjects. Assemblies contribute to this development by offering the opportunity to develop an awareness of concepts such as mutual respect and reflection on one's own actions. One of the assemblies for younger pupils, attended by parents, was a good

example of spiritual development. It demonstrated, clearly, that the sharing of kindness in a school has a positive effect. Past actions were recalled and pupils' feelings sought. Role-play, as well as active participation by all pupils, ensured that the message was well received. In other assemblies, attended by older pupils, this quiet opportunity was missing. Pupils' restlessness, the organization of the music centre and seating arrangements on entry was not conducive to spiritual reflection. Prayers said in assemblies reflect the messages being relayed, but not all pupils respect this time, particularly the older ones. 'Celebration assemblies' give pupils opportunities to celebrate their own and others' achievements. There are limited opportunities in subjects such as music, art and religious education for pupils to reflect on their spiritual awareness and the values brought about by their own emerging beliefs. These important aspects of life are not yet fully embedded in the school's curriculum, because of the emphasis placed on raising standards in literacy and numeracy.

35. Provision for moral development is satisfactory. The school gives pupils a sound grounding of what is right and wrong. There is a shared expectation between staff and pupils, about what is an acceptable form of behaviour. There are rules displayed in all classrooms and a system of rewards and sanctions. Responsible attitudes are encouraged, as is compliance with the school rules by which pupils work. The achievement of these proves to be difficult for many pupils in some classes. Pupils are encouraged to appreciate the efforts of all other pupils, including those with special educational needs, who are well integrated in all appropriate work and activities. Where teaching is effective, teachers provide good role models and constantly reinforce positive behaviour through appropriate praise and encouragement. Consequently, pupils' confidence and self-esteem are being raised beneficially.
36. The provision for pupils' social development is unsatisfactory, because of the lack of a wide range of extra-curricular activities, which could contribute, significantly, to developing pupils' social skills, which are very low when pupils enter school. Limited opportunities occur for pupils to develop self-esteem through co-operation, competition and involvement in social activities. A significant contribution to pupils' social development through physical education is lacking because of the low allocation of time to the older classes and too few regular opportunities to take part in a wide variety of sport. School drama and musical productions, which further enhance pupils' social skills, are enjoyed by pupils and parents, but are more limited for older pupils. The school's personal and social education programme, which plays a significant part in developing pupils' social skills, has only been implemented very recently and is not fully embedded in practice. Funds are raised on a regular basis to support local, national and global charities, such as the National Society for the Prevention of Cruelty to Children (NSPCC), and Doctor Barnardos. These endeavours further develop pupils' awareness of social responsibility.
37. The school's provision for cultural education is unsatisfactory. Although the planning indicates that pupils have opportunities to learn about their own culture and about cultures in other parts of the world, in reality there are too few opportunities. The pupils had very little recall, if any, of these elements. Resources in these subjects are, overall, inadequate. For example, whilst music resources are generally adequate in Years 1 and 2, there is a lack of a wide range of equipment, such as untuned instruments, artefacts, posters, and musical instruments for pupils in Years 3 to 6. Older pupils proudly represented their school in the musical performance at the Millennium Games 2002, in Manchester, and enjoy their opportunities to take part in school performances, but these are limited in number. Opportunities for experiences that cannot be offered in the classroom, by way of visits and invited visitors to further enrich and enhance the curriculum, are unsatisfactory. Although the school celebrates festivals from faiths other than Christianity, such as Divali, visits and visitors related to other major faiths are not regular features of school life.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

38. Arrangements for ensuring pupils' general welfare are unsatisfactory overall. Health and safety measures are in place but are not yet fully implemented. For example, a risk assessment programme has still to be undertaken. Furthermore, some health and safety concerns were

identified by inspectors during the inspection and drawn to the school's attention. In particular, they consider pupils are not supervised well enough when they move around school, especially when they cross the yard to, and from, the mobile units. Child protection arrangements, however, work well. Two members of staff have designated responsibility for liaising with outside agencies, and are properly trained to carry out these roles.

39. Procedures for monitoring and supporting pupils' personal development are also unsatisfactory. There is no whole-school approach to the development of self-esteem or confidence building and, as a result, methods vary from class to class. Measures to promote and maintain acceptable standards of behaviour are not always implemented effectively by all staff,

particularly in the juniors. Furthermore, the school has not yet produced any written guidelines to deal with bullying, nor does the headteacher maintain a log of serious incidents of behaviour, as is considered to be good practice.

40. Registers are not always completed promptly at the start of sessions, which raises health and safety issues, and procedures for monitoring them are very weak, especially in the light of poor levels of attendance. The school does not produce, and retain, a hard copy print out of its registers, as it is supposed to do, and does very little analysis of individual pupils' attendance records. As a result, the very large proportion of pupils with unacceptably low rates of attendance are not systematically identified and tracked. Instead, too much reliance is placed on the services of the local authority's education welfare department, which as part of its busy schedule, is only able to target a small number of pupils with serious attendance problems. The school endeavours to contact parents of pupils who are absent without reason very promptly, but this is doing very little to reduce unauthorised absence. There are some plans to introduce various measures, such as reward schemes, to try to improve attendance but, as yet, none of these are in operation.

41. Pupils with special educational needs are identified early. They are assessed using the criteria recommended by the local education authority before placing them on the register of pupils requiring school action or action plus. Their progress is closely monitored and Individual Education Plans are clearly linked to pupils' assessed needs. The pupils are involved in monitoring their progress towards their targets and record their progress towards them on their own records. Individual plans are reviewed informally each half-term and more formally on a termly basis. The on-going assessment and the monitoring and review of the progress of pupils with special educational needs are important factors in ensuring that the needs of these pupils are well met.

42. Procedures for monitoring pupils' academic progress are unsatisfactory, with the exception of the Foundation Stage, where procedures are satisfactory overall and good in the Nursery. Current arrangements for assessment are not well established. As a result, staff have insufficient precise information about what pupils can and cannot do in all subjects. New systems were being introduced at the time of the inspection but these are not yet having an impact on pupils' attainment and progress and are not helping to direct curriculum planning. In some classes, ongoing assessment and marking is satisfactory but this good practice is not shared throughout the school. The results of national tests are analysed, including by gender. As yet, however, the school does not act on these results to identify the academic needs of different groups of pupils. The results are not used to target pupils who need additional support to increase their potential test scores. In consequence, many pupils, including the higher-attaining pupils, do not do as well as they should. There are no portfolios of moderated work to check that progress is taking place. Some assessment takes place in English and mathematics but this is not yet improving standards in these areas. There is no assessment of progress in the other subjects of the curriculum and this affects pupils' achievements. Arrangements for reporting to parents are unhelpful because they include confusing information and are inconsistently completed. The school recognises that these need to be reviewed.

43. Arrangements for the assessment of the youngest children in the Foundation Stage are satisfactory, with good procedures in the Nursery. The results of baseline assessments are used to plan the next steps of learning for individual children. Children are assessed carefully through daily observations and regular formal assessments through the year. During their time in the Nursery and Reception classes, children are assessed regularly on their achievement in all the areas of learning against the Early Learning Goals. Clear records are kept, including a record of achievement with a portfolio of children's work in the Nursery. These provide useful guidance for all staff, and for newly appointed or newly qualified staff in particular, on how to assess children's work. Careful, detailed written reports are completed twice yearly to inform parents how their children have settled into school and the progress they have made at the end of the year.

44. The assessment co-ordinator has worked enthusiastically to put in place more effective systems for the monitoring and evaluating of pupils' academic progress. She recognises that these are not currently having sufficient impact throughout the school and a review is planned. A thorough evaluation of the systems used is a priority, if the school is to improve the standards achieved and the progress made by all pupils.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

45. The parents' views of the school are mostly positive, and no significant concerns were raised. However, the inspectors found that the standard of teaching was not good enough overall and that the school was not helping the pupils to become mature and responsible in some of the junior classes. The teachers in the Foundation Stage give a high priority to the involvement of parents and this aspect of their work is a strength. Parents are kept informed about their children's progress by both oral and written communications. Reports to parents are completed twice yearly in the Nursery. An initial report tells parents about how their children have settled into school. A detailed end-of-year report provides comprehensive detail about children's progress in all the areas of learning and is completed by staff in both Nursery and Reception classes. A noticeboard informs parents of coming events and plans. In order to ease the transition from home to school, staff in the Nursery pay visits to the homes of all children prior to admission. Parents regularly attend special assemblies and during the inspection, many expressed satisfaction with the quality of work in the Foundation Stage.
46. The need to maintain this level of parental involvement with their children's learning is fully recognised by the school, and some useful links are gradually being establishing with them. Nevertheless, the response of the parents is often quite limited. For example, although they provide good support for occasions such as class assemblies when their child is taking part, they do not always ensure that their children attend school as regularly as they can. The quality of pupils' annual reports is satisfactory overall. Reports for children in the Nursery and Reception classes are generally good, but elsewhere the quality is more mixed, as they do not always provide a clear picture of pupils' achievements. Targets are not always included and, where they are, are usually not precise enough to help pupils do better.
47. Governors have not yet produced an annual report and, furthermore, the prospectus is incomplete. It lacks details of attendance and does not inform parents of their right to withdraw their children from religious education and collective worship. Parents are, however, kept sufficiently well informed about life generally in school through newsletters and ongoing correspondence, which includes regular updates about classwork. Links with parents of pupils with special educational needs are satisfactory.
48. The school tries hard to ensure that the parents of pupils with special educational needs are consulted regularly about their children's needs and the progress they make. Parents are kept well informed of the pupils' targets and invited to attend review meetings each term.

