

INSPECTION REPORT

WINMARLEIGH CE PRIMARY SCHOOL

Preston

LEA Area: Lancashire

Unique Reference Number: 119545

Inspection Number: 187169

Head-Teacher: Mr D Adams

Reporting inspector: Mr D J Halford
12908

Dates of inspection: 4 – 6 October 1999

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WINMARLEIGH CE PRIMARY SCHOOL-1

INFORMATION ABOUT THE SCHOOL

Type of school	Infant & Junior
Type of control:	Voluntary Aided
Age range of pupils:	4 - 11
Gender of pupils:	Mixed
School address:	Church Lane Winmarleigh Preston PR3 0LA
Telephone number:	01995 603006
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Appropriate authority:	Governing Body
Name of chair of governors:	Reverend R N Hamblin
Date of previous inspection:	11-14 th December 1995

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Mr D J Halford, RgI

Subject responsibilities

Special Educational Needs

Mathematics

Science

History

Geography

Music

Religious Education

Equal Opportunities

Aspect responsibilities

Characteristics of the School

Attainment and Progress

Teaching

Leadership and Management

Efficiency of the School

Mrs J Farmer, Lay Inspector

Attitudes, Behaviour and
Personal Development

Attendance

Spiritual, Moral, Social and
Cultural Development

Support, Guidance and Pupils
Welfare

Partnership with Parents and the
Community

Curriculum and Assessment

Mr A C Davies

Areas of Learning for Children

Under Five

English

Staffing, Accommodation and
Learning Resources

Design and Technology

Information and Technology

Art

Physical Education

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MAIN FINDINGS

What the school does well

- The school provides a safe and secure environment for the pupils, and they are well known as individuals. Provision for the pupils' moral development is very good.
- There is a high percentage of good teaching in the class accommodating older pupils. This has a positive impact upon the progress made by these pupils.
- Effective use is made of part-time teaching staff to improve standards in writing and information technology, for pupils aged 7 to 11 years.
- There has been significant improvement in the school's provision for information technology since the last inspection.

Where the school has weaknesses

- The provision for children aged under 5 is unsatisfactory and children are not building on the good skills that they have when they start school.
- Progress in writing for 4 to 7-year-olds (reception and infant pupils) is unsatisfactory, leading to only a few pupils achieving beyond the levels expected for their age at 7 years.
- There is a lack of challenge in the work presented to pupils in Year 3, presently accommodated with pupils aged 4 to 7 years of age, and this is making their progress unsatisfactory.
- Information gained from assessments, throughout the school, is not used effectively to set clear targets for individual pupils to improve.

Although the school has strengths, and has made improvements, there are important weaknesses associated with the progress made by younger pupils. The weaknesses will form the basis of the Governors' Action Plan, which will be sent to all parents and guardians of pupils at the school.

How the school has improved since the last inspection

Since the last inspection satisfactory progress has been made in meeting the main areas requiring attention identified in the last report. Long-term planning has improved with documentation in place to support most subjects. This has resulted in the school having planning which is now of satisfactory quality. The areas of the curriculum listed as in need of improvement, namely geography, information technology and writing, have mostly seen positive developments but writing still remains a concern.

The most significant improvement is in information technology, where the employment of a part-time teacher, with expertise in the subject, has been very influential. Improved quality text books have led to better provision for geography, but work needs to be continued - particularly amongst the younger pupils - to improve the quality of writing. There are other areas that are now causing concern. The main one is the difference in provision for pupils taught in each of the two main classes. This was not a concern in the previous inspection. There is significant amount of unsatisfactory teaching in Class 1 and the provision for pupils in this class has shortcomings in important areas. Teaching is more variable now than it was during the previous inspection. The school has demonstrated that it can take steps to improve and it still has a satisfactory capacity to do so in the future.

Standards in subject

This 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>	<i>A</i>
			<i>above average</i>	<i>B</i>
English	n/a	n/a	<i>average</i>	<i>C</i>
Mathematics	n/a	n/a	<i>below average</i>	<i>D</i>
Science	n/a	n/a	<i>well below average</i>	<i>E</i>

No comparison is made with all schools or with similar schools, because there are less than ten pupils in the year group, and this makes the statistics generated unreliable.

Inspection findings are that standards of 11-year-old pupils are broadly in line with national averages in English, mathematics and science. Standards in information technology are also in line with national averages. This is due to good progress in Class 2. The attainment of 7-year-olds is below average in English but broadly in line with national expectations for mathematics and science.

Teaching in	Under 5	5 – 7 years	7 – 11 years
English	Unsatisfactory	Unsatisfactory	Good
Mathematics	Unsatisfactory	Satisfactory	Good
Science	n/a	Satisfactory	Satisfactory
Information technology	n/a	n/a	Good
Religious education	n/a	n/a	n/a
Other subjects	Unsatisfactory	Satisfactory	Satisfactory

Teaching is satisfactory overall. It is at least satisfactory in 87 per cent of the lessons. In almost 40 per cent of the lessons teaching is good. All the good teaching occurs in Class 2 (Year 4 to 6) and all the unsatisfactory teaching occurs in Class 1 (Years R – 3).

As this is a denominational school, this team did not inspect religious education. It will be the subject of a separate inspection report.

