

# **INSPECTION REPORT**

**Goodly Dale Primary School**  
Windermere

LEA area: Cumbria

Unique Reference Number: 112191

Inspection Number: 185880

Headteacher: Mr Martin Scott

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Reporting inspector: Mrs Jill Palmer 18152

Dates of inspection: 6 - 8 December 1999

Under OFSTED contract number: 707125

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

Type of control: Community

Age range of pupils: 4 to 11

Gender of pupils: Mixed

School address: Lake Road  
Windermere  
Cumbria  
LA23 2JX

Telephone number: 015394 62482

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Appropriate authority: Governing body

Name of chair of governors: Mrs Joan Stocker

Date of previous inspection: October 1995

## INFORMATION ABOUT THE INSPECTION TEAM

<b>Team members</b>	<b>Subject responsibilities</b>	<b>Aspect responsibilities</b>
Mrs Jill Palmer, RgI	English Science Art	Attainment and progress Teaching Spiritual, moral, cultural and social development
Mrs Vicki Lamb, Lay Inspector	Music Religious education Under fives Equal opportunities	Leadership and management Characteristics of the school  Attitudes, behaviour and personal development Attendance Support, guidance and pupils' welfare Partnership with parents and the community
Mrs Janice Hamer	Mathematics Design and technology  Information technology History Geography Physical education Special educational needs	Curriculum and assessment Staffing accommodation and learning resources Efficiency of the school

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## MAIN FINDINGS

### What the school does well

- Overall, pupils make good progress as they move through the school.
- Standards in all aspects of English are high in Key Stage 2 and high in reading at Key Stage 1.
- Standards in mathematics are high in Key Stage 2.
- Teaching is consistently of a high standard. Teaching observed was always at least satisfactory and very often good or very good.
- Pupils with special educational needs make good progress.
- Relationships in the school are very good. The pupils have good attitudes to their work and behaviour is good.
- Overall, the school's procedures for assessing pupils' attainments and for setting future learning targets are good, and particularly good in Key Stage 2.
- The provision for pupils' spiritual, moral, social and cultural development is good.
- The leadership and management of the school are very good. The headteacher is an effective and caring leader who provides clear, educational direction for the work of the school.
- The governing body provides the school with good support.
- The school makes good use of the local and wider international community to enrich the curriculum.
- The school's ethos is very good.

### Where the school has weaknesses

- I. The curriculum for pupils under statutory school age is too narrow and does not address, systematically, the nationally recommended areas of learning.
- II. There is insufficient monitoring of teaching and learning, particularly with regard to the work of pupils under statutory school age.
- III. There is an occasional lack of challenge for the more able pupils in Key Stage 1, particularly in writing.
- IV. The school's policy on homework is inconsistent and unclear to some parents.

**This school has many strengths, The strengths far outweigh the weaknesses. The weaknesses will form the basis of the governing body's action plan, which will be sent to all parents and guardians of pupils attending the school.**

**This is a very good school that provides a good standard of education and fully meets its stated aims. The staff are hard working and committed to raising the already high standards even further in all areas of the curriculum. All staff have high expectations of the pupils. This enables them to make good and at times very good progress.**

### How the school has improved since the last inspection

Standards in English, mathematics and science have improved since the last inspection. There has been an improvement in the quality of teaching. Under the very good leadership of the present headteacher the issues identified in the last inspection report have been very successfully addressed.

All teaching and non-teaching staff are now deployed well to meet the needs of the pupils, particularly in relation to the proportionally large number of pupils with special educational needs in the school. The school's long and medium term planning has been reviewed and now shows clearly when all subjects of the National Curriculum are to be taught and clearly identifies how pupils will be grouped. There is an agreed policy on the teaching of reading, which is consistently applied throughout the school. The school has very successfully developed the teaching area for the youngest pupils, providing separate teaching bases and an area for practical activities. The dining tables and equipment for physical education no longer pose a health and safety problem. The school is very well placed to make further improvements under the leadership and management of the headteacher and governing body.

• **Standards in subjects**

The table shows the standards achieved by 11 year olds in 1999 based on the National Curriculum tests:

Performance in	Compared with all schools	Compared with similar schools	Key
			<i>well above average</i> A
			<i>above average</i> B
			<i>Average</i> C
English	A*	A*	<i>below average</i> D
Mathematics	A	A	<i>well below average</i> E
Science	A*	A*	

• This is a small school with year groups ranging in size from just seven to eighteen pupils. The number of pupils taking part in tests or assessments in a particular year group is very variable but often small. The attainment of one or two pupils can, therefore, have a major influence upon the overall results for a single year. Nevertheless, the results of last year's tests are typical of recent years and fairly reflect the standards of work seen in the school by inspectors. They indicate a good improvement in standards of English since the last inspection.

The 1999 Key Stage 2 national test results show that when compared to similar schools, Goodly Dale School results place the school in the top five percent of all schools, despite the relatively high proportion of pupils with special educational needs.

• Attainment on entry to the Reception year broadly matches that found nationally. Overall, the standards attained by the time the pupils transfer to secondary education at the end of Key Stage 2 are high overall. Pupils make good overall progress. Throughout the school, the standards in literacy and numeracy are above average and progress for most pupils is good. Standards in literacy and numeracy are higher in Key Stage 2 than in Key Stage 1. Attainment in science in Key Stage 1 is average, but is very high in Key Stage 2. Standards in information technology and religious education are average and pupils make satisfactory progress in both key stages. Pupils with special educational needs make good, systematic progress as they move through the school.



## Quality of teaching

Teaching in	Under 5	5 – 7 years	7 – 11 years
English	Satisfactory	Good	Very good
Mathematics	Satisfactory	Satisfactory	Good
Science		Good	Good
Information technology		(i) Good	(i)
Religious education		(i) Satisfactory	(i) Good
Other subjects	(ii) Satisfactory	(ii) Satisfactory	(ii) Good

(i) *During the period of the inspection, it was only possible to observe one information technology lesson in Key Stage 1. Whilst the teaching was judged to be good, the observation of one lesson does not provide sufficient evidence to make an overall judgement about the quality of teaching in this subject. Only one lesson of religious education was observed in each key stage. It is therefore not possible to make a judgement about the quality of teaching in the subject overall.*

(ii) *Three lessons in art and one lesson in both music and history were observed. No lessons were observed in physical education and geography. There is, therefore, insufficient evidence to make secure, meaningful judgements about the overall quality of teaching in specific subjects. However, when these subjects are considered together, the quality of teaching overall is good.*

During the three days of the inspection, thirty lessons or parts of lessons were observed. In these lessons the quality of teaching was judged to be good overall. No teaching was judged to be less than satisfactory. Teaching was good or better in seventy per cent of all lessons. In thirty three per cent of the lessons observed, the teaching was judged to be very good or better.

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

### (ii) Other aspects of the school

Aspect	Comment
Behaviour	Good at all times during the school day.
Attendance	Good. Above the national average.
Ethos*	Very good; well-motivated pupils have positive attitudes to their work, particularly in Key Stage 2; relationships are very good; teachers' expectations are generally high, but particularly high in Key Stage 2.
Leadership and management	The leadership and management of the school are very good. The headteacher is very effective in providing the school with a clear professional lead through the high quality of his teaching. The school governors provide the school with good support. The systems for monitoring the effectiveness of teaching and learning are not yet fully developed. As a result, some weaknesses in the curriculum for pupils under five have not been realised as needing some improvement.

<b>Aspect</b>	<b>Comment</b>
Curriculum	<p>Good overall for pupils in Key Stage 1 and 2 where the school provides a broad and balanced curriculum. The National Literacy Strategy is well established and has been effective in raising the attainment of the pupils. The prompt introduction of the numeracy strategy is already having a positive impact upon the standards in mathematics. The school provides a wide range of extra-curricular activities. The links with schools in Germany and Romania are strength of the school and enrich the experiences of the pupils.</p> <p>The curriculum for pupils under five years of age is barely satisfactory. The curriculum is too narrow and does not give sufficient emphasis to the recommended areas of learning or the associated skills. This restricts the progress that the pupils make in social, physical and creative development, and in gaining knowledge and understanding about the world.</p>
Pupils with special educational needs	Good. The school provides good, individual support for pupils with special educational needs.
Spiritual, moral, social & cultural development	Good overall. The provision for pupils' spiritual development is satisfactory, for cultural development it is good and for social and moral development it is very good.
Staffing, resources and accommodation	Good overall. The accommodation is good and there is very good provision for the inclusion of disabled pupils. The school makes good use of the outdoor environment. Resources for learning are satisfactory.
Value for money	The school provides good value for money. Overall, the pupils are taught in a happy and caring environment. They make good overall progress and achieve high standards.

*\*Ethos is the climate for learning: attitudes to work, relationships and the commitment to high standards.*

### **The parents' views of the school**

#### **What most parents like about the school**

- (●) The children like attending the school.
- (●) The school encourages the parents to play an active part in the life of the school.
- (●) The staff have a clear understanding of where pupils have reached in their learning.
- (●) Individual target setting.
- (●) The school achieves high standards.
- (●) The school encourages the children to get involved in more than their daily lessons.

#### **What some parents are not happy about**

- (●) The progress of pupils in mixed-age classes.
- (●) The misbehaviour of some pupils.
- (●) Lack of information about homework.

The comments above are typical of those made at the meeting for parents and also reflect many of the positive responses on the parents' questionnaires. The concerns by some parents about the progress of

pupils in mixed-age classes are generally unfounded. The inspectors found that all pupils make at least good progress as they move through the school. This judgement is based upon the lessons observed, a review of test and assessment results and pupils' work over a longer period of time.

The behaviour of the pupils was good during the days of the inspection. There are very good systems and procedures in place to deal with any behavioural problems, should they occur.

The inspectors agree with the parents that the school's homework policy is not consistently applied and that better information should be provided for parents regarding homework.

## **KEY ISSUES FOR ACTION**

To continue the improvements already made and further raise the attainment and progress of the pupils, the governing body, headteacher and members of staff should:

- i improve the curriculum for pupils under statutory school age by developing and implementing a policy and framework for curriculum planning, which are based on the nationally recommended areas of learning and Desirable Learning Outcomes; (13, 32, 42, 54, 58, 78, 100, 101, 104, 105, 108, 109)
- ii implement procedures for the systematic monitoring of the quality of teaching and learning throughout the school, including that of the pupils under statutory school age;(51, 78, 79, 95, 144, 154, 175, 181)
- iii ensure that all pupils in Key Stage 1 are appropriately challenged at all times, in the writing tasks they are given. (23, 43, 49, 111, 115, 118)

Whilst the following are not significant weaknesses, the governors may also wish to give attention in their action plan to providing the parents with clear information about the school's homework policy and to ensuring that the policy is consistently applied.