HOW WELL IS THE SCHOOL LED AND MANAGED?

49. The quality of leadership and management is satisfactory. The leadership has ensured that the new Boundary Primary, born of the recent amalgamation of the separate infant and junior schools, is beginning to establish its own identity with procedures and systems that are common to each phase. The leadership is working hard to ensure that the school is well prepared for its impending transfer to the new site at the end of this academic year. The headteacher has formed a talented senior management team, with two effective deputies at the centre, who have clear areas of responsibility. The headteacher is beginning to develop the roles of the subject co-ordinators. However, the school still lacks a common set of aims and there is a lack of rigour to ensure the accountability of all members of staff with management responsibilities. For example, the programme for monitoring teaching and learning has not resulted in the effective sharing of good

- practice to raise standards. Furthermore, in a laudable attempt to bring the staff from the two former schools closer together, a small minority of teachers are clearly struggling to cope with an unfamiliar age group with too little support.
50. Although there are ongoing difficulties with discipline, particularly in the junior classes, the school has achieved success in developing the that aspect of the school's ethos that is based on social inclusion. The school has successfully integrated pupils from a range of difficult social backgrounds and copes satisfactorily with the high mobility of its pupils. Pupils of all abilities and backgrounds are happy to come to school; this is reflected in the positive response of the parents in the questionnaire and at the meeting at the outset of the inspection. The school has a growing reputation within the community. The headteacher is beginning to involve the school in a range of local and national initiatives such as the Education Action Zone but as yet this has not been reflected in improved standards in English, mathematics and science.
51. The management of special educational needs is good. It is very effective in maintaining good levels of provision for pupils with special educational needs. Communication between staff and the support staff underpins the good work. The work of the learning support unit is both well organised and well managed. Throughout the school procedures for managing the high number of pupils with special educational needs are systematic; the organisation is thorough and records are maintained well. Annual reviews for pupils with Statements of Special Educational Needs are carried out appropriately and meet requirements. However, the school has identified a number of other pupils who require statements and who are awaiting the formal processes of statementing before they can receive the appropriate support.
52. The governing body is very supportive of the headteacher and the school. The governors have a development plan to fulfil their statutory duties. For example, their first report to parents is planned for later this term and they realise that they need to establish a range of policies, including a sex education policy. The committee structure is successful in recruiting an adequate number of suitably committed governors. Many of the governors, and the Chair of Governors in particular, have a good understanding of the school's catchment area and the inherent social difficulties. They have a clear understanding of pastoral, staffing and premises issues. Through their regular contact with subject co-ordinators they are developing an understanding of the curriculum and standards. The governing body's role as a critical friend to the school is developing as the lines of communication are opened up.
53. The school has secure financial management systems. Financial administration is efficient and effective. For example, the school administrator can readily provide accurate budget information to guide the senior management team and governors in making their spending decisions. The school seeks best value in its spending decisions by evaluating the relative costs of services required. Sound use is made of resources allocated to support specific groups of pupils such as those with special educational needs. However, the school is carrying forward a huge underspend in anticipation of resourcing the new school. This means that the clear need for enhanced resources in areas such as physical education and the library is neglected and this has an adverse effect on the learning of the pupils currently in school. Because standards are too low by the end of Year 6, and because of the significant element of unsatisfactory teaching, the school provides poor value for money.
54. The new school improvement plan is the result of extensive consultation between the staff, governors and the parents. It identifies appropriate targets, some of which are identified in this report, for the immediate and long-term development of the school. However, the strong element of financial caution, in anticipation of the move to the new site, limits the action that needs to be taken to meet the needs of the current pupils. For example, the school is unwilling to take on additional support staff to help improve standards in case they may not be affordable in the future. Costings and timings are identified in the improvement plan but to a large extent the plan is too extensive and it is difficult to identify what are the school's most pressing priorities.
55. The school has sufficient teachers for the number of pupils on role. They are suitably trained to teach primary aged children, and provide a good balance of experience and expertise. However, they are not always deployed effectively. Classroom assistants give good support to teachers,

but there are not enough of them. Induction arrangements for staff new to the school are generally satisfactory. The quality of administration and caretaking is also satisfactory and this allows the school to run smoothly.

56. A new school building is currently being constructed on the site and should be completed in time for the start of the next academic year. The present site and building, which is due for demolition after pupils move to the new unit, provides ample space to teach the curriculum, but is unsuitable for an integrated primary school and very shabby. Staff, however, have made an effort to enhance the internal environment through various displays in classrooms and corridors, and this is helping to brighten up teaching areas. Standards of cleaning and general maintenance are satisfactory.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

57. The headteacher, staff and governors should now:
- (1) Raise the quality of teaching, particularly in the junior classes, to the standard of the best in order to raise attainment across the curriculum by:
 - developing the school's assessment procedures to provide work for the pupils which is better matched to their abilities and builds on what they already know, understand and can do (paragraphs 20,42);
 - planning lessons that are challenging and set high expectations for all pupils (paragraph 21);
 - raising standards of behaviour, particularly in those classes where it is causing concern, by ensuring that all teachers manage pupils effectively and apply the school's behaviour policy more rigorously (paragraphs 12, 21, 39).
 - (2) Improve the balance of the curriculum to raise standards by:
 - making more effective use of time (paragraph 25);
 - developing the breadth of the curriculum to provide more opportunities for the pupils to practise their literacy, numeracy and information and communication technology skills (paragraph 29);
 - raising the quality of the spiritual, moral, social and cultural provision (paragraphs 34-37);
 - providing more opportunities for the pupils to show creativity and to develop independence in their learning (paragraphs 24,39);
 - enriching the curriculum through an enhanced range of extra-curricular activities, including visits and visitors to support the pupils' learning (paragraphs 24, 30).
 - (3) Raise levels of attendance by:
 - ensuring registers are monitored thoroughly (paragraphs 16,40);
 - setting achievable targets and implementing effective strategies in order to meet them (paragraph 40).

Minor issues:

- (1) Draw up a clear set of aims for the school (paragraph 24).
- (2) Identify those pupils who are gifted and talented (paragraph 31).
- (3) Improve arrangements for ensuring pupils' welfare by:
 - ensuring all necessary risks assessments are carried out (paragraph 38);
 - increasing levels of supervision generally when pupils are outside classrooms (paragraph 38).
- (4) Enhance parental involvement in learning by continuing to expand and develop the measures currently being adopted (paragraph 46).

(5) Improve the level of resourcing (paragraph 56).

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed

71

Number of discussions with staff, governors, other adults and pupils

42

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	2	13	22	19	12	2	1
Percentage	3	18	31	27	17	3	1

The table gives the number and percentage of lessons observed in each of the seven categories used to make judgements about teaching. Care should be taken when interpreting these percentages as each lesson represents more than one percentage point.

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)	39	322
Number of full-time pupils known to be eligible for free school meals	N/A	225

FTE means full-time equivalent.

Special educational needs

	Nursery	YR – Y6
Number of pupils with statements of special educational needs	0	13
Number of pupils on the school's special educational needs register	12	119

English as an additional language

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

Pupil mobility in the last school year

	No of pupils
Pupils who joined the school other than at the usual time of first admission	36
Pupils who left the school other than at the usual time of leaving	33

Attendance

Authorised absence

	%
School data	11.1

Unauthorised absence

	%
School data	4.7

National comparative data	5.6
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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)

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2002	24	24	48

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	14	14	22
	Girls	18	18	18
	Total	32	32	40
Percentage of pupils at NC level 2 or above	School	67	67	83
	National	84	86	90

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	13	15	21
	Girls	16	18	20
	Total	29	33	41
Percentage of pupils at NC level 2 or above	School	47	69	85
	National	85	89	89

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

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

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	2002	25	37	62

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	10	12	11
	Girls	13	19	14
	Total	23	31	25
Percentage of pupils at NC level 4 or above	School	39	50	40
	National	75	73	86

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	9	10	6
	Girls	13	19	5
	Total	22	29	11
Percentage of pupils at NC level 4 or above	School	34	478	18
	National	73	74	82

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

Total number of education support staff	1
Total aggregate hours worked per week	32.5
Number of pupils per FTE adult	13

FTE means full-time equivalent.