Other aspects of the school

Aspect	Comment
Behaviour	The behaviour of the majority of pupils in, and around the school, is good. There are some pupils, in Year 3, whose behaviour distracts the others in their class. The behaviour of some older pupils is less than satisfactory when not under the direct supervision of their regular teacher.
Attendance	Attendance is very good. The majority of pupils enjoy being in school and arrive on time. Punctuality is good.
Ethos*	Satisfactory. Most pupils generally show an appropriate attitude to their learning and develop satisfactory relationships with each other. There is an appropriate commitment to high standards.
Leadership and management	The headteacher is providing satisfactory leadership although the limited time available for him to check on the quality of learning and teaching in Class 1 has resulted in some unsatisfactory provision.
Curriculum	Satisfactory. Appropriate emphasis is given to literacy and numeracy. Significant improvement has been made in information technology provision for older pupils. There is inappropriate provision for children aged under five and for Year 3 pupils.
Pupils with special educational needs	Satisfactory. Pupils have appropriate individual targets and are well supported.
Spiritual, moral, social & cultural development	Good. This is a school that helps pupils understand the difference between right and wrong and helps them to understand how different people live and worship in different parts of the world.
Staffing, resources and accommodation	The use of part-time staff with expertise in specialist areas has helped the teaching staff to be appropriately skilled in different subjects. The lack of a school hall limits the school's ability to develop pupils' physical skills.
Value for money	In this small school unit costs are very high. Pupils' attainment on entry is above average, and broadly in line with national expectations by the end of Key Stage 2. This represents unsatisfactory value for money.

**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 majority of parents think their children enjoy coming to school.
- The development of the individual child is good because class numbers are small.
- Children are friendly with one another.
- Parents are impressed with children's technology skills.

What some parents are not happy about

- Concern was expressed about the Year 3
- There were some mixed feelings about pupils'
- Some parents would like more regular king.
- The amount of homework pupils is given.

The parents have made some very perceptive remarks. On the positive side, the inspection team agree that most children appear to be happy in school, although a small number of pupils cause some disruption in some lessons. Some Year 3 pupils were seen to be very unfriendly towards each other. It is true that class numbers are small, and it is the view of the inspection team that pupils are well known as individuals. It is equally true that the school's provision for information technology has improved since the last school inspection in 1995.

The inspection team believe that the school has little option other than accommodating the Year 3 pupils in Class 1 because of the imbalance of numbers of pupils in school. However, the inspectors share the parents concern over the challenge in the work provided for that year group. Equally the inspection team feels there is evidence of some weakness in aspects of writing, amongst younger pupils. Reports to parents are found to be of good quality and the team believe it is a matter for the school to decide when that information should be circulated. The provision for homework is reasonable.

· **KEY ISSUES FOR ACTION**

·

Improve the provision for children aged under 5, by: -

- ensuring that planning is firmly rooted in the recognised learning goals for children at five;
- increasing the number of opportunities for creative and physical development;
- providing appropriate professional development for adults working with these children.

Improve the standards of writing for Key Stage 1 pupils, by: -

- putting greater emphasis on the secretarial skills of writing, that is, punctuation, spelling and handwriting;
- providing more appropriate professional development opportunities for the teacher.

Improve the progress made by Year 3 pupils, by: -

- increasing the level of challenge in their work, particularly in literacy and numeracy;
- establishing procedures aimed at the pupils developing more positive attitudes to their learning.

Use information gained from assessment more productively, by: -

- setting clear targets which are clearly linked to the expectations outlined in the National Curriculum, and which will enable each pupil to improve;
- sharing these targets with pupils;
- reviewing these targets regularly with pupils.

· In addition to these main issues the governors must put in place actions aimed to improving: monitoring arrangements; and, opportunities for the professional development of staff.

· **INTRODUCTION**

· **Characteristics of the school**

1 Winmarleigh Church of England (Aided) Primary School serves the parish of St Luke's Winmarleigh, which is substantially a commuter and farming community. The school is part of the Lancashire County Education Authority. There are currently 29 pupils on roll (15 boys and 14 girls). During the inspection three of the four reception children are still only four years of age. The majority of children start school with language and numeracy skills that are above average. The school was last inspected in December 1995.

2 There are no pupils on roll from ethnic minority families and no pupils for whom English is an additional language. There are no pupils known to be entitled to school meals free of charge. No pupils carry statements of special educational need, although 16 per cent of the pupils are at some stage on the register of special educational need. All these factors are below the national average. The other socio-economic factors available indicate a school serving a slightly advantaged average community.

3 The school's Mission Statement seeks to provide a welcoming atmosphere for the pupils, in which Christian values are strongly promoted. The school seeks to give all the pupils the opportunity to develop to their full potential in academic, spiritual, social and physical areas. Together with this, the school seeks to use the financial resources at its disposal to provide good accommodation and the highest possible levels of staffing and equipment.