**The numbers in brackets relate to the main paragraphs of this report where these issues are mentioned.**

### iii INTRODUCTION

#### iii Characteristics of the school

1. Goodly Dale Community Primary School is situated close to Lake Windermere; the area of Goodly Dale lies approximately half way between the towns of Windermere and Bowness on Windermere. The school has attractive and extensive grounds, which back on to community woodland. The surrounding area is made up of a combination of residential housing, hotels and businesses. Most of these are engaged in the tourist industry. Pupils come to the school from a variety of surrounding villages and a wide variety of backgrounds. Since the last inspection, the school's number of pupils on roll has increased from sixty-seven to seventy-nine pupils.
2. When the inspection data was collected from the school there were seventy-eight pupils on roll. This a small primary school. The pupils are taught in four classes. Class 1 provided education for eight Reception and seven Year 1 pupils. Six of the Reception pupils were under statutory school age when the inspection took place. Class 2 provided education for four Year 1 and ten Year 2 pupils. There were seven Year 3 pupils and seventeen Year four pupils in Class 3. In Class 4 there were seven Year 5 and eighteen Year 6 pupils. A part time teacher teaches the pupils in Class 4 for a day to provide time for the headteacher to carry out his management duties. This teacher also teaches music to other classes in the school. The school also employs a part time nursery nurse and three special needs assistants.
3. The attainment of the pupils upon entry to the school is just in line with that typically found nationally, for the age group. Some of these pupils have not attended any pre-school provision.
4. At the time of the inspection there were no pupils from ethnic minority backgrounds.
5. The proportion of pupils receiving free school meals is just below the national average, for a school of this size.
6. The number of pupils on the school's register for special educational needs is above the national average and represents twenty-two per-cent of the current school population. The number of special educational needs pupils in the school has increased since the last inspection. The school has become a Strategic Facility for the provision of education to children with physical and medical disabilities and this has resulted in some major restructuring of the interior of the school.
7. There have been two fixed period exclusions during the past school year.
8. The staff and governors of the school have developed clear aims for the school. These aims take account of the national priorities such as the National Curriculum, religious education and the development of links with the local and wider community. A statement on ethos precedes these:

*Goodly Dale School provides a happy, caring and secure environment where each child is helped to feel equally important and is encouraged to achieve his or her maximum potential in all aspects of school life.*

*These aims can only be achieved in the context of a curriculum, which is broad, balanced and directed at the needs and interests of the pupils.*

*Mission Statement*

*Goodly Dale Community Primary School aims to become a beacon of educational excellence, ensuring that all children achieve their full potential. To achieve this we aim to:*

*Provide clearly defined procedures within the curriculum so that children, staff and parents have the reassurance of a consistent and evaluative approach;*

*Be a melting pot for spiritual, moral, social, and cultural development so as to enable all children to develop their full potential and prepare them for all aspects of life;*

*Create an environment through close co-operation between staff, parents, pupils and governors, which will allow our children to be happy, safe and to develop well-rounded personalities;*

*Develop much closer links with the parents and friends of the school in order to enrich the lives of the children and make us the centre of our community.*

9. The main areas identified for improvement by the governors in their strategic plan are:
  - .using the governors' skills to help and support the school in its developments;
  - .curriculum monitoring and raising standards;
  - .improving further the relationships with parents and the community;
  
1. The school has a strategic plan which runs to the year 2003, and outlines the following areas for development:
  - . developing further links with parents and community;
  - . developing pupils' self-monitoring and evaluation;
  - . the introduction of the School Council;
  - . a review of the curriculum as a result of the implementation of National Curriculum 2000;
  - . the continuing development of assessment and the raising of standards;
  - . continuing staff development;
  - . the development of a wildlife/pond area;
  - . to further extend the Key Stage 2 playground;
  - . the development of a sheltered waiting area for parents;
  - . the further development of community links by extending the range of adult education classes, extending and furthering links with industry and other community groups;
  - . extending the range of after school clubs, developing parental partnership in learning, provision of after school care and beginning to develop a homework web site.
  
1. The school was last inspected in October 1995.

## 11. Key indicators

This is a very small school with year groups ranging in size. The number of pupils taking part in tests or assessments is thus very small. The results of National Curriculum tests are not published in this report as they could be used to identify individual pupils.

### 11. Attendance

Percentage of half days (sessions) missed			%
through absence for the latest complete	Authorised	School	4.8
reporting year:	Absence	National comparative data	5.7
	Unauthorised	School	0
	Absence	National comparative data	0.5

11.

### 11. Exclusions

Number of exclusions of pupils (of statutory school age) during the previous year:		Number
	Fixed period	2
	Permanent	0

### 11. Quality of teaching

Percentage of teaching observed which is:		%
	Very good or better	33
	Satisfactory or better	100
	Less than satisfactory	0

## 11. PART A: ASPECTS OF THE SCHOOL

### 11. EDUCATIONAL STANDARDS ACHIEVED BY PUPILS AT THE SCHOOL

#### 11. Attainment and progress

2. This is a small school with year groups ranging in size from just four to eighteen pupils. The number of pupils taking part in tests or assessments in a particular year group is variable but often very small. The attainment of one or two pupils can, therefore, have a major influence upon the overall results. Consequently, the assessments of pupils' attainment on entry and through the national tests and assessments at the end of both key stages do not, for any one year, represent a full and accurate picture of the attainment of pupils within the school as a whole.
3. The school carries out the baseline assessments of the pupils as soon as they start in the Reception year. These assessments provide a general indication that attainment on entry is broadly in line with that found nationally. The available evidence indicates that pupils make at least satisfactory progress in the Reception year in areas of linguistic development and literacy and numeracy. The progress that pupils make in their personal and social development is just satisfactory. The pupils are admitted full-time to the school. There is no transition period for them to become accustomed to the routines and procedures of the school, or to familiarise themselves with the adults in the school. The work planned for these pupils is the same as the work for the Year 1 pupils. In the lessons observed during the inspection, these pupils were expected to concentrate for long periods of time, which they found difficult. This resulted in some behaviour problems, which were also evident among some of the Year 1 pupils. There is insufficient evidence from the inspection to make overall judgements about standards for these youngest pupils in physical development, creative development and knowledge and understanding of the world.
4. The results of the national assessments at the end of Key Stage 1 in 1999 show that the percentages of pupils reaching Level 2 and above in English and mathematics are above the national average. When the end of Key Stage 1 results for the last three years are taken together, the performance of pupils in English was close to the national average. The performance in mathematics was above the national average.
5. The results of the national tests at the end of Key Stage 2 in 1999 show that the percentages of pupils reaching Level 4 or above in English and science were very high in comparison with the national average and above the national average in mathematics. When the end of Key Stage 2 results for the last three years are taken together, the performance of pupils in English and science was close to the national average. Performance in mathematics was below the national average.
6. When compared to similar schools, the most recent results for both key stages are high. The 1999 Key Stage 2 national test results show that when compared to similar schools, Goodly Dale School results place the school in the top five per cent of all schools, despite the relatively high proportion of pupils with special educational needs.
7. The national assessments and test results for 1998 and 1999 show a good average improvement in standards across English, mathematics and science, when compared with previous year's results.
8. Overall, the findings of the inspectors about the standards of work of pupils currently in the school broadly reflect those of the recent national test results. The small number of pupils in

each year group means that it is not possible to draw meaningful conclusions about any differences between the attainment of boys and girls.

9. The findings from the inspection indicate the overall attainment in English, mathematics and science is currently above the national average at the end of Key Stage 2. Pupils in Year 2 are on target to attain at least the national average in next year's assessments. Pupils make good, overall progress as they move through the school in English, mathematics and science. These inspection findings and the national test results indicate that the school has been successful in raising the standards of attainment of the pupils in these subjects since the last inspection in 1995.
10. The standards attained within the school in speaking, listening and reading are high overall. Pupils make good progress in these aspects of English. Attainment in writing is average in Key Stage 1 and pupils make satisfactory progress. Pupils in Key Stage 2 make good and sometimes very good progress in writing as they move through the school.
11. In both key stages pupils listen carefully, showing lively interest and respect for what the teacher, classroom support staff and other pupils have to say. Older pupils in Key Stage 2 are making good progress in developing the skills of argument and debate.
12. In reading, all pupils make good progress. Pupils in Key Stage 1 make a good start in learning to read and the shared book sessions in the literacy lessons are having a positive impact upon the progress that all pupils make in reinforcing and consolidating their reading skills. As the pupils progress through the school, they are exposed to a wide range of factual and fiction texts and good progress is made in developing advanced reading skills. These skills assist older pupils in finding out information and selecting essential points when researching topics.
13. In their writing, pupils in Key Stage 1 can sequence sentences and produce letters of regular size and shape. They can write for a range of purposes and they make satisfactory progress. However, the work in pupils' books suggests that there are too few opportunities for the more able pupils to work independently on extended pieces of writing. As pupils progress through Key Stage 2, pupils' written work is of a generally high standard. Pupils have opportunity to write for an ever-increasing range of purposes. Pupils make very good progress in their handwriting and presentation skills and they write extended pieces of work on a wide variety of topics and themes. The pupils make very good progress in using their writing skills independently in other subjects of the curriculum. The National Literacy Strategy has been successfully implemented. Effective learning is promoted by the high quality teaching, resulting in at least a good rate of progress and high attainment. The school has set challenging targets for pupils to achieve for the next three years.
14. Attainment in mathematics is high overall and pupils make good progress. The youngest pupils in Key Stage 1 make satisfactory progress, for example, in counting to twenty and back and older pupils can order numbers to twenty and double numbers to fifty. Satisfactory progress is being made in developing mental arithmetic skills. Older pupils in Key Stage 2 make very good progress, for example, in developing understanding of square numbers, and place value to tens of thousands. They can use tally charts and frequency tables well.
15. Pupils in Key Stage 2 are able to practise and apply their numeracy and literacy skills well across a range of subjects. Progress for most pupils in numeracy and literacy is good.
16. The progress that pupils make in gaining scientific facts through observation is good. Pupils in Key Stage 1 made good and accurate observations when smelling a range of different substances



and they recorded their work carefully. Pupils in Key Stage 2 made good progress in consolidating their understanding of the properties of materials and in carrying out experiments on sound. The experimental work that pupils carry out is of good quality, well planned and organised by the teacher. However, lesson observations and the perusal of work in the pupils' books indicates that practical work in science is often very teacher directed. This does not provide opportunities for pupils to make independent decisions about how they are going to find things out and record their findings. Progress in this aspect of science is overall, however, satisfactory.

17. Progress in information technology is generally satisfactory overall. Pupils in Key Stage 1 make good progress in learning basic keyboard and computer skills. However, this rate of progress is not maintained in Key Stage 2, largely because of the limitations in computer software available to them.
18. In religious education, evidence from discussions with pupils, the work in their books and from curriculum planning records, indicates that pupils, by the end of both key stages, are attaining standards in line with the expected levels set out in the local authority's Agreed Syllabus. Pupils make satisfactory progress overall as they move through the school. The school's planning records show that all aspects of religious education are taught with a great emphasis upon raising the pupils' awareness, tolerance and understanding of different faiths.
19. From the lessons observed, pupils make steady, systematic progress in art. Due to limited evidence, it is not possible to make a secure judgement about the progress made in design and technology, history, music and physical education.
20. Pupils with special educational needs make satisfactory progress upon entry to the school, but as they settle into the school routines and ways of working, they make good progress. This progress is due to the school's determined efforts to keep the number of pupils in the Key Stage 1 classes as low as possible and the very good use of the funds made available for support teachers for pupils with special educational needs.
21. Overall, the good progress made by the majority of pupils of all abilities is linked to the well-planned curriculum for pupils of statutory school age and the high quality teaching throughout the school.

31. **Attitudes, behaviour and personal development**

22. Pupils' attitudes to learning throughout the school are good. Responses to lessons are never less than satisfactory, and sometimes good or very good. Younger junior pupils responded excellently to an English lesson when they showed how much they loved the story they read together and were totally involved in their shared text work. Their behaviour was excellent and they co-operated extremely well, readily offering to take part in the question and answer session. Pupils are interested in their work and are generally well motivated. Most pupils apply themselves readily to the tasks set them. The youngest infant pupils practised paper-folding skills and persevered with some demanding cutting and sticking. They used tools with care and most willingly discussed their work. A small minority of pupils find it difficult to settle and concentrate throughout a lesson, but generally respond with enthusiasm. They are helped by teachers' and assistants' constructive and positive input and by the tasks they are given, which are specifically matched to their abilities and interests. On occasions when a minority of pupils display disruptive attitudes teachers take appropriate action to deal with them. Generally behaviour and attitudes improve as lessons progress but sometimes children become restless if

they are unable to be actively involved in their learning for a long time. Pupils demonstrate very good attitudes towards working together, sharing tasks and taking account of each other's contributions. For example, during a lesson on compassion and forgiveness for younger junior pupils, they worked very well in groups to identify ways in which they could be kind to others, making their suggestions to a scribe chosen for each group and presenting their ideas to the whole class. Parents are satisfied that the school achieves high standards of good behaviour but a few express concerns at the behaviour of a very small minority of pupils. However, parents are very appreciative of teachers' patient and caring treatment of all children and the positive impact this has on the attitudes of pupils.