Recruitment of teachers

Number of teachers who left the school during the last two years	1
Number of teachers appointed to the school during the last two years	3

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.

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	361
Number of questionnaires returned	131

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	63	28	6	1	2
My child is making good progress in school.	46	43	5	2	4
Behaviour in the school is good.	40	43	9	2	6
My child gets the right amount of work to do at home.	33	39	9	6	14
The teaching is good.	56	36	3	2	3
I am kept well informed about how my child is getting on.	48	34	11	4	4
I would feel comfortable about approaching the school with questions or a problem.	61	29	5	4	1
The school expects my child to work hard and achieve his or her best.	62	32	2	1	3
The school works closely with parents.	46	39	8	4	4
The school is well led and managed.	48	38	7	2	5
The school is helping my child become mature and responsible.	51	41	2	2	3
The school provides an interesting range of activities outside lessons.	26	29	11	5	28

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

AREAS OF LEARNING FOR CHILDREN IN THE FOUNDATION STAGE

58. The children in the Foundation Stage are taught in the Nursery and two Reception classes. In the Nursery the children attend part-time for either the morning or afternoon session. Most children are admitted in September and spend three terms in the Nursery. A few children start at Christmas and Easter and spend up to five terms in the Nursery. Children transfer to the Reception class in the September before their fifth birthday. Almost all the children in the Reception classes have spent at least one term in the Nursery. Children's attainment on entry is very low, particularly in personal, social and emotional skills, in communication, language and literacy and in mathematical and physical skills. This is confirmed by initial assessments conducted with these young children. Children gradually settle into the Nursery well and make good progress in all the areas of learning. Those who find aspects of learning more difficult are quickly identified and offered good programmes to support their learning and they too make good progress.
59. By the time they are ready to start Year 1, most children will not have attained all the Early Learning Goals, but will have made steady progress towards them. Children make good progress in music skills. This is due to the good teaching they receive in this area of learning in both the Nursery and Reception classes. Teaching, planning, assessment of children's progress and curriculum provision in the Foundation Stage are satisfactory overall and good in the Nursery where a record of achievement and profile of work are kept for every child. Teaching in the Reception classes has some shortcomings because teachers do not always build sufficiently on the good start children make in the Nursery and expectations are too low. This sometimes affects the progress children make. The Foundation Stage co-ordinator has been involved in the 'Early Excellence' project and is currently reviewing and extending the programmes of work to ensure greater consistency between the two departments.

Personal, social and emotional development

60. The children's very low attainment on entry in this aspect has improved considerably by the end of Reception and, although children do not yet meet the early learning goal, they make sound progress. This is due to the effective provision for children's personal, social and emotional development and the satisfactory teaching. The adults in the Nursery take every opportunity to ensure that children feel safe, happy and secure and develop a sense of trust. As a result children have good attitudes to school. Because most children find it hard to communicate with others, greater emphasis is placed on opportunities to sit together with adults in small groups. They are encouraged to try out new activities and these are structured so that children develop an awareness of their own needs and feelings and, with support, begin to be sensitive to those of others. In this way children gradually develop the confidence to participate, to share and to take turns and are introduced to school routines. Children who have spent more than a year in the Nursery and those in the Reception class are taught to concentrate, to work and play co-operatively and begin to understand the need for acceptable behaviour.
61. Children's independence and self-care develop very slowly. Progress is steady but most children will not meet the targets for their age. All adults in the Nursery encourage children to make attempts at caring for themselves and using initiative. With very good support from a Nursery nurse, some of the older Nursery children are beginning to make choices for themselves. For example, one child took on the role of narrator (copying the actions of the adult) by 'directing' and prompting the characters in the dramatic role-play of the Three Little Pigs' story. Teaching in this area is satisfactory overall with examples of good teaching. Children in the Reception class share resources and learn to behave responsibly in personal and social activities with the whole class. For example, during 'Circle Time', the children listened to music and inhaled the fragrance of an aromatic candle as they shared their experiences about what it means to be 'happy' or 'sad'. In group activities, where there is good provision of resources, children learn to become absorbed in

tasks and select and use equipment sensibly. Occasionally, however, weaknesses in classroom management and

organisation limit children's progress because some unsupervised activities are not sufficiently structured or purposeful to challenge children, particularly the higher attainers. The Foundation Stage development plan identifies the review of these areas of continuous provision.

Communication, language and literacy

62. The quality of teaching in this area of learning is satisfactory overall and there are examples of good teaching. Satisfactory progress is made by the end of Reception, but children are not likely to meet the level expected for five-year-olds. In the Nursery, many children have speech and language difficulties and are not able to express themselves clearly. Some children use single words and gestures to convey meaning. The staff are experienced and knowledgeable about extending children's communication and language skills. They use talk to good effect and are active listeners. The quality of the prompts and questions during group speaking and listening sessions is a strength of the teaching in both the Nursery and Reception classes. Teachers assess children's progress carefully to inform planning for the next stage of their learning. When the activity is interesting, children are eager to contribute to the discussion and display an emerging self-confidence, for example, when talking about the sequence of events in bathing a baby (doll). Many wait without interrupting until it is their turn to speak. A few children speak more fluently, enjoy expressing their own ideas and a simple story and begin to use language for an increasing range of purposes.
63. Children enjoy sharing books with an adult and listening to stories. In the Nursery some children understand that print carries meaning and can recognise their name. Those who had spent a year in the Nursery at the time of the inspection and some children in the Reception class, were able to write some of the letters in their name. Mark-making is practised in a variety of activities throughout the Foundation Stage. Nursery children attempted to write invitations to teddy's birthday party. Tracing, drawing, crayoning, painting and using dough are part of the continuous provision planned in both Nursery and Reception. A few children in the Reception classes could recognise some initial sounds and the names of the characters in the reading scheme and had made a start with writing these at the time of the inspection. The higher-attaining children will attempt to copy writing but correct letter formation is rare. There are insufficient opportunities for these children to develop some form of independent writing and the lack of challenge is restricting their progress in this aspect of their learning

Mathematical development

64. The children's mathematical skills are poor when they enter the Nursery. Many children need more time to achieve the level expected by the end of Reception. They do, however, make satisfactory progress towards the Early Learning Goals because teaching in the Foundation Stage provides a variety of practical number tasks that develop the children's mathematical understanding. In the lessons seen during the inspection, the teaching in the Nursery was good. Nursery children learned to recognise three objects as they counted the candles on the cake at the teddy bear's birthday party. They held up three fingers and found the number three in familiar contexts such as on the clock face. With adult prompts children compare size and shape when filling containers with water, using vocabulary such as 'full' and 'empty'. They make collage pictures of a house using a range of familiar shapes in a topic about building and can name simple shapes such as 'circle' and 'square'. They use language to talk about positions such as 'next to' and 'in front of'. Teachers are thorough in ensuring that all groups of abilities understand the concepts they are learning and they make good use of ongoing assessment.
65. In the Reception class, the children learn about the consistency of number. They count reliably up to 10 and have a good repertoire of number rhymes. During counting, children spot errors and are able to understand the concept of 'one more than'. Children order items such as ribbons and belts by length and use the appropriate vocabulary. They use number in everyday situations,

such as sharing out milk and snacks. Through constructional play, children show an interest in shape and space and begin to talk about shapes in the world around them. Teaching in the Reception classes is satisfactory overall but sometimes activities involve the repetition of work covered at an earlier stage. Progress, though sound, is sometimes limited by the failure to extend learning further.

Knowledge and understanding of the world

66. Most children enter the Nursery with a very limited knowledge of the world in which they live and according to the requirements of the Early Learning Goals, will not attain the targets by the time they enter Year 1. Adults in the Foundation Stage compensate for this and reinforce effectively children's growing awareness and curiosity about a range of objects and events. As a result of satisfactory teaching, children make steady progress. Children in the Nursery enjoy remembering and talking about things that have happened to them and begin to differentiate between the past and the present and develop a sense of time. In a topic about themselves they made books about what they are able to do now compared with when they were babies. They designed and made houses for the Three Pigs in the story as part of a topic on building. A well-organised visit was made to the adjacent building site for the new school. The children had visited several times previously to observe the progress and change in the features of the construction. They pointed excitedly as they observed the workmen using a variety of building materials and vehicles. Adults were skilful in helping children to define in words their experiences. One child said the gravel was 'crunchy like biscuits', and the digger 'scooped up the bricks'.
67. In the Reception classes the children show an interest in using the computer. Several children are developing keyboard skills and know how to use a mouse. They are able to enjoy simple programs and perform basic functions. Teachers offer sound opportunities for children to explore the five senses. Children investigate the similarities and differences between a variety of attractive objects they can see and touch. They explore the natural world and during the inspection, they enjoyed watching the movements and behaviour of a large spider which was housed in the classroom vivarium. They learn how to use various tools and equipment competently and appropriately to shape, assemble and join construction pieces together. Children are increasingly confident as they find their way around the school. Teachers offer sound opportunities for children to express feelings and describe significant personal events and facts about their own families.