• **Key indicators**

Attainment at Key Stage 1¹

Number of registered pupils in final year of Key Stage 1 for latest reporting year:	Year	Boys	Girls	Total
	1999	3	4	7

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Number of pupils at NC Level 2 or above	Boys	1	1	2
	Girls	2	2	3
	Total	3	3	5
Percentage at NC Level 2 or above	School	43(86)	43(86)	71(86)
	National	82(80)	83(81)	87(85)

Teacher Assessments		Reading	Mathematics	Science
Number of pupils at NC Level 2 or above	Boys	1	1	1
	Girls	2	3	3
	Total	3	4	4
Percentage at NC Level 2 or above	School	43(100)	57(86)	57(100)
	National	82(81)	86(85)	87(86)

• **Attainment at Key Stage 2¹**

Number of registered pupils in final year of Key Stage 2 for latest reporting year:	Year	Boys	Girls	Total
	1999	3	3	6

National Curriculum Test Results		English	Mathematics	Science
Number of pupils at NC Level 4 or above	Boys	2	0	2
	Girls	2	3	2
	Total	4	3	4
Percentage at NC Level 4 or above	School	67(50)	50(25)	67(50)
	National	80(65)	69(59)	78(69)

Teacher Assessments		English	Mathematics	Science
Number of pupils at NC Level 4 or above	Boys	2	1	2
	Girls	3	3	3
	Total	5	4	5

¹ Percentage in parentheses refer to the year before the latest reporting year

² Percentage in parentheses refer to the year before the latest reporting year

Percentage at NC Level 4 or above	School National	83 68(65)	67 69(65)	83 75(72)
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• **Attendance**

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Percentage of half days (sessions) missed through absence for the latest complete reporting year:	Authorised Absence	School National comparative data	% 4.4
	Unauthorised Absence	School National comparative data	0 0.5

•

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• **Exclusions**

•

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

•

• **Quality of teaching**

•

Percentage of teaching observed which is:		%
	Very good or better	3
	Satisfactory or better	87
	Less than satisfactory	13

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· **PART A: ASPECTS OF THE SCHOOL**

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· **EDUCATIONAL STANDARDS ACHIEVED BY PUPILS AT THE SCHOOL**

· **Attainment and progress**

4 In this small village school each year group of pupils is very small in number - always below ten - and this renders the statistical base unreliable. However, a long-term view of the school's performance begins to give some useful information and data.⁵ National test results over a four year period (1996-1999) shows that the attainment of 11-year-olds is broadly in line with national expectations in the three core subjects of English, mathematics and science. However, only a few pupils have attained above average levels for their age in English, mathematics or science. Teacher assessments are substantially the same as the national tests in most years but there is more variation noted in 1999. Inspection evidence shows that pupils are achieving levels of attainment which are broadly in line with that which is expected for their age in all three core subjects and substantially confirms the tests results.⁶ Six pupils took the 1999 national tests for 11-year olds. These results indicate that two-thirds of the group attain the expected levels in English and science and half the group attained the expected level in mathematics. One pupil attained the higher level in mathematics and science but none in English. This overall picture, for pupils at the end of Key Stage 2, is similar to that reported on the occasion of the last inspection in December 1995.⁷ The analysis of test results for 7-year-olds over the past four years (1996-99) shows that pupils' reading results have been well below the national average. The 1999 results have also followed this trend but the present Year 2 cohort is broadly in line with national averages. In writing the analysis over the past four years shows that pupils' results are broadly in line with the national averages, but most pupils only just achieved the expected level. The present position is that pupils' attainment in writing is below average. For mathematics the test results have been broadly in line with national averages, which is similar to the position of the present cohort. Teacher assessments show that in science pupils' attainment has been broadly in line with national averages over the past four years. This is also the position with the present cohort of pupils. ⁸ Inspection evidence indicates that levels of attainment are below that expected for the age of the pupils in English - particularly in writing - and generally in line with national averages in mathematics and science for pupils aged 7 years.⁹ When children start school, the majority show that they have skills in language and mathematics that are above average for their age. They are quite fluent speakers and can listen well. They show some knowledge of books and know that print carries meaning. They know their numbers from zero to nine and can place them in sequence. They are able to take turns and work quite well together. Overall, given this promising beginning, their progress through to the end of the reception year is unsatisfactory. They are generally given insufficient access to appropriate experiences in the areas of learning for children under 5 to be adequately prepared for the demands of the National Curriculum.¹⁰ Throughout Key Stage 1, this unsatisfactory progress continues in the core subjects, especially in writing, where the pupils' secretarial skills (punctuation, spelling and handwriting) are insufficiently developed. Inadequate attention is given to the correct use of punctuation and presentation of work for the pupils to make adequate progress. Reading shows better progress, as does mathematics, but by the end of the key stage, pupils are still only able to demonstrate levels of attainment which are, at best, appropriate for their age.¹¹ Throughout Key Stage 2, pupils make good progress in the core subjects, with evidence of substantial gains being made in writing, by some Year 4 pupils. Pupils gain confidence with their reading and show a wide range of understanding in mathematics, which they can apply, in a good variety of ways in other subjects. In science, pupils make good gains in their knowledge and understanding through good use of science investigations, which they record carefully and accurately.