23. Relationships in the school are very good. Pupils develop an understanding of what is right and wrong and are well mannered, courteous and friendly. Behaviour in and around school is good overall. In the playground pupils of all ages play harmoniously together. They make good and sensible use of the equipment and play areas provided for them. Pupils share and take turns with equipment; they respect the school building and property and move around sensibly. Parents are pleased that older pupils behave very well towards younger ones and that relationships are very good, especially during lunchtimes when all ages gather in friendly and happy groups.
24. Pupils' personal development is good. Many pupils are able to work independently of the teacher and take responsibility for their own actions. They are able to organise themselves without fuss and are happy to prepare for, and clear away, activities. Pupils are able to use their own initiative successfully. For example, when planning and rehearsing a performance to convey a moral message, older junior pupils worked hard on pulling together their role play situations and clearly conveyed their own opinions, identifying meaning relevant to their own experience. Pupils are willing to take responsibility in school. The school has recently introduced a School Council which meets to represent the views of all pupils on any aspect of their school lives. Pupils demonstrate maturity and common sense, for instance, in highlighting their wishes concerning school meals. Pupils demonstrate a responsible and caring attitude towards others in need in classrooms and generally around school, as well as by collecting money and resources for charities.
25. These findings suggest that pupils demonstrate the co-operation and respect for teaching staff and one another found during the previous inspection. Pupils continue to show positive attitudes to school and learning and this contributes to the progress they make.
35. **Attendance**
26. Attendance is good at 95.2% and is broadly in line with rates in similar schools nationally. The school has maintained the rate recorded during the last inspection.
27. Registers are generally well kept but are not always totalled immediately to show the exact numbers of pupils present, in figures, for each class during the session in progress. The school requires notification of absences from parents at the beginning of the first day that a pupil is away from school and the majority of parents do so. There are very good procedures in place to obtain reasons for any unnotified absences quickly. The rate of unauthorised absence from school is below the national average.
28. Registration procedures are conducted promptly and efficiently. On the whole, pupils arrive punctually to school. Routines are well managed during the day to ensure a prompt start to lessons.

38. **QUALITY OF EDUCATION PROVIDED**

38. **Teaching**

29. This is a small primary school with seventy-eight pupils on roll at the time of the inspection. The pupils are taught in four classes. There are two classes in the infants. Class 1 contains the Reception and most of the Year 1 pupils. Class 2 contains Year 1 and 2 pupils. There are two classes in the junior part of the school. Class 3 contains Year 3 and 4 pupils, and Class 4 contains the Year 5 and 6 pupils. The school has made a conscious decision not to have mixed key stage classes and to have two classes with low numbers of pupils in Key Stage 1. There are a high percentage of pupils needing support for their special educational needs in Key Stage 1. The teachers teach all the subjects to their own classes. The part-time teacher teaches additional music lessons. The teachers group the pupils in their classes in a variety of ways depending upon the nature of the planned activities.
30. During the three days of the inspection, thirty lessons or parts of lessons were observed. In all of these lessons, inspectors made observations of two year groups at any one time.
31. In these lessons, the quality of teaching was judged to be good overall. No teaching was judged to be less than satisfactory. Teaching was good or better in seventy per cent of all lessons. In thirty-three per cent of the lessons observed, the teaching was judged to be very good or better. Excellent teaching was observed in two lessons in Key Stage 2. Good and very good teaching was observed in all classes. Evidence taken from lesson planning, discussions with teachers and from pupils' work supports the judgements from the lesson observations that overall the quality of teaching in the school is good. This constitutes good improvement since the last inspection.
32. From the lessons seen during the inspection, the quality of the teaching of pupils under statutory school age was always at least satisfactory. The class teacher teaches the pupils with the assistance, under her supervision, of ancillary and other qualified helpers. The pupils were well organised and generally had a relaxed, secure relationship with their teacher and classroom assistants. The free-play practical activities observed were well organised. However, there was no specific planning for these activities and therefore no real focus upon the skills to be developed. This made it difficult for the support staff to give specific support to individual pupils and therefore move pupils on in their learning when they were ready. The teacher and support staff encouraged the pupils to be independent and move around the classroom to collect whatever equipment they might need. The teacher's planning, however is not systematically informed by the nationally recommended six areas of learning. The work for these pupils is based on the early stages of the National Curriculum, with adjustments made for individual lessons if necessary. There is a strong emphasis upon the development of literacy and numeracy, at the expense of the wider curriculum required for pupils of this age. This restricts the development of early learning skills across all the areas of learning and results in some pupils being moved on too quickly in some aspects of their learning.
33. The quality of teaching seen in reading, writing and speaking and listening throughout the school was very good overall. The teaching of handwriting throughout the school is good and this leads to the pupils making good and sometimes very good progress. Work is presented neatly and there are obvious clear rules regarding the presentation of work that are consistently applied in all classes. Teaching sessions in literacy are well planned and follow the suggestions in the National Literacy Strategy. The teachers have a good knowledge of the strategy and this helps most of the lessons to move at a brisk pace. There was a good balance between direct teaching, group and individual work. A particular strength in the teaching in English was the focus upon the development of writing skills. In Key Stage 2, the pupils are encouraged to apply these skills independently across the curriculum. This provides pupils with ample opportunities to reinforce

and consolidate that which they have learned previously. These skills are further extended in Class 4 when pupils make very good progress in writing for a very wide range of purposes. In Key Stage 1, the teachers provide too few opportunities for the more able pupils to work independently on extended pieces of writing. The impact of this is reflected in the statutory tests over the past three years. The majority of pupils attain the nationally expected Level 2, but very few pupils attain the higher Level 3 in writing. The preparation and resources for teaching and learning were good. In many instances, particularly in Key Stage 2, the teachers' expectations were high.

34. Teachers do not consistently use the opportunity to give homework to the pupils, other than the regular reading homework that most pupils have.
35. In the eight mathematics lessons observed during the inspection, the quality of teaching across both key stages was at least satisfactory with some elements of good and very good teaching. No teaching in any class was judged to be less than satisfactory. Lessons were very well planned and took into account the very wide ability range in each class. The teachers are using the numeracy framework as a guide for their planning and teaching. The lessons are well structured and the teachers press the pupils on in their learning. The quick recall mental arithmetic sessions are used very effectively and offer a high degree of challenge for many pupils. In some lessons, although the teaching was on balance satisfactory, the level of the work was not so appropriately matched to the needs of the pupils and pace was slow.
36. Four science lessons were observed during the inspection, one in each of the four classes. The quality of teaching in these lessons overall was good. The teachers planned well for these lessons. The practical work was well organised and the resources were appropriate. The teachers used a good balance of direct teaching when introducing the lesson to the pupils and supportive teaching whilst the pupils were carrying out their experiments. The teachers' expectations of the pupils were high and this promoted good progress.
37. In the three art lessons observed, the quality of teaching was generally satisfactory. The lessons were well planned with clear objectives for what pupils should learn and achieve. There was, however, a lack of real challenge in these lessons which limited the progress made by some pupils. The curriculum planning for art does not identify the systematic development of skills, and therefore does not enable teachers to easily identify the next stage in learning for the higher ability pupils.
38. During the days of the inspection, only one lesson was observed in each of information technology, music and history and two lessons in religious education. No teaching was observed in physical education and geography. The evidence base of teaching is, therefore, insufficient to make any secure or meaningful judgements about the quality of teaching in specific subjects. However, when these subjects are considered together, the quality of teaching overall is good.
39. What distinguished the satisfactory teaching from that judged to be good or very good was mainly to do with insufficient challenge in the work set for pupils. For example, in a music lesson, too much time was spent on establishing routines and giving out the resources. Too little time was devoted to the development of specific skills of controlling the sounds made on instruments, rhythm patterns and voice control in singing. In another lesson, in Key Stage 1 English, the shared text session was good. The teacher questioned the pupils well and they made good progress. However, the following activity given to some pupils, which was to make a 'Wanted' poster, was interpreted by most pupils as a simple and undemanding draw a picture activity. Although the teacher had more ambitious intentions, she did not get across the real purpose of the activity and limited progress was made.

40. The teaching of pupils with special educational needs is well planned. Teachers in Key Stage 1 take full advantage of the favourable teacher/pupil ratio and the extra help provided by classroom assistants to give individual support to these pupils. Work is generally well matched to their specific learning needs and this promotes good progress. The teachers and classroom support staff have agreed procedures for dealing with pupils with behaviour problems and these generally work well. In the main, the lessons are not disrupted, and pupils are at times withdrawn from the lessons when they can no longer benefit from the work being done.

41. The teachers effectively use day-to-day assessments of the pupils' progress to plan what they will learn next. This has the overall effect of ensuring that pupils are usually working at a level, which appropriately challenges them and promotes good learning. The implementation of the literacy hour has been monitored throughout the school and there are plans to show that the implementation of numeracy is also to be monitored. However, there are no plans to monitor the quality of teaching in other areas of the curriculum. Consequently the teachers are not aware of the strengths in teaching generally across the school, nor are they able to identify aspects for improvement and further refinement. Homework is given to pupils, at times, throughout the school but there is no consistent application of the homework policy, which would help pupils to regularly consolidate aspects of their learning.

51. **The curriculum and assessment**

42. The school is successful in providing pupils with a broad and balanced curriculum in both key stages. It meets the requirements of the National Curriculum and the locally Agreed Syllabus for religious education. The National Literacy Strategy is well established and has been effective in raising the attainment of pupils. Very good progress has been made in the prompt introduction of the National Numeracy Strategy and this is already having a positive impact on standards in mathematics. Teachers are developing formal action plans for the development of other subjects and areas of the curriculum. Teachers provide effective support for pupils' personal and social development. There are policies for health and sex education and drugs education. However there is no indication in the curriculum planning records of when these issues are to be specifically addressed.

43. The time allocated to teaching is slightly below the suggested minimum but good use is made of the time.

44. Very good progress has been made since the last inspection in planning for the delivery of the National Curriculum. There is now a good structure of long-term, medium-term and short-term planning in place to ensure that all subjects of the National Curriculum are taught systematically. However, the curriculum for children under the age of five does not systematically address all the recommended areas of learning. There is no planning that explicitly refers to the areas of learning associated with the pupils' social, physical and creative development or the knowledge and understanding of the world. There is no means by which the teacher can be sure that the early learning skills of the youngest pupils are developed systematically in these areas. This results in a curriculum that is, at times, inappropriately matched to the needs of the pupils. In Key Stages 1 and 2, however, planning takes account of the needs of all pupils in each age group in mixed-age classes, identifying the knowledge, skills and understanding pupils are expected to learn. Teachers work closely together to ensure that pupils' learning builds progressively upon that which has been taught before.

45. Planning for the core subjects is good and ensures that an appropriate amount of time is given to all their aspects. In science and mathematics, pupils are taught how to apply knowledge to

investigations and solving problems. However, there is no specific guidance for teachers on how these practical skills should be developed in a systematic way. The teachers therefore are not required to focus upon the systematic development of these skills as the pupils move through the school. Planning for the other subjects is of good quality.

46. The school provides a wide range of extra curricular activities. These include a number of sporting and musical activities and educational visits that support the curriculum. Good use is made of the locality. Pupils benefit from the use of the extensive grounds and there are plans to develop their use further. Older pupils have the opportunity to take part in residential visits. The links with schools in Germany and Romania are strengths of the school's curriculum and enrich the experiences of pupils. The pupils make frequent contact with the pupils in Germany and Romania by letter and the through the Internet. There are very useful and informative displays, presented by the pupils, about their friends in other countries. This work makes a valuable contribution to progress in many areas of the curriculum, as well as to the progress that pupils make in spiritual, social, moral and cultural development.
47. All pupils have access to the same wide range of educational experiences and provision for pupils with physical disabilities is very good. Pupils with special educational needs are well provided for with specialist help when required. These pupils are mainly taught with their peer group. Some pupils are withdrawn from class only when they lose concentration and they interrupt the learning of others in the class.
48. Children are supported well on admission to the school with home visits and visits to the school taking place. They are equally well supported on transfer to secondary schools. Comprehensive records, maintained throughout the primary school, provide a good basis of information for the secondary school staff. Assessment procedures have improved considerably since the last inspection and are now good. The school makes good use of the information from statutory tests and non-statutory tests carried out each year, as well as informal monitoring by teachers to ensure that their planning meets pupils' needs. The teachers meet regularly to look at pupils' work and agree the standards expected in English and mathematics at different levels of the National Curriculum. This process ensures that the teachers can make well-moderated assessments of the pupils' work periodically. In planning for children under the age of five, insufficient use is made of the baseline assessment of pupils on entry to the school and this sometimes leads to an inappropriate level of challenge. The work planned for these pupils is not sufficiently based upon what the pupils know and can do, resulting in erratic progress at times. The use of assessment to inform curriculum planning is sound in Key Stage 1. It is good and, at times, very good in Key Stage 2. A thorough and detailed policy and procedures for target setting have been introduced. Specific targets are set for each pupil and discussed and agreed with parents. These are closely monitored. Teachers are assiduous in noting pupils' achievements and their informal assessments ensure that pupils make sound progress in Key Stage 1 and good progress in Key Stage 2. Teachers know their pupils well but seek to further develop their knowledge through monitoring the progress of each child. The parents made clear their very positive views about these procedures at the meeting for parents.