Physical development

68. Most children will not meet the expected targets in this aspect of their development when they are ready to start Year 1. At the time they enter the Nursery they have underdeveloped physical skills and poor co-ordination. As a result of an effective programme of work, careful planning and satisfactory teaching overall, most children make sound progress by the time they are ready to start Year 1. The quality of teaching is usually good in the Nursery. Teachers throughout the Foundation Stage work hard to develop children's physical skills. Outdoor play experiences offered to the youngest children give satisfactory opportunities for them to practise and improve their manipulative skills in the Nursery. They negotiate an appropriate pathway when walking, running or using wheeled toys. The good work in the Nursery ensures that children experience many opportunities to develop their finer physical skills, such as pencil control and cutting skills. This work continues in the Reception classes Teachers help children to improve their hand-eye co-ordination so that they develop further their control and use of glue spreaders and scissors.
69. During physical education lessons children observe the effects of activity on their bodies. They enjoy moving and are beginning to show an awareness of space, how to follow instructions, how to move at different speeds and how to stop and start. Throwing and catching skills are developing well and children are learning to balance an object, such as a beanbag on various parts of the body. During the inspection, which was at the beginning of the school year, children in the Reception classes were unaccustomed to using the large hall for physical education lessons. Some children found it difficult to concentrate and follow instructions and this affected

their progress. When teachers exhibit strong management and control, and ensure that children understand clearly what they are expected to do, children make better progress.

Creative development

70. The quality of teaching in this area of learning is satisfactory and, in some aspects, it is good. Although children will not meet the Early Learning Goals at the end of the Reception class, they will make steady progress towards them. Children make good progress in musical skills. Most of the creative elements of the early years curriculum, including painting, drawing, role play, sand and water are available as part of the continuous provision planned in the Nursery and Reception classes.
71. In the Nursery, children explore and experiment using a range of media and materials. They make constructions, paintings and collages and experiment using different textures. Children are beginning to learn how to co-operate as they play together and act out different situations. All staff display a perceptive knowledge and understanding about the educational needs of young children and provide direction and help. Children notice what they do and sometimes imitate and act spontaneously when the adult is not present. For example, one child acted out the role of the Nursery nurse in a dramatisation of the Three Little Pigs story. During a harvest assembly which was attended by a large number of parents and relations, children enjoyed performing and singing items from a wide repertoire of songs. With support they confidently acted out the story of 'The Enormous Turnip'.
72. As they mature, children make sound progress in acquiring a range of creative skills. Activity sessions develop the children's creative skills by a process of trial and error. Where the resources are well structured and children are suitably challenged, the quality of learning improves for all children. The quality of support and the input of non-teaching staff are significant for those children with special educational needs in the Foundation Stage and have a positive impact on their progress. In the Reception classes the provision of untuned percussion instruments encourages children to explore and experiment with different sounds and rhythms. Children enjoy accompanying their singing and the teacher's playing of the guitar, with rhythmical sound.

ENGLISH

73. Inspection judgements indicate that standards are overall well below those expected of seven and eleven-year-olds. Inspection findings are similar to the results achieved by the pupils in the national tests at the end of Years 2 and 6 in 2002.
74. Pupils' achievements are well below average overall, and there are factors that contribute to this. There is a well-above average number of pupils who have been identified as having special educational needs. The needs of these pupils are appropriately identified on their individual plans for learning, and overall they make satisfactory progress towards the targets set for them. However, as a result of their difficulties many are unable to make the rapid rate of progress that they require in order to achieve the national averages. Further contributory factors that have an impact on the learning of a minority of pupils are the very low rate of attendance and the high level of pupil mobility. Many of those entering the school other than at the start of their schooling have learning problems that have already been identified by previous schools.
75. In response to the low achievement of a significant number of pupils, the school has placed them into classes according to their ability. This is generally successful for the lower-attaining pupils and those with special educational needs, but is generally less successful in providing sufficient challenge for pupils of average and above average ability. Although pupils in both infant and junior classes do not make sufficient progress to achieve the levels expected at the end of Years 2 and 6, overall they make satisfactory progress from a well-below average starting point in Years 1 and 2. The progress that the pupils make in their learning in Years 3 to 6, however, is generally uneven and is clearly linked to the quality of teaching that they receive. Where the teachers'

planning is more precisely targeted to the needs of individuals and groups of pupils, then pupils make more rapid progress. However, in many lessons all pupils were given the same tasks, regardless of their capabilities. Progress for the lower ability pupils in Year 5 and pupils in Year 6 is better. A larger than usual proportion of time throughout the school has been allocated to the teaching of English, with additional time given to developing pupils' skills in writing and comprehension. Where the time is used well it benefits pupils' attainment; where the teaching is weaker the additional time is not used to full advantage. In these lessons, the principles of working intensely with a small group to develop their reading and writing while others work independently or of providing tasks that match the attainment levels of all pupils within the class are not fully understood so that pupils often waste time. The school has developed satisfactory systems to track the progress that pupils make, but this information is not yet used sufficiently well to ensure that pupils of all abilities are given work that is matched to their capabilities.

76. When pupils start in Year 1 they lack confidence when speaking and their listening skills are well below those found in the majority of schools. Most of the pupils have very limited vocabulary and find it difficult to answer in sentences. Many struggle to describe their experiences in any detail and remain passive during question and discussion sessions when they are not required to contribute. In some classes the pupils are challenged well during discussions, with teaching more thoughtfully targeted to develop pupils' skills. For example, in a Year 6 class when discussing the characters in the story of Macbeth the pupils were encouraged to identify and explain how they had formed their opinions about the characters from the 'clues' within the text, rather than just answering literal questions about the content. In many other lessons, however, questioning and discussion did not encourage pupils to deliver more than one word responses. Often the closing part of some lessons was rushed or not used sufficiently well to encourage pupils to talk about what they had learned. The school has not yet developed clearly planned opportunities to promote pupils' speaking and listening within other subjects or through drama, debate or role-play. This limits pupils' exploration of technical language and subsequently their writing powers.
77. In reading, standards are well below those expected nationally at the end of Years 2 and 6. A higher than average number of pupils have been identified as having difficulties in reading. The pupils have opportunities to practise their reading skills and develop an interest in books during the literacy lessons and during extra planned sessions for private reading. However, the range of fiction and non-fiction books on offer is limited, particularly for the older higher and average-attaining pupils. As a result, many do not have a breadth of reading experiences and do not develop an interest or love of books.
78. In Year 2, the average and above average pupils have a secure grasp of letter sounds and use these along with picture clues to help them work out words that are new to them. They respond to the text with interest and understanding. Although the higher-attaining pupils read accurately and fluently and generally take notice of punctuation, they lack expression when reading. The below average pupils are less confident and are at the early stages of reading. When reading from simple texts their reading is hesitant and lacks fluency. They use initial letter sounds to work out words that are new to them but are insecure when trying to blend their letters.
79. By Year 6, the pupils' knowledge of books is impoverished. Their range of reading is narrow, usually confined to the books that are available in school. Many find it difficult to quote a favourite author or book and those who do so cannot talk knowledgeably about any of the books that they have read. The small number of above average eleven-year-old pupils read with accuracy and fluency but lack expression when reading aloud. They understand the events of the story but are not always able to put these into context. Home-school contact books are used to encourage the participation of parents and carers in their children's reading. However, these are mainly used to record the books that the pupils have read and not used sufficiently to communicate pupils' progress or as a dialogue between home and school. Although the pupils in Year 6 understand the classification system used in the school's library, they do not generally use this for independent study. The two school libraries are accessible to the pupils but are generally not used as well as they could be to enable the pupils to develop reference and study skills and to provide opportunities for independent learning. Many of the school's non-fiction books in the

school library are old and shabby and there are some omissions in the range of available books such as in art, music and books that reflect the minority ethnic cultures in society.