12 Due to the fact that Year 3 pupils are accommodated with younger pupils they are making unsatisfactory progress in that year. An unusual set of circumstances has arisen this school year

because of an imbalance of numbers between the key stages. The pace and challenge of lessons for Year 3 pupils is currently lacking drive and rigour, and as a result the progress made by these pupils is unsatisfactory in each of the three core subjects.¹³ The Literacy and Numeracy initiatives are both in place and pupils are making positive progress, in both key stages. Writing in Key Stage 1 is the exception with the strategy not yet having an impact on standards. There is limited use of literacy and numeracy skills being made in other subjects although there is some use of literacy skills in geography and numeracy skills in geography, history and information technology.¹⁴ For information technology, pupils' attainment is in line with national expectations at the end of Key Stage 2. Pupils' progress is unsatisfactory, in Key Stage 1, but good in Key Stage 2. This represents an improvement on the position reported at the last inspection. The school has committed some of its resources to the employment of a part-time teacher with expertise in this area and she is having a positive impact on the levels of attainment achieved by the older pupils.¹⁵ Through Key Stage 1, pupils' progress in other subjects is satisfactory. This is also the position in Key Stage 2, although progress in music is good for older pupils. Again, a part-time teacher with musical expertise is making a positive contribution to the school's provision. All the pupils in Key Stage 2 are given recorder tuition, and can read musical notation, play together well and have regular practice in performance. This provision is good, as is the current provision for swimming, where all the pupils from Reception to Year 6 take part in the lesson. Here again, progress is good.¹⁶ Although there are small numbers of pupils in each cohort, and statistical information is therefore unreliable, there is evidence over time that few pupils gain above average levels of attainment in Key Stage 2, and no pupils gain above average levels in Key Stage 1. This indicates that higher-attaining pupils are being insufficiently challenged, especially in the class accommodating the younger pupils. They, therefore, do not make the amount of progress that might be expected, in relation to their skills.¹⁷ Pupils with special educational needs generally reach levels of attainment which are broadly in line with their potential. They are accommodated well alongside their peers in classroom situations. Pupils with special educational needs make satisfactory progress through the school. Where appropriate they have Individual Education Plans of good quality, enabling them to sustain their satisfactory progress.

• **Attitudes, behaviour and personal development**

•

18 The pupils' attitudes and personal development are satisfactory. Most pupils have a positive attitude to their work, are able to sustain concentration and are keen to participate in the lesson. However, there are a minority of pupils who do not apply themselves to the task and are often seen engaged in diversionary tactics that disrupt others. Where pupils do have a good attitude to learning they concentrate well and persevere with the task even when difficult. Good examples are seen when pupils are taking swimming lessons. Even children aged under five persevere for what, to them, is a long session. By contrast, some Year 3 pupils are not able to apply themselves when not directly supervised by an adult.

19 Children aged under five respond in different ways to tasks set for them. Swimming has already been mentioned as one area where their perseverance is good. In contrast to this, children do not settle easily to tasks, which require them to work as a group on a language task. During these sessions some withdraw from the discussions that take place. Most are able to play together effectively and organise themselves with a reasonable amount of success.

20 Pupils' behaviour is good. In and around the school, during play times, lunch breaks and in lesson most pupils behave in a sensible and considerate way and the majority settle quickly to task. All pupils conduct themselves in an excellent way when away from the school and in public places such as the leisure centre. There is strong emphasis on self-discipline and looking out for the needs of others. Pupils respond well to this and there are many examples of older pupils showing good examples to younger ones. This is similar to the good behaviour reported in the last inspection.

21 Relationships between pupils and between pupils and adult are good on most occasions. Pupils demonstrate a sense of responsibility and empathy with each other. Each member of this small school is made to feel valued and this makes a positive contribution to the orderly community. However, one incident seen in Year 3 observes one boy behaving in a very anti-social manner towards a girl.

- **Attendance**

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22 Attendance is very good and well above the national average. There is no unauthorised absence. The majority of pupils enjoy attending the school, do so regularly and are punctual for the start of the school day. Registers are taken promptly at the start of each session and comply with statutory requirements. Lessons run to the published timetable. There is some improvement in punctuality when compared to the position reported in the previous inspection.

- **QUALITY OF EDUCATION PROVIDED**

- **Teaching**

-

23 Teaching is satisfactory, although there is a significant contrast in the quality of teaching seen in each of the two classes. Overall, teaching is at least satisfactory in 87 per cent of the lessons. It is good in 35 per cent of the lessons and very good in 3 per cent. Teaching is unsatisfactory in 13 per cent of the lessons, and happens only in the lessons for younger pupils (Class1). There is a significant imbalance in the number of pupils in each key stage, and this leads to one class containing pupils from reception to Year 3, thus crossing three key stages. Some of the difficulties caused by this organisation have an adverse effect on the progress made by pupils in these year groups. This is different to the position reported during the previous inspection when less good teaching was observed but fewer shortcomings in teaching were also evident.

24 Teaching for children under five is unsatisfactory in approximately one third of the lessons. Lessons are not firmly rooted in the recognised learning goals for children of this age, and there are insufficient opportunities for the pupils to engage in activities, which will develop their creative and physical skills. The teacher does not build on the mature starting points of these children and there is a lack of challenge in the tasks provided for them.

25 In Key Stage 1, teaching is satisfactory in over 80 per cent of the lessons seen, and very good on one occasion (swimming). Where the best quality lessons are seen they involve a teacher with specialist expertise, and here good progress results directly from the quality of the teaching. Where teaching is unsatisfactory, the teacher's expectations of what pupils can achieve is not high enough, particularly in writing, and some lessons proceed at too slow a pace. Teaching is unsatisfactory for English, despite the Literacy Strategy being used appropriately. The main reason being that the teacher does not help pupils to develop their writing skills appropriately.