58. **Pupils' spiritual, moral, social and cultural development**

49. The school takes full advantage of its small size in its provision for pupils' spiritual, moral, social and cultural development. This provision is good overall. There is no specific written policy for the development of spiritual, moral, social and cultural education, but these aspects of development are very well incorporated into all aspects of the school's work. The school's provision is evident in the teaching and learning opportunities it provides. The response of the pupils to this provision is very good. The pupils are generally very considerate, well behaved,

tolerant, helpful and well mannered. They are genuinely concerned about the well being of others. On the few occasions when behaviour is less than satisfactory, the teachers have well planned strategies to deal with this, ensuring that those who misbehave understand what it is that they are doing wrong and also that the pupils should apologise for any misdemeanours. The longer-term effect of this, particularly for pupils who have been in the school for some years, is that the pupils themselves take responsibility for their own actions in a very positive way.

50. The spiritual development of the pupils is at least satisfactory. Teachers provide a wealth of opportunities for pupils to reflect upon a range of issues, particularly in lessons, but also in the acts of collective worship. There were many times, during lessons, when pupils were encouraged to think about issues and experiences and reflect upon how these impact upon the quality of life for others and themselves. For example, in a lesson in Class 4, the pupils considered the effects of a by-pass upon the surrounding area. Apart from the obvious effects of pollution, many pupils thought about the quality of life for humans, animals and plants and how these would be affected. In Class 3, the pupils enjoyed a shared reading session on an extract from *The Hobbit*. As a result of reading this text the pupils spent time thinking about the descriptive language and how the words made them feel. The teachers are skilful in recognising and exploiting opportunities for such moments of reflection when they arise out of lessons during the course of the day's work.
51. The school makes very good provision for the social and moral development of the pupils. The school has clear and consistent rules regarding appropriate behaviour and each class has its own systems and routines, which are consistently applied. The pupils know how to behave in school from an early age. The minority of pupils who have difficulty in observing these rules are helped by all members of staff, to understand why they have to be kind and considerate to others. All staff work extremely hard to manage incidents relating to specific behaviour problems. Pupils are encouraged to work with one another from an early age. Pupils learn in many different situations, on their own, with a partner, in groups and with the whole class and sometimes with pupils from other classes. The relationships in the school are very good between all pupils and adults and this in turn has a positive effect upon the progress that pupils make in lessons. Pupils know right from wrong and as they get older, they are encouraged to reflect upon their actions and the actions of others and make reasoned judgements about why people act as they do. The school regularly celebrates the efforts of the pupils. Rewards are not just for academic excellence, but for pupils who do their best.
52. The school is successful in promoting pupils' awareness of their own and other cultures. Opportunities are provided in art, music, literature, geography, history and mathematics for pupils to gain greater understanding of their own culture and cultures of other countries. For example, in history, the pupils are learning about life in Ancient Egypt and they have been comparing their life style with that of the people who lived long ago. In literature they have read about Oliver Twist and the conditions in which he lived. The school has good links with pupils in Romania and Germany. Pupils correspond regularly and have opportunity to visit each other's countries. In religious education, the pupils' awareness is raised about other faiths, festivals and celebrations. The school uses the locally Agreed Syllabus to inform the planning for this aspect of learning. A richly varied programme of educational visits to many places of interest further raise pupils' awareness and appreciation of their own and other cultures.
53. The school has continued to develop this aspect of the pupils' education since the last inspection. The real strength in planning and teaching is the way that the elements are well integrated into all aspects of teaching and learning. It is a natural process that the pupils respond to well.

63. **Support, guidance and pupils' welfare**

54. Arrangements for the support, guidance and welfare of pupils are good. Staff know pupils well and procedures are in place to support, advise and guide them according to individual needs. Parents are satisfied that their children like school and, on the whole, that the school is approachable and responsive to any problems. A very good feature of this school is the emphasis on providing an appropriate education for pupils of all abilities and the concern for the well being of all the pupils.
55. Clear guidance for staff formalises the school's commitment to ensuring pupils' welfare and includes annual assessment of risks. Good supervision and well-organised routines promote safety throughout the day.
56. The school has good procedures for monitoring behaviour and promoting high standards. There is a good behaviour policy, which reflects the aims of the school and is in turn reflected in all aspects of the school's work. The school responds positively and firmly to support and guide any pupils who misbehave. Pupils' successes are celebrated in class and assemblies. These successes are not limited to academic achievement. The parents made known their positive views on the 'Golden Book' assemblies at the parents meeting. Arrangements for supervision and promoting constructive pastimes during breaks are good. There is just sufficient space on the hard surface for pupils to play when weather conditions prevent them from using the school field but they do not have access to specific quiet areas with seating for use all the year round.
57. Good procedures are in place for monitoring and promoting good attendance. The school has adopted local procedures for child protection but has not developed a policy specific to this school. The school's approach to supporting and guiding the pupils is underpinned by the promotion of good relationships and an atmosphere in which pupils feel valued and listened to. Good working relationships are established with a range of support agencies. The school's personal and social education programme promotes the development of a set of positive personal values and skills. This enables the pupils to make informed and responsible choices in order to help keep themselves healthy and safe. Pupils take part in a safety programme organised by the emergency and utility services. This reinforces the good guidance received in school. All pupils in Key Stage 2 are provided with opportunities to learn to swim.
58. Good formal and informal procedures are in place for monitoring pupils' progress and personal development. These procedures continuously add to teachers' knowledge of pupils from their earliest days in the school. The teachers use this information well when planning work and setting targets for individual pupils. Staff make good use of praise for effort and successes to help pupils continue to progress, both academically and in their personal development. Visits to school by prospective pupils and their parents support their settling into school life. Good liaison with other primary schools and the secondary schools to which pupils transfer helps pupils to move confidently to the next stage of their education.
59. The day-to-day practices, formal procedures and personal support provided by the school make a good contribution to pupils' well-being, personal development and attainment and progress which they make in school.

69. **Partnership with parents and the community**

60. The school has a good relationship with parents and the community which makes a positive contribution to pupils' progress and attainment. It is committed to maintaining an effective



partnership with parents through providing information and shared working and social events. Parents feel welcome to become involved in the life of the school.

61. The quality of information provided for parents is good. The prospectus is of a high quality and provides a wide range of information including day-to-day procedures and the aims of the school. The prospectus contains all of the general information, which the school is required to provide for parents. Parents receive useful and encouraging annual reports and are provided with an opportunity to discuss them with teachers. Parents appreciate the efforts of staff to ensure that reports are specific and focussed on individuals. Overall, parents feel that they are very well informed about school events, their children's progress and what is taught.
62. The school extends a clear welcome to parents to take part in many aspects of its work. Parents appreciate their invitation to an assembly each week and the school makes good use of the opportunity provided by these assemblies to celebrate parents' contributions to school each year. Parents help in classrooms and with excursions, organise events to raise funds and provide opportunities for parents and teachers to meet together socially.
63. The school has successfully developed this aspect of its role and continues to enjoy the strong parental and community support reported as a result of the last inspection.

## 73. **THE MANAGEMENT AND EFFICIENCY OF THE SCHOOL**

### 73. **Leadership and management**

64. The leadership and management in the school are very good.
65. The governing body and headteacher work closely together to provide the school with supportive and positive leadership. The headteacher gives clear educational direction for the school. He is an effective and caring leader who manages the school in a sensitive way. He has an almost full-time teaching commitment as well as responsibility for the development of the curriculum and the management of the school. The governors are involved in the general management of the school in a way that is appropriate for a small school. The school is fully meeting its own aims.
66. In the period since the last inspection the school has made very good progress in addressing the issues identified for its further development. All teaching and non-teaching staff are deployed well to meet the needs of the pupils, particularly in relation to the proportionally large number of pupils with special educational needs in the school. The teachers' planning system has been reviewed. Plans now show clearly when all the subjects of the National Curriculum are to be taught and how the learning needs of different groups of pupils are to be met. The school has addressed this issue as part of a well-planned longer-term development of the curriculum in the light of national initiatives such as the literacy and numeracy frameworks and National Curriculum 2000. The school has developed a clear written policy on how reading is to be taught and has developed guidance for parents on how they can be involved in the learning process. The school has very successfully developed the teaching area for the youngest pupils by providing separate teaching bases and an additional area for more practical activities.
67. The headteacher, staff and governors carry out their responsibilities for the day-to-day education of the pupils well. There are good and effective procedures for evaluating the effect of the planned curriculum upon the standards achieved by the pupils. For example, the staff and governors have carried out a detailed analysis of the results of pupils' tests and assessments.

The staff have used the outcome of this analysis when modifying the curriculum and planning targets for pupils in literacy and numeracy. The small number of pupils in any one year group limits the value of setting overall targets based on previous test results. The governors and staff have recognised the weakness in this approach. Therefore, in addition to setting statutory targets, individual pupils are set targets for improvement.

68. The procedures for monitoring the appropriateness of the curriculum for all pupils are not fully developed. For example, the school has not identified the lack of an appropriate curriculum for pupils under statutory school age and its effect upon the breadth of their learning and the progress that pupils make.
69. Teaching in the school is generally of a high standard. Nevertheless, the school has not yet systematically identified what constitutes good teaching and there is no formalised system in place for monitoring the quality of teaching and learning across the curriculum. Consequently, the staff are not able to confidently share the very good aspects of teaching practice in the school or the effects of this teaching upon the good, and sometimes very good progress that the pupils make. Neither have they a clear picture of those aspects of their teaching that could be further developed.
70. The school governors provide the school with good support. They carry out their responsibilities conscientiously. Their clear understanding of the school's finances is informed by the detailed headteacher's reports. The school has a good range of policy documents and members of the governing body have selected to evaluate areas of the school's work in which they are particularly interested. For example, a governor has chosen to work closely with the school's administrative assistant in order to monitor regularly the school's budget. Other governors have chosen to be better informed about the implementation and effect of the literacy and numeracy strategies, by meeting with the staff and occasionally visiting the school during the working day. The outcomes of these visits are reported to the full governing body.
71. The school plans well for its future development. The documented three-year plan is detailed and supported by realistic time-scales for the well-planned actions. All aspects of the school's work are addressed and the school's budget is used efficiently to support these developments.
72. The ethos of the school is very good. In all classes the teachers support and encourage pupils to work hard. As a result, the majority of pupils show very positive attitudes to their work and many are able to sustain their levels of concentration for long periods of time. Throughout the school the pupils' work is displayed well and reflects the school's commitment to high standards.
73. The day-to-day management of the school is very good, being both effective and efficient. The school's administrative assistant is a major contributor to the effective running of the school.
74. The school is successful in meeting all of its aims, but particularly successful in its aim to become a beacon of educational excellence. The 1999 Key Stage 2 national test results show that when compared to similar schools, Goodly Dale School results place the school in the top five per cent of all schools, despite the relatively high proportion of pupils with special educational needs.
75. The headteacher is very effective in providing the school with a clear professional lead through the high quality of his teaching and his emphasis on curricular improvement. He balances purposeful and focused leadership with a commitment to involving others actively in shaping policy and practice. This results in an efficient and very effective management style. Goodly Dale School is a very good school, committed to enabling all children to develop to their full

potential in preparation for all aspects of adult life.

**85. Staffing, accommodation and learning resources**

76. The hard working, conscientious and caring teachers are deployed well to meet the requirements of the National Curriculum and the needs of the pupils. There is a very favourable teacher/pupil ratio and all the teaching staff are suitably qualified to deliver all aspects of the primary curriculum. Classroom support staff are deployed effectively and give good support to pupils who have special educational needs. Secretarial, caretaking and lunchtime staff work well as part of the team and are valued by the headteacher and teachers. The school is well maintained and very clean.