80. Judged by the limited amount of work available for scrutiny at the start of this academic year, the pupils' attainment in writing in Years 2 and 6 is well below average overall. The most able and average seven-year-olds are beginning to write independently, putting their ideas in a logical sequence. The most able pupils are beginning to use capital letters and full stops correctly to denote sentences, although spelling is not generally secure, with many errors, for example, 'wos' instead of 'was'. Pupils who are considered average for the school are beginning to write two or three sentences independently but do not yet use full stops and capital letters appropriately. The below-average-attaining pupils are at an earlier stage of development. They struggle to write one sentence to describe an activity and do not use capital letters or full stops. Pupils are developing their handwriting using joined script but this is not always well formed. The presentation of pupils' work is generally untidy.
81. The more able eleven-year-olds are developing their knowledge of grammar and punctuation. They generally use capital letters and full stops accurately in their writing and are beginning to use speech marks appropriately. They are beginning to understand how to plan a story and organise their ideas to write a simple play script. The average pupils are able to sequence events and put these into sentences, although sentence construction is insecure. Below average pupils write their ideas in order and are beginning to use full stops and capital letters when writing sentences. Spelling by the majority of pupils in Years 3 to 6 is generally weak. In some classes the teachers are developing pupils' knowledge of spelling patterns but this is not yet general throughout the school. Although pupils regularly practise their handwriting skills, there is insufficient emphasis placed on the neat presentation of work.
82. Pupils on the register of special educational needs make satisfactory progress towards the targets set for them. Their needs are well identified. In addition to the placing of pupils into groups according to ability, there is a range of initiatives to improve the skills in reading and writing of those pupils who have the greatest difficulties and targeted pupils make sound progress. The good support that the pupils receive from learning assistants within both classes and withdrawal groups ensures that they are given every opportunity to develop speaking and early reading and writing skills.
83. The quality of teaching seen ranged from very good to unsatisfactory throughout the age range and is judged unsatisfactory overall. Overall, the quality of pupils' learning in Years 1 and 2 is satisfactory, with just two lessons which were unsatisfactory. In these lessons the teacher has had limited experience in teaching pupils of this age range and has not yet developed appropriate strategies to engage the sustained interest of the pupils or methods of successfully managing their behaviour. This results in a dip in the rate of learning of these pupils. In the more effective lessons, the teachers used a range of strategies and activities that engaged the interest of the pupils, with lessons that provided sufficiently challenging activities that were more precisely targeted to the needs of individuals and groups of pupils. Good use was made of resources including the learning support assistants. In one Year 1 class, however, the lack of additional support for pupils who are at the early stages of learning meant that the tasks given to the pupils were insufficiently challenging.
84. In Years 3 to 6, pupils' learning is unsatisfactory overall. This is as a result of the variations in the quality of teaching that they receive. This is generally stronger in Year 6 and the lower ability class of Year 5. Where teaching is most effective, the teachers have a sound subject knowledge and are clear about what they want the pupils to learn and lessons are conducted at a good pace with tasks that are clearly linked to pupils' abilities. Good use is made of questioning and discussion to encourage pupils to reflect on their learning and to develop their understanding. In these lessons, good strategies have been established to manage the pupils and, as a result, they are attentive and learn well. In the less effective lessons, the objectives for the lessons are not always clearly or sufficiently based on what pupils already know and can do. This results in underachievement by many pupils. The pupils' work is marked regularly, although the quality of

marking is inconsistent. At best, comments are evaluative with clear suggestions for improvement but this is not common practice.

85. The school has recognised that there are shortcomings within the school's overall planning, which is often too rigid in focusing on the work expected in the National Literacy Strategy of an average pupil at each age. There are plans to adapt this so that work is more clearly planned to meet the needs of all pupils, according to their ability. Additionally, opportunities for pupils to develop their literacy skills in subjects across the curriculum are limited. Coverage of areas such as speaking and listening skills, drama, writing in different contexts and links with information and communication technology, are not adequately co-ordinated centrally.
86. The management of English is satisfactory. The co-ordinator has recently returned from an exchange visit and has not yet had opportunity to evaluate the provision for English since the school's amalgamation. The school has developed satisfactory procedures to assess the achievements of its pupils, based on the standardised tests given annually. This information is used to track the achievements of pupils as they move through the school, to make predictions and to set individual targets in writing. However, the information is not always used as well as it might be to plan and set work that is well matched to pupils' abilities within lessons. The co-ordinator has produced an action plan which provides a clear idea of what needs to be done to develop the subject further. With the exception of the libraries, resources to support work in literacy are satisfactory.

MATHEMATICS

87. Standards in mathematics are well below the national average overall and reflect the school's performance in the recent National Curriculum tests. Although pupils at the end of Year 6 in 2002 reached the school's target, standards were still well below the national average. Standards of pupils in the present Year 6 class are also well below the standards achieved by pupils in most schools and these pupils are not expected to reach the standards of last year and therefore are not well placed to reach the school's target.
88. During the inspection, pupils in Year 2 achieved standards well below the national average. For example, the majority of pupils understand place value to 100 and, while the more able pupils add and subtract tens and units, they do not apply these skills to other areas of mathematics. They recognise two and three-dimensional shapes and describe some of their properties. They also identify faces, edges and corners of the shapes.
89. Pupils in Year 6 achieve standards well below the national average in all aspects of mathematics. Although the majority understand place value to 1000, they do not use their knowledge either quickly or confidently enough in calculations. The majority do not develop their own systems for problem solving, nor do they have satisfactory mental skills in mathematics, as their knowledge of multiplication tables is weak. In the Year 6 lessons observed, pupils are beginning to recognise equivalence in fractions, but the lower-attaining pupils need a great deal of help from the teacher. The pupils interviewed were unsure about using data apart from bar graphs. Data handling and investigations in mathematics are particular weaknesses overall.
90. Although there were examples of good and excellent teaching in mathematics, teaching overall is unsatisfactory in raising standards. Throughout the school, pupils are streamed by ability in English but, in some lessons, teachers do not take sufficient account of their abilities in mathematics. Pupils with special educational needs make satisfactory and, at times, very good progress because work is well matched to their abilities. In most cases, however, the more able pupils, especially in Years 4, 5 and 6, do not make satisfactory progress and this reflects the quality of teaching.
91. The best teaching is in Years 2 and 3 and in the special educational needs classes in Years 4 and 6. Where teaching is satisfactory or better, the teachers' explanations are clear, work is well planned to match pupils' abilities and the teachers make good checks throughout the lessons to

ensure that pupils understand the work. Skilful questioning leads to thorough ongoing assessments and the teachers make high demands on the rate of work and presentation. In the successful lessons the teachers enthuse pupils and consequently they are well behaved because they understand the teachers' expectations and are interested.

92. Where teaching is unsuccessful, the planning is unsatisfactory and some teachers do not plan different work for the different ability groups. Consequently, some pupils are not well motivated, fail to make adequate progress and are badly behaved. Teachers have low expectations of pupils' abilities and behaviour. Although pupils' work is marked up to date, there are insufficient comments to help them improve standards. In many classes where pupils make unsatisfactory progress, teachers overuse worksheets as a resource and this reduces pupils' independence and motivation.
93. Although teachers follow the National Numeracy Strategy when planning lessons, it does not have a sufficiently strong impact on pupils' learning. At times, the mental activities are too long and result in restlessness and lack of attention. Pupils then have insufficient time for revision and teachers fail to consolidate their learning. Pupils do not have sufficient opportunities to practise their numeracy skills in other subjects, for example, history and geography, as the school allocates insufficient time to these subjects. Some mathematics lessons are too long (75 minutes) and this results in lack of interest and motivation.
94. To judge the lessons observed and the analysis of pupils' work, the pupils with special educational needs are well provided for throughout the school, but the provision for the average and especially the more able pupils is unsatisfactory, especially in Years 4 and 5. The school therefore, is not an inclusive school in terms of all pupils making satisfactory progress.
95. The leadership and management of mathematics are satisfactory. The co-ordinator has a commitment to raising standards and each class has a wide range of attractive books and worksheets. However, there are insufficient computers for pupils to benefit from the information and communication technology resources and this contributes to unsatisfactory progress in data handling and investigations.
96. Although there is an appropriate range of assessments and the co-ordinator monitors pupils' results in the national tests, day-to-day assessments are not used rigorously enough when planning the next activities. Pupils are given targets in mathematics but they are not referred to in all lessons. Although the co-ordinator has a thorough understanding of the results of national tests and knows the areas which need improvement, she has insufficient opportunities to observe pupils working in class and therefore give the guidance necessary to some teachers. There are sufficient teachers for mathematics and they are very well supported by classroom assistants for pupils with special educational needs. However, in a small number of classes, the teachers have not had experience in teaching the year groups, do not plan appropriate work and have difficulty managing behaviour. The accommodation is satisfactory overall but three classes do not have running water and this makes the teaching of capacity difficult.

SCIENCE

97. Inspection evidence indicates that pupils' attainment at the age of seven is likely to be below the national average, and to be well below at the age of eleven. Pupils achieve satisfactorily in their acquisition of scientific knowledge, although their attainment is below that expected nationally. Their very low level of attainment when they enter the school, the high number of pupils with learning difficulties and complex problems, and the low level of literacy and numeracy skills further frustrate their progress. These factors affect their scientific knowledge and understanding and the quality of recording of scientific work. Pupils with special educational needs make satisfactory progress in the light of their prior attainment, because of the good support they receive from the support assistants.