26 In Key Stage 2, in the class accommodating pupils in Years 4, 5 and 6, teaching is never less than satisfactory, and in almost three quarters of the lessons, it is good. Again, good use is made of teachers with specialist expertise, in music and information technology, but overall, the pupils are well managed and lessons generally maintain the pupils' interest. For Year 3 pupils, there is insufficient challenge in the work provided for them, and a substantial number of pupils in the year group let their attention wander leading to them becoming inattentive. Again, this unsatisfactory element to the teaching has an adverse affect on pupils' progress. For the other year groups in Key Stage 2, teaching is good in English, information technology and music - substantially reflecting the positive contribution

of part-time teachers with specialist expertise - and satisfactory for all other subjects for which sufficient evidence was gained.

27 Pupils with special educational needs are appropriately challenged, and work well alongside the other pupils in the classroom. They are included well in the activities of the group. Individual Education Plans identify their needs well and are used appropriately by the teacher.

28 The teachers have an appropriate understanding of the literacy and numeracy strategies, although there are some difficulties experienced with its implementation in classes, which accommodate such wide age ranges. The structure of the Literacy Hour is becoming well established in the class containing the younger pupils. With the older class, pupils are managed in year groups for text level work, whilst the rest are engaged on other related activities.

29 Teachers' knowledge and understanding is generally satisfactory, overall. It is more secure for teachers working with older pupils, and for those teachers with specialist expertise in some subjects. In the class accommodating the younger pupils, teachers' expertise is insecure in aspects of the learning goals for children under five and in the requirements for pupils in Year 3.

30 Teachers' expectations of what pupils can achieve are not high enough. This is particularly evident in the teaching of the younger pupils, especially with regard to writing. In Key Stage 2, amongst the older pupils, expectations are higher, and this leads to better progress being made by these pupils. However, few pupils gain above average levels of attainment at the end of either key stage, which leads to the conclusion that expectations are insufficiently high for the higher-attaining pupils.

31 Pupils are managed appropriately in the younger pupils' class, and are managed well in the class containing older pupils. The needs of the pupils are well known, and the numbers of pupils in each class means that there are many opportunities for individual teaching to take place quietly but effectively. This is not always the case for pupils in Year 3, where some pupils need to be managed with firmness and clear direction.

32 Teachers' planning is satisfactory, throughout both key stages, although assessment opportunities are not linked closely enough to the specific outlines of the National Curriculum. Here, the setting of clear targets for individual pupils is not well established so as to allow pupils to improve. Day-to-day assessment is not making an impact on the planning in the way that it should. Some standardised tests are used to assess the progress of older pupils and these are generally interpreted clearly. The element that is missing is a clear link to the levels of the National Curriculum to highlight what precisely is required for a pupil to move to the next level.

33 The provision of homework is appropriate, with reading material sent home regularly and homework used as a natural extension of work undertaken in school. Some parents expressed the view that some older pupils may benefit from an increasing amount of homework in preparation for what awaited them in High School.

• **The curriculum and assessment**

34 Since the previous inspection the school has ensured that it is meeting the requirements of the National Curriculum. Improvements in provision for information technology and geography, the two areas previously identified with weaknesses, have taken place. The school's long-term planning has also improved and there are now appropriate supporting documents available for most subjects with art and design and technology being the exceptions. This improvement has occurred at a time when the school

also needed to address issues relating to the implementation of the National Literacy and National Numeracy Strategies. This constitutes good improvement in this area of the school's work since the last inspection.

35 With the exception of children aged under five, the curriculum is now broadly based and there is a reasonable balance across all subjects within the context of the additional time needing to be dedicated to literacy and numeracy. The introduction of the National Literacy and Numeracy Strategies has caused the school some problems because of the way the strategy has been designed for individual year groups. In each of the two classes there are three year groups and the school is still trying to find the most effective way of dealing with the two new strategies taking account of the age spread in each class. The arrangements for teaching information technology has greatly enhanced the opportunities provided for Key Stage 2 pupils to improve their skills in this area.

36 The increased allocation of time to literacy and numeracy has meant that less time is available for other subjects. However, the improvements in supporting documentation have meant that the school is in a better position for providing for pupils in these areas. The school tries to maximise the amount of time available to other subjects by making as many cross-curricular links as possible. However, there are limited opportunities taken to ensure that literacy and numeracy skills are effectively used in other subjects. The school does not have a policy for sex education although it is a subject that is touched on during science lessons by older pupils. The science curriculum includes a study on drugs and alcohol abuse. Year 6 pupils are appropriately prepared for the next stage of education with appropriate links made with the local secondary school.

37 Children aged under five are not appropriately provided for with important shortcomings in respect of their physical and creative development. This means that there is not a broad and balanced curriculum being provided for these children. The lack of appropriate outdoor education opportunities is inhibiting their physical development. The provision for creative development fails to build sufficiently on the skills that children have in this area when they start school. Opportunities for children to engage in creative play tend to be restricted to periods when all other work is completed and is not sufficiently built into the curriculum plan.