77. Arrangements for the professional development of staff are efficient and focus upon both the professional needs of individual members of staff and the needs of the school. There is a policy for the induction of newly qualified teachers and appraisal procedures are followed.

78. The quality of the accommodation has improved since the last inspection and is good. There is very good provision for the inclusion of pupils with physical handicaps. Space is slightly limited in teaching areas for older pupils, but the school is awaiting permission to remove internal walls to increase the space. The library accommodation is good and there is a sufficient quantity of books, easily accessed by pupils. There is a very good computer suite, provided by European funding, which is used by the school and the community. There is no provision for pre-school education. The school has been approached by a church organisation wishing to finance the building of extra accommodation for school and community use and the school is awaiting the results of deliberations. Good use is made of the school and its surroundings. The extensive grounds provide ample opportunity for field games and outdoor activities and there are plans to extend their use for woodland and orienteering activities. The size of the hard play area is only just adequate for the number of pupils.

79. Resources for learning have been reviewed and updated since the last inspection. There are sufficient learning resources for the satisfactory teaching of most topics. There is a shortage of large play equipment for children under five and a lack of large equipment limits the teaching of some aspects of gymnastics. The provision of equipment for information and communication technology is very good.

**89. The efficiency of the school**

80. The school's financial planning is good and shows considerable improvement since the last inspection. Realistic development planning and forecasting inform the setting and management of the budget. The school's main priorities are related to the raising of standards of attainment, and the identified priorities correspond closely with the school's needs.

81. The school has made good progress since the last inspection in improving its long-term financial planning. The governors' first priority is to maintain a very favourable teacher/pupil ratio and they have been successful in achieving this. The headteacher's teaching load has been lightened and clerical support hours increased. This has improved the quality of management. Proposals for educational development are costed appropriately. This contributes to effective long-term financial planning. Money is allocated to curriculum areas according to their priority in the school curriculum development plan and there is a planned programme to improve levels of resourcing.

82. Systems for financial control are good. Detailed information is provided for governors. There is

very good liaison between the headteacher, staff and governors, which ensures that finances are monitored closely. As far as the headteacher is aware the school has not been audited during the last three years.

83. Day to day administration is efficient and effective. A member of the governing body gives very helpful support in monitoring the budget each month and advising the school on administrative procedures. The school uses resources to very good effect to support pupils' learning.
84. Funding for pupils who have special educational needs is incorporated in the main budget and is used to good effect. Funding for the professional development of staff is used well to ensure that the needs of individuals and the priorities from the school development plan are addressed.
85. The teaching staff is deployed appropriately and support staff make a good contribution to the delivery of the curriculum. Teachers work in collaboration to plan and deliver the curriculum. Subject co-ordinators give good support to other teachers in their preparation for teaching. However, the school has not yet developed a system for co-ordinators to monitor the quality of teaching and learning across the curriculum.
86. The quality of teaching is good overall and pupils make at least satisfactory progress in all curriculum areas. Good progress is made in English and mathematics. The school's income per pupil is above the national average but this is partly to do with factors outside the control of the school and the way in which funding is allocated. Overall, given the quality of education provided, the educational standards achieved and its capacity for self-improvement, the school gives good value for money.

96. **PART B: CURRICULUM AREAS AND SUBJECTS**

96. **AREAS OF LEARNING FOR CHILDREN UNDER FIVE**

87. This is a small school with seventy-eight pupils on roll. At the time of the inspection, there were eight pupils in the Reception year, six of whom were under statutory school age. These pupils are taught alongside seven Year 1 pupils.
88. The school carries out the baseline assessments of pupils as soon as they start in the Reception year. These assessments provide a general indication that attainment on entry is broadly in line with that found nationally. The teacher uses these assessments as a general indicator for planning the curriculum. The assessments are not used as fully as they might be to plan for all areas of learning.
89. The available evidence indicates that pupils make at least satisfactory progress in the Reception year in the areas of linguistic development and literacy and numeracy. The progress that pupils make in their personal and social development is barely satisfactory.
90. From the four lessons seen during the inspection, the quality of teaching for the pupils who are under statutory school age was satisfactory overall. The class teacher was indisposed for the last day of the inspection, and the class was taught by a supply teacher. The pupils are normally taught by the class teacher and, under her supervision, by ancillary and other qualified helpers. The lessons were well planned and organised. The teacher made good use of the literacy and numeracy strategies and used the common structure of class teaching, group activity and plenary in teaching other areas of the curriculum. The teacher has good knowledge of the pupils' capabilities in literacy and numeracy, which she uses well when planning work in these areas of the curriculum. The teacher has high expectations of the pupils, resulting in some good progress at times. However, there were times, during other lessons, when the degree of challenge was too high and the pupils become restless and behaviour deteriorated.
91. The planning for teaching is detailed and provides a good support for other teachers and helpers when working with the pupils. The planning for literacy and numeracy is based upon the national framework and is well structured. However, there is no planning that explicitly refers to the areas of learning associated with the social, physical and creative development or the knowledge and understanding of the world. There is no means by which the teacher can be sure that the early learning skills of the youngest pupils and those with special educational needs are developed systematically in these areas. This restricts the progress that these pupils can make in developing skills progressively, resulting in a curriculum for pupils under five that is at times inappropriate and not always matched to their needs. The policy for early years is very brief and does not offer any guidance upon how the six areas of learning are planned for alongside the National Curriculum. The curriculum for pupils under statutory school age and those with special educational needs in this class, is barely satisfactory.
92. The resources for teaching the Reception pupils are generally satisfactory. The resources are stored tidily and they are clearly labelled. The teaching area is large and spacious with plenty of room for the pupils to move around. There is a comfortable corner for reading books and a writing area for practising drawing and writing. Adjoining the teaching area is a practical area for sand and water play, and also a home corner and computer base. There are no resources for outdoor play and the enclosed outdoor area for the pupils to play on is not suitable. There is no large construction equipment for the pupils to use. This restricts the progress made in physical development and the development of associated skills.

102. *Linguistic development and literacy*

93. Pupils generally listen well and follow instruction. When lessons go on for too long, the pupils become restless and they lose concentration. Pupils' speaking and listening skills are very good. They take part eagerly in the class activities, and communicate well with one another. They listen well in story time and share confidently their thoughts and ideas in numeracy and science activities. Pupils are developing a good understanding of how books work. At the end of one lesson, the teacher gave the pupils the opportunity to go to the reading corner when they had finished their work. Several pupils took this opportunity and sat quietly, looking at and responding positively to the books that they had chosen. The teacher uses the literacy strategy well to plan work for the pupils. In one lesson, the pupils enjoyed sharing the story of *Big Sister Rosie*. Good progress was made in this lesson when the pupils were encouraged to share the story and recognise the words connected with colours. The pupils knew about authors and illustrators and they could recognise capital letters and full stops.
94. However, the literacy hour is too long for some of the younger pupils who lose their concentration with the ensuing deterioration in behaviour. The work on display and in the pupils' books, shows that they can hold a pencil correctly and make recognisable marks on paper that represent letters. Some pupils are forming letters well and beginning to make simple words. All the pupils have written letters to Father Christmas.

*Numeracy.*

95. In the lessons observed the pupils could count to twenty and back. They counted dots and could add on one. Evidence in pupils books and on display shows that pupils can recognise and draw the numbers to ten. They can count and match objects to numbers. They learn about triangles and circles and they can use these words when they are shown pictures of these shapes. There is a number line and a number square in the classroom which the pupils are encouraged to use. The teacher uses the numeracy strategy well. In one lesson, the teacher included the youngest pupils with the Year 1 pupils for the first half an hour. They responded well, with interest and enthusiasm. In the following free play session, however, the learning was not sufficiently reinforced and slower progress was made. The intended learning outcome for this part of the lesson was unclear and did not provide sufficient focus for the learning support teacher.

*Personal and social development*

96. The youngest pupils are admitted full time to the school. There is a brief transition period for them to become accustomed to the routines and procedures of the school, and to familiarise themselves with the adults in the school. The work planned for these pupils is the same as the work for the Year 1 pupils. In the lessons observed during the inspection, these pupils were expected to concentrate for long periods of time, which they found difficult. This resulted in some behavioural problems, which was also evident among some of the Year 1 pupils. The pupils are confident and relationships with older pupils and the teachers are generally satisfactory. They work well in larger group situations for short periods of time. When they work in one particular way for too long they become restless and lose concentration. In literacy and numeracy activities they work well on their own. There are good classroom routines and procedures for the pupils and these are applied consistently. They are well reinforced by the classroom assistant. The pupils prepare for lessons and tidy up after lessons very quickly and efficiently. They generally show care and consideration for one another. They use resources appropriately and with confidence.

*Physical development*

97. The pupils are encouraged to handle a variety of materials, and to use scissors and glue. There are several pieces of work in the classroom that illustrate the good quality of their work, including small card figures of themselves. They have used a variety of different materials to decorate these figures on their birthday calendar. The pupils were observed making their Christmas cards. In this lesson they used scissors to cut their card carefully and the classroom assistant carefully directed and supported them when they used glue. The development of pupils' physical control, mobility and awareness of space in the outdoor environment is restricted. There is an outdoor area for the pupils to use, but the surface is not suitable. There is no large equipment for the pupils to use outdoors. There is no large building equipment for the pupils to use indoors. The progress that pupils could make in this area of the curriculum is restricted.

107.

107. *Creative development*

98. The pupils have opportunities to paint and make music on a regular basis. In literacy the pupils listen to stories every day and they are encouraged to share their emotions and express their feelings. In a literacy lesson, the pupils enjoyed sharing the story of *Big Sister Rosie*. The pupils were encouraged to talk about the story and how the different colours in the story made them feel. They were well exposed to the emotions of happy and sad, in a story told during an assembly. They responded well to the story and were willing to offer answers to the questions asked at the end of the assembly. There are many opportunities provided for the pupils to develop their creative talents. The work on display is of very good quality and is valued through the very good presentation. However, there is no means by which the teacher can be sure that the early learning skills of the youngest pupils are developed systematically, because the curriculum is largely the same as for the Year 1 pupils.

#### *Knowledge and understanding of the world*

99. Pupils are becoming familiar with the use of computers, and they use the keyboard with confidence. They can access the variety of different programmes available. For example the pupils have produced their own Christmas cards using a Paint programme, and used the word processor to produce their own stories. The work in the pupils' books show that they have learned about their journey to school, and they have been encouraged to take notice of the different types of vehicles and buildings along the way. They have produced some good individual work as well as a large collage of houses and traffic, collectively, for their classroom wall. They learn about animals and their young. There are opportunities for pupils to use the dressing up corner to act out the different roles of the people that they learn about. The pupils in Reception work with the Year 1 pupils in science, history and geography and there is no means by which the teacher can be sure that the early learning skills of the youngest pupils are developed systematically. This restricts the progress that these pupils make in the gradual acquisition of the basic key skills.

#### **109. ENGLISH, MATHEMATICS, SCIENCE, INFORMATION TECHNOLOGY AND RELIGIOUS EDUCATION**

##### **109. English**

100. Evidence from pupils' class work and portfolios and talking to them about their work indicates that their progress as they move through the school is at least good. Their attainment, overall, at the end of Key Stage 1 is at least average and at the end of Key Stage 2 is high.

101. The overall judgements of the inspectors are reflected in the statutory assessment results at the end of Key Stages 1 and 2 in 1999. In reading, pupils in Key Stage 1 attained high standards in comparison with all schools nationally and with schools of similar size. In writing, all pupils attained the nationally expected Level 2. No pupils attained the higher Level 3. In Key Stage 2 the pupils attained high standards in English when compared with all schools nationally and with schools of similar size. Fifty per cent of the pupils attained the higher Level 5. These results are also reflected in the teacher's assessments of the pupils at the end of both key stages. The test results do, however, have limited value as a measure of the standards in the school and need to be interpreted with some caution because of the small number of pupils involved.
102. Over a longer period of time, the performance of pupils in both key stages has been close to the national average. This year's test results show a marked improvement in standards attained, in reading at Key Stage 1 and in English overall at Key Stage 2. These results show an overall good improvement in standards since the last inspection. They fairly reflect the high standard of work found in the school by inspectors. There are no significant differences between the attainment of boys and girls.