98. In lessons, the teachers encourage the pupils to make predictions, explain their thinking and make accurate observations, but their weak literacy and numeracy skills impact upon their scientific learning. As a result, pupils undertake simple investigations, but most need intensive adult support in order to use the results to come to sensible conclusions. A few pupils possess a satisfactory scientific knowledge and vocabulary and are beginning to show a basic understanding of what a fair test is. They learn about humans, animals, plants and materials and are beginning to understand the principles involved in electricity and forces. Their learning is carefully matched to their direct experience and this raises their confidence in investigations and reporting. For example, Year 1 pupils worked with interest in their lesson on electricity and most were able to identify domestic appliances that use electricity, and understood that a three-pin plug is used to connect to the power source. Year 2 pupils, in their work on electricity, made a simple circuit successfully and expressed excitement at seeing the bulb light up when the circuit was completed successfully. To achieve this, three adults gave intensive support, and the resources were changed to accommodate the needs of the pupils. For example, when pupils found the screwdrivers difficult to handle and inappropriate for the task, crocodile clips were used instead, to enable the pupils to complete the electrical circuit. There is limited use of other subjects to enhance the learning and reflect pupils' scientific knowledge.
99. In Year 6, as a result of the very good and excellent teaching, progress is very good. Pupils are beginning to organise their work to achieve the clear objectives set. Many identify the key points for investigation and record their results in an appropriate way, but lower-attaining pupils are less secure because of their limited literacy and numeracy skills. In one excellent investigative lesson on the measurement of weight as a force, the organisation, planning and differentiation of pupils' work were very good, and the very clear and detailed explanation of the work to be attempted left pupils in no doubt as to the tasks to be completed. All pupils maintained concentration, worked independently or in groups well and made good progress. Particularly beneficial to pupils' learning in Year 6 is the emphasis on methodical development of pupils' thinking skills during practical activities, so that they are learning to think scientifically using a wide range of thought processes. Learning skills have been extended and pupils are beginning, with support, to logically predict what is likely to happen in an experiment, They use set criteria to conduct a fair test, for example on air resistance, using two paper helicopters of different sizes and record their findings accurately. As a result, many pupils have a secure understanding of fair testing and the importance of controlling variables.
100. In other classes, not all teachers maintain a good balance between work on work sheets and pupil-generated work. In one Year 3 lesson, teaching time was lost because of poor management and low expectations of what the lower-attaining pupils could achieve and pupils made little progress. The pupils' scientific understanding lacked depth. The pupils' skills in interpreting information in the form of graphs, charts and tables in the lessons seen are less well developed, because of the low level of numeracy skills. For example, in a Year 5 lesson, the pupils carried out tests on pulse rates during various stages of exercise, but the combination of inappropriate expectations by the teacher and pupils' low numeracy skills resulted in unsuccessful attempts by the majority of pupils to represent their findings in a line graph and the task was abandoned.
101. Most pupils throughout the school are interested in investigative work and this is especially beneficial to pupils with special educational needs, who receive good quality support from classroom assistants. Most pupils have a good attitude to science. They are involved in their work, share equipment and learn to work well together. There is a high level of interest and motivation in lessons where teaching is good or better, and pupils settle quickly to their recording tasks. Higher-attaining pupils use scientific vocabulary well, but whilst teachers stress the relevant scientific terminology in most lessons, many pupils are unable to recall this vocabulary correctly and confidently.
102. The quality of teaching is very variable. In Years 1 and 2 it is good, but in the junior classes it ranges from excellent in Year 6 to very poor in Year 4. There is emphasis placed on appropriate work covered in scientific enquiry, but in some Year 3 and 4 classes, the expectations of behaviour and achievement are not made explicit to pupils and, as a consequence, scientific enquiry is reduced to playing with the equipment, rather than investigating the problems.

Resources are generally adequate to support the delivery of the science curriculum. Pupils' attitudes to science are very good and one Year 6 boy described the subject as 'Brilliant!' The pupils speak confidently, but at times their power of recall is not correct. For example, one higher-attaining pupil in Year 6 asserted, incorrectly, that 'an atom is part of an electron'. Throughout the school there is less evidence of pupils using computers to support the recording of evidence and the presentation of results. Visits further afield to enhance their scientific knowledge and understanding are few.

103. The teachers' planning shows that all of the appropriate strands of science are covered in Years 1 to 6. However, there is limited use of other subjects to enhance the learning and reflect pupils' scientific knowledge. For example, the teachers are unable to make effective, regular use of information and communication technology to support pupils' work because of the lack of adequate computer facilities.

104. The subject is well managed. The co-ordinator has analysed recent test results to identify strengths and areas of weakness. There is an appropriate scheme of work in place, which is to be reviewed. In order to support the progress of pupils through the school, assessment is an area marked for development. Currently, there is no scrutiny of teachers' planning to ensure that the scheme of work is taught effectively, nor any analysis of pupils' work to monitor

standards. In the past, visits to places such as the British Nuclear Fuel plants at Heysham and Springfields took place to enhance pupils' scientific learning, but these visits have been discontinued. Resources are generally adequate.

ART AND DESIGN

105. Because of timetable arrangements it was possible to observe only three art lessons during the inspection. Judgements about art are based on the lessons seen, pupils' previous work on display and discussion with the subject co-ordinator.

106. Judged by the limited evidence available, standards in the infants are similar to those expected nationally. Standards for the majority of older pupils are below average. Pupils achieve satisfactorily in the infants but there is some underachievement in the juniors. This is largely as a result of the limited time allocated to the subject and the lack of checking of planning to ensure the systematic and consistent teaching of skills and techniques. As a result the pupils are not making the required progress in all aspects of the subject.

107. In Years 1 and 2, pupils work with a range of materials and tools appropriately. They use pastels and pencils when drawing pictures, using a viewfinder appropriately to develop their skills in close observational drawing. They are developing their skills in mixing these to match shades. The lower ability group of pupils has difficulty when drawing their pictures and produce drawings that are at an early stage of development. Earlier work indicates that younger pupils use coloured paper to make collage pictures about their families and have painted pictures of themselves. Pupils in Year 2 have used the computer to generate pictures of faces and patterns using three-dimensional shapes in connection with their work in numeracy.

108. Pupils in Year 3 consolidate their knowledge of symmetry when exploring and designing symmetrical patterns. Pupils in the lower ability class in Year 5 discuss the techniques used in still life pictures and further develop their observational skills by drawing details from a range of prints. Earlier work indicates that pupils in Years 4 and 5 have experimented with the use of colour to represent the seasons. There is no evidence to indicate that pupils have had opportunities to further develop their skills in using computer programs to design and generate pictures or opportunities to experience a range of media such as clay or a broad range of work in three dimensions. This element is unsatisfactory. Although the older pupils have sketchbooks, these are not used consistently for pupils to practise their skills and develop early ideas.

109. As only three lessons were observed during the inspection, it is not possible to make a secure judgement about the overall quality of teaching. In the lessons seen, teaching was satisfactory overall. One lesson was good; in this lesson the teacher used her mathematical knowledge well to enable pupils to produce some satisfactory designs when using symmetrical patterns. In the lessons seen the teachers had prepared well and resources were used appropriately and engaged the interest of the pupils. Pupils' attitudes within the lessons seen were positive and enthusiastic. They behaved well and handled the materials and resources with care. Pupils were proud of what they produced and exhibited good levels of concentration.
110. The subject is managed satisfactorily. The co-ordinator who has had responsibility for the subject in the infant school, has not yet had opportunity to monitor and evaluate the work in the juniors. The school has adopted the recommendations of national guidelines to provide continuity across the school. There are currently no formal procedures for the assessment and recording of pupils' work. As yet no evidence is kept of pupils' work to assess standards. Resources for art are adequate overall and are easily accessible to both teachers and pupils. The school holds an annual 'art week' and the results of this are used in the exhibition of children's work which is held by the local authority.