38 With three year groups in each class there are times when the planning does not take full account of the needs of all pupils and does not build on pupils' prior attainment. This results in a lack of challenge for high attainers in some year groups and a lack of progression in pupils' learning in both classes. One of the main problem areas is Year 3, who are presently grouped in Class 1. The work provided for this group is not sufficiently challenging and there is vast difference between the work being undertaken by Year 3 and Year 4 pupils. This is an aspect that has come in for close scrutiny by the head teacher's monitoring system but the problem has not been dealt with.

39 Pupils with special educational needs have appropriate individual plans and their work is set to take account of these. There is support available for them and there is good use made of information technology to help them with writing. This is similar to the position reported previously during the last inspection.

40 Appropriate care is taken to ensure that all pupils have full access to the curriculum. Boys and girls are provided with equal opportunities to take on additional responsibilities, which enhance their personal development. The statistical trend over the past few years show that girls perform better than boys in English at the age of 7 but the gap has been closed by the age of 11. In mathematics and science, the results are similar at the age of 7 but boys out-perform girls at the age of 11 by more than that seen nationally. However, the school's curriculum is equally accessible to boys and girls and activities are not designed so as to be more interesting to particular groups of pupils.

41 The provision for extra-curricular activities is appropriate with a range of sporting activities being offered for older pupils at different times of the year. When taking account of the size of the

school the amount provided is as expected. The school is able to link with other schools to provide residential visits, which includes adventure activities alongside other pursuits.

42 There are appropriate procedures in place to assess pupils at each level, including young children when they first start in the reception. However, the use made of the information available is unsatisfactory. Although the school has set its numeracy and literacy targets, it has not developed appropriate systems for checking that these targets are achievable and appropriate. Targets for individual pupils are not sufficiently linked to knowledge about their prior attainment and these are often not linked to daily planning. Teachers make insufficient use of assessment information when planning on a short or medium term.

43 The previous inspection did not indicate that assessment arrangements were problematic. However, the school has not been able to keep pace with the several initiatives that have been put in place since and this has resulted in assessment now being a concern.

· **Pupils' spiritual, moral, social and cultural development**

44 Overall, spiritual, moral, social and cultural development is good and a strength of the school. There are significant improvements noted since the previous inspection. Spiritual development is satisfactory with daily acts of collective worship contributing to pupils' sense of self worth and spiritual awareness when pupils are given time for personal reflection. Staff receive and value pupils' contributions across the curriculum and take opportunities to point out the wonders of the natural world and human achievement.

45 Moral development is very good and has improved since the previous inspection. The high expectations of all pupils in terms of conduct and relationships are in the main realised. Moral principles are a strong and consistent feature in all aspects of school life with staff constantly showing good examples to pupils by being good role models. The majority of pupils clearly know right from wrong and are able to discuss moral issues and relate them to their own lives and conduct.

46 Social development is good. Pupils display a good level of social confidence and maturity. Provision for social development starts at an early age when reception children are encouraged to consider the needs of others as well as their own. Unusually for reception children, they also have the opportunity to go swimming, which adds to their confidence and social development. Older pupils participate in the day-to-day running of the school, setting out equipment and resources, setting out tables at lunchtime and doing routine monitor jobs around the school. Older pupils are offered a residential experience when they attend an outdoor pursuits centre. Most pupils are responding well to the opportunities for working independently of the teacher during the literacy and numeracy sessions. Pupils' confidence and self-esteem develop through the good opportunities to participate in school productions. Pupils also participate well in their community; for example, they lead the services in the church both at Harvest time and Christmas and raise money for charity.

47 Cultural development is good and this is an improvement since the previous inspection. The school provides good opportunities for pupils to appreciate their own cultural traditions. Visitors to the school and visits out are well planned to enhance cultural development. Pupils visit art galleries such as the Lowry Exhibition, museums, places of historic and cultural interest, such as Lancaster Priory and Castle. Visitors include clergy, youth worker, fire service, police, magician, members of other schools and a local writer. Opportunities for multi-cultural awareness, which is satisfactory, are provided through religious education, assemblies, music, art and literature. The school has a link with a school in Pakistan; pupils discuss the lives of people from other cultures such as Nelson Mandela and study the major celebrations of other faiths such as Islam, Judaism and Hindi. However, it is rare for visitors of

other ethnic backgrounds to visit the school or for pupils to have the opportunity to visit places of worship of other faiths.

· **Support, guidance and pupils' welfare**

48 The support, welfare and guidance that pupils receive is good and a strength of the school. This represents an improvement since the previous inspection. Procedures for monitoring progress and personal development are mainly satisfactory. Pupils' annual reports contain information about pupil's personal development and behaviour as well as their academic achievements. Teacher assessments are not well used to move pupils on or to plan their work.

49 There are very good procedures for promoting discipline and good behaviour. There is a consistent approach to behaviour management by vigilant staff and all procedures are well documented. There is appropriate high expectation of pupils' conduct and some good strategies have been developed for the management of pupils in and around the school. For example, when pupils leave the main classroom via the steps, pupils wait in line and only when the person in front has commenced their descent of the steps does the next pupil move forward; a simple strategy that ensures that all pupils move quickly but safely around the school. Bullying is a rare occurrence in the school but staff are vigilant and deal with any incidences quickly.