### *Speaking and listening*

103. All pupils make at least good progress in speaking and listening, including those with special educational needs. In both key stages pupils listen carefully, showing lively interest and respect for what the teacher, classroom support staff and other pupils have to say. Younger pupils confidently take part in class discussions during the shared text work in the literacy lessons. For example, very good questioning by the class teacher prompted full and accurate descriptions of the events from the story of *Detective Tilak*. In a practical science lesson the pupils used good, descriptive language to talk about different smells. They confidently discussed their observations with the class teacher and classroom assistant and asked probing questions. Many of the older pupils in Key Stage 2 use language confidently, enriching and extending their vocabulary through class discussion and debate. In a history lesson in Class 3, the pupils were encouraged to pretend that they were archaeologists, or newspaper reporters, finding the tomb of Tutankhamun. The teacher created a perfect atmosphere for the pupils to use their imagination and prompted very good discussion in which the pupils related all the knowledge that they had gathered in previous lessons, about life and death in Ancient Egypt. The use of appropriate historical vocabulary was very good. A lesson in Class 4 tested the pupils to the full, when, during a literacy lesson, the teacher prompted discussion and high level debate about building a bypass in the area. The pupils entered into the discussion with relish, always respecting the views of others but providing reasoned and well thought arguments for and against the suggestion. Further opportunities are provided for the older pupils to develop their skills of reasoning and debate through the recently introduced school council. An observation was made of a pupil's feedback to the class on the outcomes of a School Council meeting with a representative of the school meals service. Views were presented fairly, addressing all the points originally raised by the children in the class, without bias one way or the other. The planning for speaking and listening is continuously developed and incorporated well into the planning for literacy and the other subjects of the curriculum. For example, all the teachers begin most of their lessons by talking to the whole class and encouraging the pupils to enter into discussion by asking well-planned, open questions that make the pupils think and respond in well thought out sentences

### 113. *Reading*

104. Pupils in both key stages make good progress in reading, including those with special educational



needs. In Key Stage 1, pupils make a good start in learning to read. A variety of approaches to reading are used dependent on the needs of the individual child. However the school uses the literacy strategy well to support the majority of pupils in learning to read phonetically. Pupils enjoy a high degree of success in early reading. Very early in their school life they are introduced to books and they have set times for choosing books from the class library. The youngest pupils 'play-read', looking at the pictures and making up their own stories. However, once the pupils have started to learn sounds and simple words, they read with enthusiasm. During the shared reading sessions in the literacy lesson, the pupils followed the text well. In a story about *Big Sister Rosie*, the pupils followed the text carefully and they could recognise colour words. Many knew about author and illustrator and they could point out where their names could be found. Pupils in Class 3 particularly enjoyed reading together an excerpt from *The Hobbit*. The objective of this part of the lesson was for pupils to understand how Tolkien created an imaginary world through the use of language. The pupils could read complex words fluently and gave good suggestions as to their meanings. The pupils enjoyed using the words from the story for descriptive purposes. In Class 4, most pupils read a wide range of fiction and factual texts. In a literacy lesson, many pupils were using advanced reading skills when reading for information, using the skills of skimming and scanning in order to gain the necessary information quickly. They used research skills to access the appropriate information when selecting essential points and they used the skills of inference and deduction well to construct reasoned arguments. During a class discussion they could name many sources of factual information and used words and expressions such as balanced view, conclusions and outcomes, optional and imperative and canvassing.

### Writing

105. In Key Stage 1, all pupils make satisfactory progress in writing. However, there is a lack of challenge for some higher ability pupils. Pupils learn to use a pencil as soon as they start school and they quickly learn how to make marks on paper that represent letters. The pupils are taught how to form letters correctly and they are given letters and words to copy as soon as they can hold a pencil. By the time that they move into Class 2 most pupils can write words and phrases independently, using word banks when necessary. A great emphasis is placed upon handwriting and encouraging pupils to produce letters of regular size and shape. Pupils in Key Stage 1 are taught to use joined handwriting. Pupils are provided with opportunities to develop their writing skills in other subjects of the curriculum. For example, the work in pupils' books shows that they have made a book on how to make a kite. They have written a recipe for making special mashed potatoes and they have done comprehension exercises. They have also written letters to Father Christmas. The pupils have opportunity to write for a wide range of purposes. However, the work in pupils' books suggests that there are too few opportunities for the more able pupils to work independently on extended pieces of writing.
106. The pupils' written work in Key Stage 2 is of a generally high standard and very good progress is made throughout the key stage. These pupils are encouraged to write independently and there is some work of a very high standard in their books and on display around the school. The pupils in Class 3 write for an increasing range of purposes, including descriptive writing, poetry, play-writing, character studies, factual writing and story accounts. This range of writing is used across the curriculum with a limited use of worksheets. The basic writing skills that are well developed and consolidated in the Key Stage 1 classes form a very good foundation for the very good range of writing experiences provided for the pupils in Key Stage 2. The writing of many pupils in Class 4 is exceptional. Pupils in this class can write complex sentences, which they use when writing for very wide range of purposes. For example, the work in pupils' books shows that they write play scripts and do character studies from plays such as *Macbeth*, they write excerpts from books such as *Oliver Twist* in modern day language, they write biographies,

accounts of books read and diaries. Overall the school provides very good, planned opportunities for pupils to develop, independently, their skills in writing. The presentation of the written work is consistently good throughout the school.

107. The pupils are provided with very good feedback on their work and the teachers' written comments are constructive and developmental. The pupils are also encouraged to evaluate their own written work on occasions.
108. Overall the quality of teaching in English is very good. In the school as a whole, it is hardly ever less than good and on many occasions is very good and excellent. All classes have a number of pupils with special educational needs and also pupils of higher ability. The teachers cope well with the wide-ranging abilities of pupils in each class. There is a good balance between direct teaching, group and individual work and plenary sessions when pupils are brought together to evaluate their work and discuss the learning that has taken place. The teaching sessions in English are planned following the suggestions in the National Literacy Strategy. The planning for lessons is always very good, with often well-differentiated activities for the ability groups of pupils. However, there are occasions, in writing activities across the curriculum, when there is insufficient challenge for the more able pupils. In many instances, particularly in Key Stage 2, the expectations of the pupils are high. The teachers have good knowledge of the literacy strategy and this helps most lessons to move at a brisk pace. Assessment is very effectively used to plan further work for the pupils and for setting individual targets. Teachers' discipline in lessons is very good and is mainly exerted through very clear routines, procedures and class rules, which are known by the pupils and consistently followed. The teachers plan with the classroom support staff who then work closely with the pupils. Teachers do not consistently use the opportunity to give homework to the pupils, other than the regular reading homework, which most pupils have. Though the views of the parents about homework were variable, there was a general consensus that there should be a clear directive from the school adhered to by staff and parents. During the lessons observed, opportunities were not seized upon for pupils to reinforce at home that which had been learned in class.
109. The quality of English teaching has improved greatly since the last inspection.
110. Pupils' response to their learning is never less than good and is often very good and sometimes excellent. Pupils of all ages are keen and willing to learn and they do so with enthusiasm. They take full advantage of the opportunities presented to them to use their initiative and work independently. Relationships are very good between pupils and teachers. The pupils show great respect for the teachers and classroom support staff. The pupils with special educational needs are well integrated into the classes and the experienced support for these pupils is well established. The pupils are very accepting of the needs of all others in the class and they help one another when in difficulty without prompting. The interactive discussions throughout the school make a positive contribution to the social development of the pupils.
111. The subject is very well managed and led by an enthusiastic and dedicated teacher. Her enthusiasm is infectious and has a very positive effect on both pupils and staff. There is a clear and concise literacy policy and all staff are fully aware of the contents of this. The staff work closely as a team and they are constantly evaluating and adjusting their planning and teaching practices to better meet the needs of the pupils so that they can make the best possible progress in English.
121. **Mathematics**

112. Results from the 1999 National Curriculum tests show that by the age of seven, pupils' attainment is above the national average. The performance of pupils was above the national average between 1996 and 1998. These results are consistent with inspection findings that the pupils who are presently in Year 2 are on course to attain the national target of Level 2 by the end of the key stage with a minority of pupils in line to attain the higher Level 3.
113. Results from the 1999 National Curriculum tests show that by the age of eleven, the attainment of pupils is above the national average and the percentage of pupils attaining the higher Level 5 is well above the national average. The performance of pupils was below the national average between 1996 and 1998 but there was a significant improvement in the number of pupils attaining at a higher level. These results are consistent with inspection findings that the pupils who are presently in Year 6 are on course to attain at least the national target Level 4 by the end of the key stage with a substantial number in line to attain Level 5.
114. By the end of Key Stage 1 pupils have satisfactory numeracy skills, for example, being able to add and subtract single digits mentally and using multiplication facts from the two-times and ten-times tables. They use mathematical names for common two and three-dimensional shapes and use simple classifications, such as size or shape to sort objects.
115. By the end of Key Stage 2, pupils have good numeracy skills. For example, pupils can work out, mentally, the answers to  $20 \times 20$  and  $19 \times 20$  and explain how they found the answers. They identify number patterns, understand symmetry and can use standard measures. They use mathematical terms appropriately and with confidence. In both key stages pupils who have special educational needs attain at a higher level than their prior learning would suggest because of the good support they receive. More able pupils attain at an appropriate level. Whilst pupils in both key stages are able to apply their knowledge to new areas, opportunities for problem solving or investigative work need to be planned more systematically.
116. Pupils make good progress in mathematics. Teachers ensure that pupils are clear about what is to be learnt and set a high level of challenge. For example, pupils in Years 3 and 4 were motivated by very effective teaching into making very good progress in their understanding of factors and prime factors. Pupils who have special educational needs make good progress in both key stages. More able pupils make good progress in their mathematical understanding.
117. Pupils' attitudes towards mathematics are good. In Years 5 and 6 pupils showed great enjoyment and enthusiasm for doubling and halving numbers mentally. Pupils' behaviour is satisfactory in Key Stage 1 and the teachers manage the occasional instance of misbehaviour effectively. Pupils' behaviour in Key Stage 2 is good. Pupils co-operate well with each other and with the teachers and other adults. They show respect for each other and for adults in the school. Some very good examples of the caring attitudes of pupils were seen in their response to pupils with learning difficulties or disabilities. In Key Stage 2 the methods and organisation used encourage pupils to become independent and develop their initiative.
118. Teaching is always at least sound and usually good. In Key Stage 2 teaching was good or very good in four out of five lessons seen. Planning for the under fives is based on national requirements for the older Reception pupils rather than on pupils' immediate needs. In Key Stages 1 and 2, planning is good. It is based on accurate assessment of the prior learning and needs of all pupils. Support staff are fully briefed and give very effective support. Teachers' subject knowledge is satisfactory, resources are used well and there is judicious use of a range of published materials.
119. Teachers set high but appropriate challenges for pupils. In Years 5 and 6 very high expectations

combined with good teaching led to all pupils making very good progress. Teachers make sound use of the time available. In Years 1 and 2 some good examples of differentiation were seen where pupils of all abilities were supported in making progress. Pupils who have special educational needs are supported effectively and make good progress in gaining knowledge but they do not always have opportunities to apply their knowledge to solve problems.