DESIGN AND TECHNOLOGY

111. It is not possible to make a secure judgement about standards and teaching in design and technology as there were only two lessons observed during the inspection and no work retained on which to base a secure judgement about standards. From the evidence available however, it is clear that by the ages of seven and eleven, pupils cover too little work to reach satisfactory standards and progress is unsatisfactory. This is largely as a result of the lower than average amount of time given to the subject and the lack of a clear programme to develop pupils' skills and techniques. The school has adopted the use of national guidelines to ensure planned coverage of the required curriculum. Although there is guidance on the topics to be studied, there is insufficient guidance about the stages at which the pupils are to learn the required skills.
112. In Year 1, the pupils are developing their understanding of how to make a moving picture using a sliding mechanism. However, they are not given the opportunity to investigate how to make the finished product as they use the templates that they are given and are only required to position the slides so that they move appropriately within given slots. Pupils in the lower-attaining group in Year 5 are developing their skills in sewing, when they learn how to use cross-stitch. They are developing this skill so that it can be used when they decorate the purses that they have made. In their earlier work pupils in Year 6 have designed and are making slippers. They first looked at a number of slippers and made a paper pattern on which to base their slippers. These have not yet been completed.
113. In the lessons seen the quality of teaching was satisfactory in one and very good in the other. In the more effective lesson, the teacher provided work that was appropriate in order to develop the pupils' skills in sewing in order to apply them to a finished product. The tasks given to the pupils were appropriate to their needs and enabled them to make good progress in developing the necessary skills. Appropriate materials and equipment were well prepared and the management of the pupils was good. The pupils responded well, working with interest, and sustained concentration when practising their sewing skills. In the satisfactory lesson, although the pupils developed their knowledge of how to make a picture appear to move by making a slider, they were given no opportunity to investigate for themselves, plan, design or modify their work or to record their efforts in any way.
114. The co-ordinator manages the subject satisfactorily. She was formerly the co-ordinator for the subject in the infant school but has not yet had opportunity to monitor the teaching and learning or pupils' work across the school. There are currently no formal procedures for assessing and recording pupils' achievements and as a result teachers do not have a secure knowledge of the skills, knowledge and understanding reached by the pupils. Resources for the subject are adequate for coverage of the curriculum, although there is a shortage of construction kits for older pupils. This is a subject that could have clear and obvious links with information and communication technology, but its current use in the development of design and technology is unsatisfactory.

GEOGRAPHY AND HISTORY

115. Standards in humanities are well below the standards expected nationally. The pupils, including the more able and those with special educational needs, make unsatisfactory progress overall.
116. By the end of Year 2, most pupils understand the differences between the past, present and future and they compare and contrast modern and older toys. They learn about famous people in the past: for example, they compare and contrast the hospitals where Florence Nightingale worked with their local hospital. The pupils are beginning to use historical vocabulary and discuss the different types of toys that their parents and grandparents had.
117. By the end of Year 6, pupils remember some events of the historical periods they have studied in British history and also in ancient civilisations. For example, they remember some facts about

Henry VIII and his wives. However, they do not know other relevant facts about the Tudor period. They remember studying the Egyptian period and some aspects of their lifestyles and customs, for example, the details of mummification. However, they do not have a sufficiently wide knowledge or detailed understanding of the periods they have studied and are unsure of the chronological order of events. Most pupils find difficulty in relating an event to the cause or impact. Most pupils are not sufficiently skilled in using a wide range of historical information. Most of the pupils interviewed gave short answers that lacked detail and secure historical understanding.

118. In a Year 2 geography lesson, most of the pupils understood the special features of an island; the majority explained that an island is a piece of land completely surrounded by water. The more able pupils identified England and Scotland on a map of the United Kingdom. Pupils enjoyed the book 'Katie Morag' and as a result understood the lifestyles of people on an island compared with those on mainland, especially in terms of transport and communications. Most pupils understand the physical features of a seaside resort and know that they live near the coast. They also know some local places of interest. In most cases, the pupils' poor standards in English prevent them from using information in atlases and reference books independently. However, the good teaching in Year 2 ensures that the resources match their abilities.
119. By Year 6, the pupils compare and contrast inland and coastal regions and, in the lesson observed, understood some effects of the sea on coastlines and on people's lives. Most pupils know the effects of erosion on property. Because pupils do not have the opportunity to learn mapping and orienteering skills or the practical skills of geography, their standards are unsatisfactory. In the lesson observed and the planning for other lessons, identical books were used for all pupils and many of the pupils found the vocabulary difficult and lacked understanding. Pupils have insufficient opportunities for independent research using maps or ICT. They have insufficient knowledge and understanding of environmental issues and conservation.
120. Progress in the humanities is directly related to the quality of teaching and the opportunities for practical work and observations. Although the school has purchased some new books, there are insufficient atlases, globes and computer software. The school does not plan sufficient visits to enhance pupils' understanding of either geography or history. As many pupils have low standards in reading and therefore finding information from books, they need the enrichment, knowledge and understanding which come from a wider range of visits and practical activities. For example, pupils in Year 5 have recently completed a survey on the pedestrianisation of a high street in the locality. They spoke with interest about their work, described the people they had interviewed and discussed their results in detail. Although they had difficulty in writing their results, they understood the purpose of their activity and used geographical vocabulary well. However, there are insufficient activities of this nature.
121. The teaching of history and geography is unsatisfactory in the development of research skills and bringing the subjects to life. Pupils do not benefit from the enrichment which humanities can offer; for example, visits to places of historical interest, visitors and drama. Consequently, the humanities do not make a good contribution to pupils' spiritual, moral, social and cultural development. There are no effective whole-school assessment systems. However, the co-ordinator for geography has plans to improve the curriculum and these include more reference to the National Curriculum, more investigations, an effective assessment system and increasing the range of resources. The humanities have not had a sufficiently high profile as the emphasis has been on English and mathematics. The headteacher and staff recognise the need to improve aspects of the humanities curriculum.

INFORMATION AND COMMUNICATION TECHNOLOGY

122. Attainment is below the standards expected by the end of Year 2 and poor in the current Year 6 class. Although current standards in Year 6 are very low, the picture is improving as the school has introduced a systematic scheme of work to ensure all of the pupils develop the skills as they progress through the school. However, the school has very limited resources in terms of both

computers and relevant software and this limits the pupils' opportunities to practise what they have been taught. Furthermore, inconsistencies in the staff's level of competence and confidence and the lack of technical support on site are influencing the extent to which information and communication technology is used to support learning across a range of subjects. The infant pupils are currently making satisfactory progress and standards are likely to reach those expected for their age at the end of this academic year. However, all of the pupils in the junior classes are covering the same work. This places a severe limitation on the pupils' progress and consequently standards are likely to remain poor by the end of Year 6.

123. In the infant school, the pupils have a basic understanding of the component parts of a computer. They use simple word processing and graphics programs to produce text and pictures. For example, they produce geometric patterns in the style of Mondrian. They learn how to select different colours and how to flood fill the background and different shapes. They save and print their work with support and understand that the computer can be used to change text and reorganise information. Using a large roller ball mouse, the pupils in Years 1 and 2 manoeuvre a cursor around the computer screen, searching for symbols or words with increasing confidence and skill. The pupils have an understanding of appliances that make use of new technology and those that respond to directions. For example, they know how to use a cassette recorder and can sequence instructions. Pupils with special educational needs receive sensitive support and this enables them to keep pace with their peers.
124. In Year 3, the pupils are making satisfactory progress in word processing and graphics programs because they are working at the appropriate level. Older pupils have some understanding of control technology, word processing, data handling and desktop publishing but there are no clear individual records of their achievements. Consequently, the most able pupils in Year 6 are essentially following the same programme of work as the least able pupils in Year 3. In Year 5, the pupils are beginning to use a range of word processing and graphics skills using the computer. For example, they use text and graphics to prepare greetings cards. They have developed their knowledge of the keyboard so that they can change fonts for different effects. However, because of the limited number of computers in each classroom and because many of the staff are not systematic in ensuring that all pupils have access to the computers to practise what they have been taught, the pupils' progress is further limited. Although the school has Internet access, computers are not used sufficiently for independent research or group work in other subjects to help the pupils improve in confidence or familiarise themselves with basic skills.
125. Most pupils show positive attitudes towards information and communication technology but on occasions poor behaviour further limits the pupils' progress. For example, in a Year 4 class, very little learning took place because very few pupils paid any attention to the teacher and too few had the opportunity to practise using the shift key to access a greater range of keyboard symbols. However, in a Year 6 class, because the teacher had established a good working relationship with the pupils, they were able to make satisfactory progress in using the computer to make a poster promoting a barbecue more eye-catching.
126. The teaching is satisfactory in the infant classes where the teachers and support staff are developing an increasing understanding of how computers can be used to support learning in other subjects. It is unsatisfactory in the junior classes because the pupils are given too few opportunities to develop their skills. A further limitation is that throughout the school, the teachers have not developed strategies to overcome the problem of trying to teach new techniques when not all of the pupils can see the screen clearly enough. There is, however, a willingness from staff to improve their own knowledge and understanding of information and communication technology and its capability. For example, all of the staff have laptop computers to plan their work. However, there is no consistency in the school's assessment and record keeping procedures and consequently, most pupils are set the same information and communication technology work regardless of their ability. As a result of technical difficulties, the school is not yet using email as a method of communication with other schools. Furthermore the best-laid plans are prone to frustration because of the lack of immediate technical support.

127. The quality of leadership is satisfactory overall as the school has made good progress in enhancing the resources and in improving staff expertise. The co-ordinator recognises the need to develop assessment procedures and to develop the teachers' planning to ensure that class-based computers are used to full effect to support learning across the curriculum.