50 Procedures for promoting full attendance are good. However, the attendance figures are not published in the School Prospectus. The school is now aware of this and has plans to rectify the situation. Attendance and punctuality is not a problem in the school

51 Child protection procedures are good. The headteacher is the designated member of staff, has received the appropriate training and attends case conferences as and when necessary. A governor also has a good degree of expertise in child protection procedures because of the nature of her job.

52 There are good procedures in the school for the promotion of health, safety and the general well being of pupils. The programme of personal, health and social education is delivered mainly through science and religious education. Topics covered include drug awareness, substance abuse, personal safety and cycling proficiency. The school uses a satisfactory range of visiting experts to promote a safe and healthy life style; for example, the police and fire service. The library also contains a good section of appropriate books for this subject. Pupils have been involved in a movement to music sponsored event, are regularly invited to science lectures at the University of Central Lancashire and will be raising money through a sponsored swim to support the school' swimming programme.

53 There are good procedures for accidents and emergencies. Members of the governing body and the headteacher carry out risk assessments. The school has been able to call on the expertise of a governor who has previous experience in health and safety matters. Emergency evacuation procedures are carried out only annually and the school has to rely on a hand-operated bell, which is barely audible in some parts of the school, such as the kitchen. Two members of staff are trained in first aid.

54 Lunch-time supervision is very good. The member of staff interacts very well with pupils, is vigilant and has some very good strategies for helping and supervising pupils. For example a circle painted on the surface of the playground is designated as a 'time out' or safe haven for pupils who wish to get away from any boisterous play. An area of the playground is designated for quiet play and although proper seats are not provided, pupils are able to sit on a step, when the weather permits.

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· **Partnership with parents and the community**

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55 Partnership with parents and the community is satisfactory. The information that the school provides for parents is satisfactory. Letters, which are sent as and when needed, are friendly in tone and informative. Although there is only one parent/teacher evening a year there is a hundred per cent turnout by parents. The open door policy of the school means that parents are able to talk to staff whenever they feel they are in need of more information about their child's progress. The governors' annual report to parents is detailed and informative.

56 Parents' involvement in the life of the school and in their child's education is satisfactory. Parental help in the classrooms is rare but on occasions a grandparent helps out with listening to readers and another parent takes cycling proficiency lessons as an out-of-school activity. If the school does need help there is always someone willing to give time. For example, the parent helper who went swimming with the school, went into the water and was able to help supervise both the safety of the reception children as well as aiding the development of their swimming skills. There is very good support from parents at special events such as concerts and sports days. Although there is no Parent Teacher Association parents are willing to support fund-raising activities initiated by the school.

57 Links with the community make a good contribution to the overall attainment and personal development of pupils. For example, the school organises well-planned trips to enrich many aspects of the curriculum. Pupils visit a power station, slate quarry, museums, places of historic interest and cathedrals. Visitors include writers, police, clergy and governors. Links with other schools is very good. The school is very small and it often links up with another primary school for visits or projects. Links have included one with a public school when Year 5 pupils attended a clock-making workshop. Links with the secondary schools are good and pupils are well prepared for the next stage of their education through induction days, meetings and written information.

· **THE MANAGEMENT AND EFFICIENCY OF THE SCHOOL**

· **Leadership and management**

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58 The headteacher is providing satisfactory leadership, and the school is receiving appropriate educational direction. This is similar to the position reported in the previous inspection. The headteacher and staff work together collectively to generate school improvement, and in many ways this suits the needs of a small school. However, there are some difficulties relating to the degree of informality in many of the procedures and systems that exist.

59 The headteacher has ensured that the recent initiatives involving literacy and numeracy are undertaken in school and an appropriate amount of time is allocated to their implementation. The formal structure of the literacy hour is more securely in place in the class accommodating younger pupils. The teaching staff as a whole spend a significant amount of time in informal discussions, and make development decisions based on these discussions. This way of working is well established, but not always effective in checking how well the school is moving forward.

60 The governors are committed to the school being successful. They take their responsibilities seriously and work hard to ensure that they meet all their statutory requirements. Numeracy, literacy and special educational needs all have their specified governors, and they are alert to the needs of these roles. Aspects of school improvement, like the employment of part-time staff with specific expertise in music and information technology, have been successfully considered by the governors, as have the new

arrangements to ensure all the pupils receive swimming tuition.

61 The present system of teachers' co-ordinating subjects by key stages is unsatisfactory. With the present arrangements for Year 3 pupils, working with the younger pupils, the monitoring of their work by the headteacher - who teaches the rest of the Key Stage 2 pupils for a substantial part of the week - is proving ineffective, and their progress is unsatisfactory.

62 The School Development Plan is a relatively simple document, but it is satisfactory. It has improved since the past inspection, when this was indicated to be a weakness. Priorities are identified appropriately and money is allocated to enable those developments to take place, within the severe constraints of a small school budget.

63 The school has an appropriate set of aims. They are relevant and used appropriately when the school is seeking new developments. They focus on maintaining the personal feel of a small school, and the atmosphere created is successful. Parents and governors support this, and the school is strong in knowing its pupils as individuals.

64 The staff have a strong sense of working together, and there is a commitment to improving the school. New part-time teachers, with specific subject expertise, contribute positively to this. Yet, the school maintains its connection to its 'village' roots and this results in a positive ethos in the school.