120. Teachers have very good relationships with pupils. They treat pupils with consideration and courtesy. Pupils' social development is encouraged through working with others in pairs and groups. Teachers' management of pupils is always at least satisfactory and often good in Key Stage 2. Teachers set clear expectations of behaviour and manage discipline firmly but with respect for pupils. In Years 3 and 4 supportive and positive discipline combined with stimulating teaching ensured very high standards of behaviour. Homework is set for pupils on occasions. This inconsistency does not encourage parents, pupils or teachers to establish regular patterns and routines for practising at home that which has been learned in school.
121. The curriculum for mathematics meets the requirements of the National Curriculum, but there is a lack of planned, systematic development of pupils' ability to carry out investigations and tackle mathematical problems. All classes have a daily mathematics hour. There is good continuity between Key Stages 1 and 2, and the work done in one class builds well on what was done in the previous class, mainly because of the very effective use of assessment to identify pupils' needs. Information from formal and informal assessment is used to set individual targets for pupils, which are reviewed, regularly. Day-to-day assessment is good. In Years 5 and 6, during a series of lessons the teacher adapted the planning in response to the progress made by pupils.
122. There is good provision for pupils with special educational needs. These pupils work with their peer group whenever possible.
123. Leadership and management of the subject are good. The co-ordinator for mathematics gives clear educational direction. The National Numeracy Strategy and structure are firmly in place in all classes and are already having a positive impact on teaching and learning. The teachers plan from the numeracy framework together, to ensure that specific skills are developed systematically. The co-ordinator has planned a programme of classroom monitoring in order to evaluate the impact of the numeracy framework upon the quality of teaching and the organisation of teaching and learning resources.
124. Very good use is made of the existing accommodation and adequate resources. Displays generally reflect a numerate environment. In Class 2 a very effective display encourages pupils to explore and discuss mathematics. Information and technology resources are very good but are not yet used to full effect to support mathematics. Teachers and support staff are very well managed and deployed. At the time of the inspection, the numeracy co-ordinator was in the process of planning a programme for monitoring and evaluating teaching and learning in mathematics.
134. **Science**
125. Evidence from pupils' class work and portfolios and talking to them about their work indicates that their attainment in Key Stage 1 is in line with that expected nationally, and in Key Stage 2 is at least in line. There is evidence that suggests the attainment of pupils in Key Stage 2 is higher than that expected for pupils of their age, in some areas of science.
126. The overall judgements of the inspectors are generally reflected in the results of the statutory assessments at the end of Key Stages 1 and 2 in 1999. The teacher's assessment of the pupils at

the end of Key Stage 1 shows that all pupils attain the nationally expected Level 2. No pupils attained the higher Level 3. The results of pupils in Key Stage 2 are very high in comparison with the national average. All pupils attained the higher Level 5. When compared to similar schools, the results of Key Stage 1 pupils are average. The Key Stage 2 results are very high in comparison to similar schools.

127. Over a longer period of time, the performance of pupils in science at both key stages has been close to the national average.
128. Overall, the pupils make satisfactory progress in science in Key Stage 1 and good progress in Key Stage 2. From evidence in the teachers' planning records and pupils' past work, and from the lessons observed, the pupils learn science through direct observation and finding out information. In the lessons observed, the youngest pupils made good progress in carefully describing and identifying different smells. They made well-informed and sensible guesses about the different smells and when they were incorrect in their judgement, they had good reasons for making the judgements. The older pupils in Class 3 carried out their experiments with interest and enthusiasm and they made good progress in learning about how sound travels and through which material it travels best. The pupils in Class 4 made satisfactory progress when consolidating their understanding of the properties of materials and classifying them into solids, liquids and gases.
129. Pupils throughout the school keep records of their science work, although these are less formal and fewer in Key Stage 1. The pupils in Key Stage 2 keep detailed records of their scientific experiments. Their recording includes identification of what they want to find out, how they are going to find out and a conclusion about their findings. This forms a good basis for organised thinking in practical science. However, there are too few opportunities provided for older pupils to individually apply their knowledge of different forms of recording information and data.
130. Four science lessons, one in each class, were observed during the inspection. The teaching in these lessons was good overall. The common strength in these lessons was the good quality of the teachers' planning. This planning clearly identified the objectives of the lessons, gave a clear picture of the activities that pupils were expected to carry out and ended with a teacher and pupil evaluation of what had been found out in the practical work. Pupils are encouraged to apply their skills of observation and prediction when carrying out their experiments. The teachers used a variety of teaching strategies, such as whole class teaching, to introduce the activities and supportive teaching when groups were working independently. A weaker aspect of the lessons was the lack of opportunity, particularly for the older pupils, to record independently, using their own judgements, the findings of their experiments.
131. The pupils responded well to their science lessons. Generally, throughout the school, they enjoyed the activities and worked with enthusiasm. Relationships were very good in Key Stage 2 when the pupils discussed their work with one another and the teachers. The pupils in Key Stage 1 quickly lost concentration when the teacher spent too long talking to them about the work. However, once the practical activity had begun, they gained interest again. The presentation of pupils' work in science is very good. There is a consistent approach to the presentation of work throughout the school and this has a very positive effect upon the quality of handwriting and the pride that pupils take in their written work. Good opportunities are provided in science for pupils to reinforce their learning in literacy and English. The development of independent writing is good.
132. The detailed longer-term planning for science is informed by a variety of schemes including the nationally recommended guidelines for science. There is a brief but useful science policy that

provides general guidance for teachers when planning, teaching and assessing the subject. However, there is no specific guidance for teachers upon the systematic development of skills in experimental and investigative science. The teachers therefore are not focussing upon the gradual development of these skills as the pupils move through the school. The level of the practical work in science does not challenge the pupils sufficiently, particularly in Key Stage 2. The progress that pupils make in this aspect of science overall is satisfactory.

133. The resources for science are at least satisfactory. The school makes good use of everyday materials and objects to resources the science curriculum. The school grounds, which are being developed further, are a very good resource for environmental science.
134. The science co-ordinator has a good overview of the school's planning for science and carries out a regular audit of resources for the subject. However, time has not yet been made available for classroom visits, in order to gain an overview of the quality teaching and learning in the subject and consequently identify the strengths and weaknesses in current practice.
135. The school has made good improvements in the planning for teaching and learning in science since the last inspection.
145. **Information technology**
136. Only one lesson in information and communication technology was seen during the inspection but pupils were seen using equipment in other lessons. Pupils' work was scrutinised and discussions were held with teachers and children.
137. Pupils in Key Stage 1 attain at an appropriate level. By the age of seven pupils understand that a variety of sources, such as tape recorders, telephones, computers and television, can communicate information. They use computers with confidence, know the function of most keys on the keyboard and use a mouse well, being able to click and drag to move items across the screen. They know how to open programs from the front screen and how to close them. Portfolios of work show that pupils have gained experience of word processing, sorting information and using commercial software. Their attainment is limited in range but the recent improvement in resourcing has led to a rapid rise in attainment.
138. Attainment in Key Stage 2 is only just in line with national expectations, mainly because of the limited range of experiences that pupils have received. By the age of eleven pupils understand that information can be presented in a variety of ways. They are familiar with the main uses of information and communication technology and use tape recorders, videos and television with confidence. Pupils use word processing packages imaginatively to present information in a variety of ways. They use simple art programs and search the Internet for information on areas of interest. Pupils describe using spreadsheets and database programs but there were no examples in the work seen from the current term. Pupils who have special educational needs are attaining appropriately and are well supported by teachers and support staff.
139. Pupils make satisfactory progress in both key stages. The recent provision of a computer suite has enabled pupils in both key stages to make good progress in recent weeks. Pupils have opportunities to practise computer skills and to use computers to support other subjects. For example, during a literacy lesson, a pupil practised reading, using a CD-ROM and, in a mathematics lesson a pupil used the computer to record information.
140. Pupils enjoy using information and communication technology. They show interest and

enthusiasm in describing their experiences. In the lesson seen, pupils concentrated well and persevered with some challenging tasks. Pupils are aware of the safety issues involved and explain that there are rules when using electrical equipment. They value the high quality of the equipment provided and treat it with care. They collaborate with each other and, when sharing a machine, take turns and show consideration for each other. Pupils benefit from the school's Internet links with a school in Germany, learning to appreciate different cultures and ways of life.

141. The lesson seen took place in the computer suite and each pupil had sole use of a computer. The teacher provided carefully planned, challenging activities for pupils that met individual needs. The lesson was well organised and pupils made good progress in confidence and understanding. Pupils who have special educational needs were supported effectively and made good progress. When pupils use computers during other lessons, they behave well, work sensibly and need minimal supervision. The activities set are appropriate to the lesson and to the pupils' computer skills.
142. The recently implemented scheme of work for information and communication technology meets the requirements of the National Curriculum and gives very extensive guidance. Teachers' planning is detailed and provides opportunities for all pupils to make systematic progress. Carefully planned lessons provide pupils with challenging activities, which are differentiated to meet the needs of all pupils. All classes have a timetabled lesson in the computer suite each week and opportunities to practise their skills in the classroom. Thoughtfully chosen technical aids give good support for pupils who have special educational needs and enable them to have full access to the curriculum. Support staff are fully briefed and give good support to pupils who have special educational needs so that they make sound progress.
143. Assessment procedures are good and provide a comprehensive record of pupils' experiences and attainment. These have recently been implemented and have not yet had a significant impact on standards.
144. Leadership and management of the subject are very good. The co-ordinator has organised funding from several sources to provide ample, up to date equipment and to finance replacement and renewal when necessary. He gives a clear educational direction to the subject and has produced a detailed development plan. The training needs of staff have been identified and training has been arranged. There is a strong commitment, supported by all the staff, to raise standards of attainment in information and communication technology but there is no systematic programme of monitoring planning, pupils' work and lesson observations. The positive attitudes of staff are communicated to pupils and create a positive learning environment for the development of information and communication technology.
145. Teachers have sound subject knowledge and support staff are effectively deployed. The accommodation and resources for learning are very good, particularly for pupils who have special educational needs. There is a computer suite with twelve networked computers and each classroom has a networked machine. There are several printers, including a colour printer and the school has purchased a scanner and a digital camera. There is a limited range of software but Internet access, peripherals and pre-loaded software provide a wide range of experiences for pupils. A number of displays, around the school, celebrate pupils' skills in word processing but there are few examples of other kinds of computer generated work. Although the resources have been in use for a very short time, the commitment of the staff and the very good leadership suggest that standards will rise rapidly.

155. **Religious education**

146. The provision for the development of religious education is satisfactory. Only two lessons were observed during the inspection, one in each key stage, and therefore it is not possible to make a judgement about the quality of teaching in the subject overall.
147. Evidence from discussions with pupils, the work in their books and from the curriculum planning, indicates that pupils, by the end of both key stages, are attaining standards in line with the expected levels set out in the local authority's Agreed Syllabus. Pupils make satisfactory progress overall as they move through the school.
148. The school's planning and work of good quality of work in pupils' books indicates that all aspects of religious education are taught to a satisfactory standard in lessons. In the two lessons observed, the pupils in Key Stage 1 talked about celebrations and festivals. Many were able to identify the major festivals in the Christian calendar and some named festivals from other countries. They were able to identify how people care for one another, and in particular, how the characters in the story of the nativity cared about the new King. Key Stage 2 pupils were able to discuss the concepts of compassion and forgiveness, after hearing the story of *The Good Samaritan*. They talked enthusiastically in their groups about different ways of helping those less fortunate than themselves, considering children and adults from all walks of life but particularly the homeless in other countries. In this lesson the pupils demonstrated a very mature understanding of the possible reasons for why people need support and help.
149. The work in the pupils' books shows that pupils have learned about the Christian religion through the stories from the Bible, through discussions about Christian festivals and artefacts and by visiting the local churches. The clergy from the various churches in the area also visit school regularly to lead school assemblies. Pupils have learned about the Sikhs and the story of Guru Nanak, as well as the symbols of many other religious beliefs such as Judaism and Buddhism. There are good links with literacy in the form of high quality independent writing about creating happiness and 'My Eightfold Path'.
150. The resources for religious education are satisfactory. The school has a selection of Bibles and a small collection of artefacts. Good use is made of the facilities in the county for borrowing boxes of artefacts for special topics on other faiths. The school library has a good selection of books on celebrations and festivals linked to a variety of religions.

160.

**OTHER SUBJECTS OR COURSES**

**Art**

151. The provision for the development of skills in art is satisfactory. Four lessons were observed during the inspection. Evidence from the artwork produced by pupils, work on display, curriculum planning and the lessons observed, indicates that pupils are making at least satisfactory progress in the subject.
152. The quality of teaching in the lessons observed was satisfactory overall with some elements of good teaching. The lessons were very well planned with clear learning outcomes. The teachers had good subject knowledge and were able to support the pupils well whilst they were working. The youngest pupils were developing good co-ordination skills when painting and colouring and they used scissors to accurately cut out the different sections of their Christmas cards. The older pupils in Class 3 gave careful thought to their designs for clay heads, taking into account the fact that the clay shrinks on firing. They had learned from mistakes made in the last batch of models



that had been fired. The pupils worked well on their three-dimensional models and produced some very original and well thought-out heads. The pupils in Class 4 had analysed a painting by Brueghel, and, following good direction from the teacher, they used their observations to inform their designs for Christmas cards. The pupils were provided with limited resources, which allowed them to concentrate on using and applying skills previously developed. A general weakness in the teaching was too much teacher direction upon the use of practical skills such as cutting, and gluing. There was no opportunity provided for the pupils to express their own ideas and feelings through their own choice of materials and method of working.