MUSIC

128. The pupils, including those with special educational needs, make satisfactory progress. Standards of attainment are in line with expectations in the current Year 2 and 6 classes. This is because the pupils receive consistently good teaching from a music specialist. A recently adopted scheme of work, based on national guidelines, is in place in Years 1 to 3, and is to be implemented shortly in Years 4 to 6. As a result, planning is now co-ordinated across the school and the pupils learn their musical skills in a logical progression.
129. No teaching was seen in Years 1 to 2, but planning indicates that it is well supported through the integrated use of published and school schemes, and is taught regularly to ensure that the pupils gradually and systematically acquire and practise their skills, whilst gaining knowledge and understanding of music. The singing in two Years 1 and 2 assemblies indicated that pupils have a good sense of rhythm and can sustain a repeated pattern at a steady tempo. They use these skills effectively when performing clapping accompaniments to hymns, such as 'Thank You Lord for all my Friends' and when they use untuned percussion instruments. Pupils usually pitch notes fairly accurately and sing with enjoyment. Appropriate jingles are used to reinforce school rules and good behaviour such as 'If You Come to Boundary School'.
130. In Years 3 to 6 the quality of teaching seen is good. Teaching is well planned and learning objectives are clarified with the pupils to ensure that they have good knowledge of what they are to learn. At the end of the lesson these objectives are checked to see if they have been accomplished. Pupils learn to control their voices to match the character of the speed and rhythm of the music, but less attention is paid to breath control, phrasing and diction, because of the large number of pupils in the two classes. In one lesson, Year 3 pupils demonstrated satisfactory rhythmic skills as they made animal noises, such as 'snip, snap', 'hiss', 'roar!' to accompany the music of 'Noah's Rap', and performed hand jive sequences to musical accompaniment. Years 5 and 6 pupils sing an expanding repertoire of songs in unison and simple two part songs. In the lessons seen, the pupils were able to keep a steady beat at a moderate pace with body sounds and untuned percussion instruments. They applied their previous knowledge and understanding to build up rhythmic patterns in layers (texture) and refer to simple notation sequences. Pupils develop their musical appreciation by listening and internalising music from other countries but these opportunities are few.
131. Pupils, particularly the younger pupils, receive satisfactory opportunities for performance and musical experiences, such as performing for parents and Christian celebrations. They listen to a variety of music when entering and leaving school assemblies, but during the inspection no opportunity was taken to discuss either the composer or the mood conveyed by the music. A visiting peripatetic musician, who teaches selected pupils, enriches the general provision for music, but the take up by pupils is small.
132. An experienced co-ordinator, who ensures that standards are satisfactory throughout the school leads the subject. The school is planning to purchase a range of musical instruments for older pupils, and also some representing other cultures. There is little information and communication technology software at the present time to support the teaching and learning of music. There is no after school music club. Visits and visitors to enrich the music curriculum and enhance pupils' cultural development are very limited.

PHYSICAL EDUCATION

133. Standards in physical education are unsatisfactory overall, with particular weaknesses in dance, games and outdoor adventurous activities. All pupils, including the more able, and those with special educational needs, make unsatisfactory progress.
134. A review of the school's documentation and timetables reflects a poor curriculum. Insufficient time is allocated to the subject and, as there are no planned outdoor adventurous activities for pupils in the upper school, the subject does not meet statutory requirements. The subject has not been given a sufficiently high profile in terms of curriculum, teaching and learning, extra-curricular activities and resources. The headteacher and staff do not ensure that pupils have sufficient opportunities to participate in a satisfactory range of games, gymnastics, athletics or dance activities.
135. The focus for lessons during the inspection week was on the development of skills in games (Year 1), on dance and swimming (Year 5) and on football (Years 5 and 6) during an extra-curricular activity. Judgements were also based on discussions with pupils and teachers as well as the co-ordinator and an analysis of resources.
136. Pupils in Year 1 move with reasonable control but have varying standards in their awareness of space and regard for the safety of others. Most pupils throw balls accurately and understand the rules of a racing game. However, some pupils have difficulty with hand and eye co-ordination when they move further apart.
137. In the Year 5 dance lesson, pupils performed the limited range of movements required but their lack of self-control and inability to concentrate interspersed by frequent outbursts of unsatisfactory behaviour prevented their progression to more imaginative work. In the Year 5 swimming lesson, where the teaching was good, pupils made good progress and were well behaved as they understood the teacher's instructions. However, insufficient pupils achieve the standards expected for their age.
138. Pupils have unsatisfactory attitudes to physical education, especially in Years 3 to 6, and this has a detrimental effect on their learning and progress. Although pupils follow instructions in most cases, they lack imagination and creativity, and behaviour is unsatisfactory where the teachers do not manage pupils well. Pupils in the recently formed football team are very enthusiastic, keen to learn new skills and have a genuine desire to do well for the school. The co-ordinator has established very good relationships with them and is successful in harnessing their loyalty and enthusiasm.
139. Teaching is unsatisfactory overall especially in dance. Lessons are not always planned as part of a sequence and do not develop pupils' knowledge, skills and understanding systematically. Because of insufficient time available for physical education, pupils do not consolidate and improve their skills. One aspect which is consistent in all lessons is the planning for warm-up and warm-down activities and pupils from an early age understand the value of these.
140. The leadership and management of physical education have been unsatisfactory in ensuring that pupils have an appropriate curriculum. However, the governors have responded to their concerns by appointing a co-ordinator. He is very enthusiastic: already he has identified priorities has organised after-school football training for boys and girls as well as a swimming club. He has already established links with the local secondary school and other professionals with the intention of improving the provision of physical education at this school.

RELIGIOUS EDUCATION

141. Attainment at the end of Year 2 and Year 6 does not meet all of the expectations of the locally agreed syllabus. Whilst all the elements of religious education are represented in the planning, the time allocated to the subject is low and it is not applied consistently throughout the school. Religious education does not have a high enough status in the school curriculum. The quantity of

resources to cover all areas of the syllabus is inadequate. Assessment procedures are not in place and too often all of the pupils are given the same work to do in most classes, regardless of their ability. However, the pupils with special educational needs make good progress as they receive good support from the classroom assistants. Pupils are given satisfactory opportunities to explore the common threads between religions, but there are no visits, apart from those to the local church, and no visitors from other major world faiths to enable pupils to increase their knowledge and understanding and gain at first hand a deeper insight into the subject.

142. However, the school is developing opportunities for the pupils to consider values and experiences. During 'Circle Time', recently introduced, pupils are asked to contribute to discussions and express their personal fears and feelings, knowing that their contributions will be valued and respected. The school has developed its collective worship planning, so that the majority of assemblies include music, prayer, celebration and opportunity for reflection. These are linked appropriately to the religious education themes being studied and are relevant to the pupils' everyday lives.
143. Whilst it is appropriate for pupils in Years 1 and 2 to engage in oral work as they gain much from talking, discussing and listening, their associated literacy skills, such as writing skills, are very limited, as shown in their religious education books. A lack of regular written work restricts pupils' opportunities to show what they know, can do and understand. Overall, religious education lessons make a satisfactory contribution, together with acts of collective worship, to pupils' spiritual, moral, social and cultural development and their skills in literacy, such as speaking and listening. The emphasis which all adults place on the need to show care and concern for others supports the teaching of religious education and contributes effectively to pupils' personal development. Positive aspects include the increased opportunities to study and discuss a wider religious curriculum, the teaching in the lessons seen and the commitment to improvement by the co-ordinator.
144. The quality of teaching in the three lessons observed was good overall. Teachers' management strategies were effective in all these lessons, allowing good progress to be made. In one very good lesson seen in Year 4, pupils were given the opportunity to discuss, reflect, watch and listen and the subject became 'alive' through the practical activities and their linking with the every day life of the pupils. The combination of storytelling by the teacher, the messages conveyed by an appropriate video and a practical session when all pupils made and proudly wore their tefillin on their arms resulted in many pupils showing a good understanding of the significance of symbolism in the Jewish faith. To reinforce their understanding, the teacher then suggested they wrote their school rules and put them in their tefillin and make a mezuzah to put on their classroom door. In the classes where teaching is good, learning is also good. Many pupils show a good understanding in these lessons, but over a period of time, the inability of many pupils to recall past facts results in unsatisfactory progress. This was clearly demonstrated when talking to higher-attaining pupils in Year 6, who expressed a neutral attitude to the subject. They could recall, sketchily, their ongoing study of Buddhism, but experienced difficulty remembering any festivals, except that Christmas was 'Jesus' birthday'. In a lesson on Festivals in the Christian church, Year 2 pupils recalled the celebration of Harvest, and with some prompting from the teacher, higher-attaining pupils recalled Advent and Easter, but many had difficulty when sorting Easter and Christmas artefacts into relevant sets. The contribution to multicultural understanding is not yet extensive, and the school appreciates that this aspect and its associated resources need further development.
145. Since the recent appointment of a knowledgeable and enthusiastic co-ordinator, the school has consolidated its approach through the recent introduction of the Lancashire Local Agreed Syllabus. The co-ordinator has her own personal development plan for religious education, which is clear and detailed on how to take the subject forward. Resources are adequate overall.