153. The work on display around the school shows that pupils are developing the skills of presentation well. Very good handwriting is often supported by well-drawn illustrations, very tidily presented and mounted to show the pupils' work to best effect. Most of the displays are of pupils' work in all aspects of the curriculum.
154. The pupils have opportunities to work in a range of different media. Work in Class 1, for example, includes artwork using pastels, crayons, pencils, paint and a range of found materials with which they made small card models of themselves for the birthday chart. Some exceptional design work on angels' costumes in Class 2 shows that pupils are not only learning to make intricate designs, but also how to colour the designs to a high level of accuracy and with a very good choice of colours that blend well together. The work on display in Key Stage 2 reflects the skills previously developed and applied, for example, when producing paintings and models of Viking ships.
155. The resources for art are satisfactory.

### **Design and technology**

156. Only one lesson was seen during the inspection. However, evidence from teachers' planning, discussions with teachers and pupils and scrutiny of pupils' work indicates that pupils make satisfactory progress throughout the school.
157. In Key Stage 1, pupils' skills in designing and making are developed appropriately. Younger pupils enjoy working with construction kits. When making greeting cards and crackers for Christmas they used scissors with precision and were able to select appropriate materials. They explained how the moving parts worked and enjoyed discussing the finished products. Pupils in Years 1 and 2 had made cushions prior to inspection and the process showed good development in designing, making and evaluating work. Pupils had researched pictures of shaped cushions to inform their design. They developed understanding of the challenge in drawing a two-dimensional design for a three-dimensional shape, made effective use of tools and materials and evaluated the results.
158. In Key Stage 2, teachers plan an increasing range of tasks linked with other curriculum areas. For example, pupils made sarcophagi and canopic jars as part of a history topic. Pupils are able to discuss the main stages in making and show good understanding of the tools and processes required. Pupils are less aware of the need for research into design and the way in which evaluation can improve their designs. Pupils are very aware of the health and safety issues in using tools and materials. They work independently and safely, using tools appropriately. They take pride in their achievements and enjoy the practical aspects of the subject.
159. The quality of teaching is sound. Teachers' subject knowledge is satisfactory and work is matched appropriately to pupils' needs. Pupils who have special educational needs are supported well. Teachers maintain records of work covered but do not systematically record

pupils' progress. Resources are adequate and include provision for food technology.

**169. Geography**

160. No lesson was seen during the inspection. However, teachers' planning records were examined, discussions held with teachers and pupils and a scrutiny of pupils' work was carried out.
161. A limited range of pupils' work from the current term was available and no work was seen from Years 5 and 6. The work seen, however, would indicate that pupils make satisfactory progress through both key stages.
162. Pupils in Key Stage 1 show understanding of differences between places, such as the style of houses in different countries and can discuss the effects of weather, referring to the effects of rain on the school field. Pupils in Key Stage 2 are able to make geographical comparisons between places and discuss environmental issues, such as the effect of tourism on an area. Pupils in both key stages are less confident in describing the use of maps or the way in which co-ordinates can identify features on a map.
163. The curriculum is delivered through a series of topics, as required in the national programmes of study. In Key Stage 1 topics cover understanding of places, physical processes and mapping skills. In Key Stage 2 pupils study contrasts and relationships between places, here and abroad, environmental issues and further develop their mapping skills. The pupils' understanding and skills are assessed at the beginning and end of every topic in order to ensure that activities are planned at appropriate levels of difficulty. The provision for pupils with special educational needs is good.
164. There is an adequate but limited range of resources for geography, which is well supplemented by materials and artefacts on loan from the local museum and university. The school makes good use of the locality, including the extensive grounds. Pupils in Key Stage 2 have the opportunity to take part in residential visits, which further enrich the curriculum. The links formed by the school with schools in Germany and Romania are a strength of the school and a valuable source of geographical enquiry. They also play an important role in extending pupils' understanding of different cultures, beliefs and ways of life.
165. Teachers have satisfactory subject knowledge and work collaboratively to develop the subject throughout the school. The co-ordinator provides valuable support in this process. The co-ordinator has not yet had opportunity to monitor the quality of teaching and learning in this subject.

175. **History**

166. Only one lesson was seen during the inspection. However, evidence from teachers' planning records, discussions with teachers and pupils and scrutiny of pupils' work indicates that pupils make sound progress through both key stages.
167. In Key Stage 1 pupils follow a series of topics throughout the year. Pupils in Key Stage 1 make sound progress. They can compare aspects of life in the past with their own lives, for example, discussing children in the past. They are aware that there are different ways to learn about the past, from books, photographs and artefacts. By the age of seven they have gained some understanding of chronology and a sound understanding of the meaning of history.
168. In Key Stage 2 pupils follow a two-year programme of topics, covering an ancient civilisation, Vikings or Anglo Saxons, Tudor History, Victorian Britain and Britain since 1930. Pupils write careful accounts of their work in history. The work produced by pupils in Years 3 and 4 is of a high standard both in its content and in very neat presentation. Pupils in Years 3 and 4 had produced some detailed, thoughtful writing about Egyptian burial customs which was celebrated in a very effective display. Pupils' work in Years 5 and 6, on a topic about Vikings, was less well presented but is satisfactory overall.
169. Pupils enjoy studying history. They collaborate well, listening to each other's ideas and suggestions. They take a pride in their work. Carefully planned visits help to bring history to life for the pupils.
170. In the lesson observed, the teacher had very good subject knowledge and this, allied to high expectations, led to good progress. Teachers work closely together to ensure that the requirements of the National Curriculum are met. They are enthusiastic about the subject and pupils benefit from that enthusiasm. There is an adequate range of resources but these are greatly enhanced by material on loan from a museum and a university. Teachers frequently bring in their own material and artefacts to share with pupils and make imaginative use of the resources available.
171. There are no procedures for monitoring the quality of teaching and learning in the subject.

181. **Music**

172. The provision for the development of skills in music is satisfactory. Only one lesson was seen during the inspection. Therefore it is not possible to make judgements about the progress that pupils make or the quality of teaching.
173. Pupils sing well in tune and often unaccompanied during assemblies. They also have opportunity to sing accompanied on piano and flute. In the one lesson observed, the younger pupils could name most of the percussion instruments that the teacher used during the lesson. The pupils learned how to tap rhythms, using body sounds as well as instruments, and to accompany carols, keeping in time, with a good, steady rhythmic beat, distinguishing loud and soft, fast and slow.
174. The policy and curriculum planning records for music show that there is good provision for the subject. All aspects of the subject are taught, and it is the school's philosophy that all pupils in the school should take part in the school concerts, which are held once or twice a year. In this way the pupils' skills in music and musical performance as well as the skills in dance and movement, can be used.

175. There are many opportunities for pupils to learn to play musical instruments such as violin and guitar, which are taught by professional musicians employed by the local education authority. The pupils in Key Stage 2 are given the opportunity to learn to play the recorder. There is a school choir, which meets together at lunch times. The pupils also perform in the community. The pupils enter and leave the school assembly to music, and they are encouraged to listen to the music by the teacher, who sets little tasks such as listening for the different instruments of the orchestra.
176. The resources for teaching music are good. There is a good range of percussion instruments and tuned instruments such as glockenspiels, xylophones and chime bars.
186. **Physical education**
177. It was not possible to observe a physical education lesson during the inspection but discussions with teachers and pupils, a scrutiny of teachers' planning records and observation of pupils at play indicate that pupils make sound progress in both key stages.
178. Pupils make good use of small equipment on the hard play area, playing small ball games with partners or teams. Play is boisterous but sensible and pupils show agility and confidence. They co-operate well and follow the rules needing little intervention from adults. Most pupils report that they enjoy physical education and the extra-curricular sporting activities. Progress is good in swimming. All pupils are able to swim by the time they leave the school.
179. Teachers' planning covers all areas of the curriculum for physical education. Swimming is taught in Key Stage 2 and all the pupils in the key stage are able to swim. A wide range of extra-curricular activities enriches the curriculum. Teachers plan together to ensure that the subject is developed systematically. The curriculum is planned to ensure that pupils who have special educational needs are able to take part wherever possible and they are given an appropriate programme when they are disapplied from the National Curriculum. This attention to the needs of pupils is very good.
180. The extensive grounds give ample scope for field games but the hard play area is limited in size. Accommodation is satisfactory for indoor activities. There is a limited range of small equipment for games but a lack of large apparatus prevents full delivery of the programme for gymnastics. There is one set of wall bars, a ladder, a box, some stools and safety mats. This limits the development of sequences on apparatus or the full use of levels and direction to enhance performance and improve agility.

190. **PART C: INSPECTION DATA**

190. **SUMMARY OF INSPECTION EVIDENCE**

181. Three inspectors spent a total of seven days in school. During the course of the inspection:

- thirty lessons or part-lessons were observed; this equated to just over twenty-one hours of teaching and learning;
- pupils read to members of the inspection team;
- pupils' understanding and use of number were assessed;
- the work of a sample of pupils from each year group was scrutinised;
- discussions were held with members of staff;
- a complete range of curriculum planning records were scrutinised;
- a meeting was held with the governing body;
- a meeting was held with the parents of pupils at the school;
- the parents' questionnaires were analysed;
- prior to the inspection, the last inspection report was carefully analysed;
- other documentation provided by the school was carefully scrutinised.

- **DATA AND INDICATORS**

- **Pupil data**

	Number of pupils on roll (full-time equivalent)	Number of pupils with statements of SEN	Number of pupils on school's register of SEN	Number of full-time pupils eligible for free school meals
YR – Y6	78	9	17	11

- **Teachers and classes**

- **Qualified teachers (YR- Y6)**

Total number of qualified teachers (full-time equivalent):	4.3
Number of pupils per qualified teacher:	20

- **Education support staff (YR – Y6)**

Total number of education support staff:	4
Total aggregate hours worked each week:	57

**Average class size:** 20

- **Financial data**

Financial year:	1999
	£
Total Income	172,046
Total Expenditure	178,120
Expenditure per pupil	2,343
Balance brought forward from previous year	3,671
Balance carried forward to next year	-2,403

## PARENTAL SURVEY

Number of questionnaires sent out: 78  
Number of questionnaires returned: 30

Responses (percentage of answers in each category):

	Strongly agree	Agree	Neither	Disagree	Strongly disagree
I feel the school encourages parents to play an active part in the life of the school	30	33.3	30	6.7	0
I would find it easy to approach the school with questions or problems to do with my child(ren)	43.3	20	3.3	23.3	10
The school handles complaints from parents well	14.3	28.6	21.4	25	10.7
The school gives me a clear understanding of what is taught	26.7	40	6.7	26.7	0
The school keeps me well informed about my child(ren)'s progress	30	36.7	3.3	30	0
The school enables my child(ren) to achieve a good standard of work	33.3	26.7	13.3	13.3	13.3
The school encourages children to get involved in more than just their daily lessons	23.3	46.7	13.3	13.3	3.3
I am satisfied with the work that my child(ren) is/are expected to do at home	36.7	33.3	10	10	10
The school's values and attitudes have a positive effect on my child(ren)	30	36.7	13.3	16.7	3.3
The school achieves high standards of good behaviour	26.7	30	20	13.3	10
My child(ren) like(s) school	46.7	26.7	20	3.3	3.3

### Other issues raised by parents

1. Thirty questionnaires were returned. One questionnaire represents 3.3 percent.
2. The positive results of the parents questionnaires, on the whole, reflect the generally positive views of the parents at the parents' meeting.
3. The concerns by some parents about the progress of pupils in mixed-age classes are generally unfounded. The inspectors found that all pupils make at least good progress as they move through the school. This judgement is based upon the lessons observed, a review of test and assessment results and pupils' work over a longer period of time.
4. The behaviour of the pupils was good during the days of the inspection. There are very good systems and procedures in place to deal with any behavioural problems, should they occur.

5. The inspectors agree with the parents that the school's homework policy is not consistently applied and that better information should be provided for parents regarding homework.
6. The negative comments, recorded in the above table, were duly noted. During the days of the inspection, the inspectors looked closely at all available evidence in order to substantiate the views of parents. There was very little evidence to support most of the negative responses.