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· **Staffing, accommodation and learning resources**

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65 The school is appropriately staffed. There are two full-time teachers and a part-time teacher is employed so that the headteacher has some time for administration work. The school has also bought into a scheme, which allows further part-time teaching support for information technology. This is an improved position from the one reported in the previous inspection. The use of the two part-time teachers has enabled the school to be in a better position to meet the requirements for teaching information technology in Key Stage 2 and for improving the school's provision for music. Both were problem areas at the time of the previous inspection. Each of the two teachers has been carefully chosen to improve the school's ability to provide appropriately for the pupils' needs in these two subjects. The school has therefore a satisfactory number of teachers with appropriate range of expertise and experience to meet the needs of its pupils. This would be good provision but for the limitations of the Class 1 teacher to meet the needs of pupils in three different key stages. That is, pre-Key Stage 1 (Reception aged children); Key Stage 1 (Year 2) and Key Stage 2 (Year 3).

66 The school has one classroom assistant who provides 12 hours of general classroom support with a large emphasis on reading. This is an appropriate amount for a school of this size. There is also a clerical assistant who is appropriately skilled in information technology and is able to deal effectively with the school's administration needs. The classroom support staff is able to provide appropriate support for pupils with special educational needs. Unlike the situation reported in the previous inspection, the additional staff is appropriately deployed.

67 The arrangements for staff to have professional development support are not satisfactory. The many new initiatives that have had to be dealt with by the school have put an undue pressure on a small staff. However, their professional development needs have failed to take account of the unique position that they find themselves in. For example, the training for literacy and numeracy has not been helpful in preparing the Class 1 teacher to implement the Literacy Hour for children aged 4 through to 8 years. This has been a cause of some concern in the school.

68 The school is accommodated in an old village school building. There are many delightful aspects to the building and by and large the building has been well adapted to meet the needs of the

small number of pupils attending. There is one major exception; that is, the lack of facilities for physical education. There is no appropriate area for pupils to have indoor physical education and there is no grassed area available either. This puts pressure on the school to meet physical needs of its pupils. The staff do make use of the outside playground areas when the weather permits and they have taken the decision to involve all the pupils in a swimming programme to try and make up for this deficiency. All pupils also use a local leisure centre for one hour each fortnight.

69 The school has a good range of learning resources. There has been considerable improvement in the number of computers available and in the amount of additional equipment to support work in information and communications technology. In other subjects, the school is appropriately resourced for literacy with an adequate range of books representing many cultures. A range of big books has been bought to enable the text level work in the literacy hour to be taught appropriately. These have added greatly to the school's resources for literacy. Similarly, the school has started to be aware of the need to expand the resources they require to help staff deal with the mental mathematics session in numeracy lessons. Although resources are still limited in this area the school is intending to improve the range of apparatus in this area in the near future. In all other subjects resources are adequate.

· **The efficiency of the school**
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70 Since the previous inspection the school has improved the link between the priorities identified in the School Development Plan and the budget allocation. However, as in all small schools, there is little flexibility for the governors to manage. Recent part-time appointments of teachers with specialist expertise have been effective in raising the standards of pupils' work, especially in information technology, which was identified as a weakness at the last inspection. Equally, new arrangements made to ensure that all the pupils in school take a regular swimming lesson, have also proved to be very successful. Overall, the governors can demonstrate success in managing the finance available to them prudently and effectively.

71 Financial planning is satisfactory. The governors have a working finance sub-committee, which is fully involved in setting the budget. There is some surplus in the budget, which gives a degree of security in relation to fluctuating class sizes. However, given the substantial teaching role of the headteacher and the difficulties of monitoring the progress made by the younger pupils, some consideration needs to be given to allocating some funding expressly for the purposes of monitoring the progress of those pupils.

72 The school makes satisfactory use of its teaching and support staff, with extra classroom support time allocated to the class containing Year 3 pupils. The use of a teacher with specific expertise in music, spending an extended period time teaching aspects of the subject to all Key Stage 2, in groups, whilst overseeing a whole class working at art, leads to a fragmented and rather disjointed time for her and for the pupils.

73 Resources are generally adequate for the number of pupils in school. The accommodation is used well, taking into account the age of the school. There is no facility in school for the pupils to take part in indoor physical education, although the school has made a good arrangement with a nearby Leisure Centre, where all pupils gain regular physical education activities in good quality surroundings.

74 Financial control is good. There is a very efficient school administrative officer who maintains good records of spending, and an effective computer system ensures that spending is linked appropriately to budget headings.

75 The unit costs per pupil, in this small school are very high - almost twice the national average income per head. The pupils enter school with levels of skills that are above average, and unsatisfactory progress is made during the reception and Key Stage 1 periods. This results in levels of attainment being average or below at the end of the key stage. No pupils demonstrate above average attainment by the end of Key Stage 1. Generally good progress is made in Key Stage 2, but by the end of the key stage pupils are achieving levels of attainment which are broadly in line with national averages. Few pupils achieve levels of attainment, which are above that normally expected for their age. Given the high unit costs per pupil, this represents unsatisfactory value for money. This does not compare favourably with the satisfactory value for money reported in the previous inspection.

· **PART B: CURRICULUM AREAS AND SUBJECTS**

· **AREAS OF LEARNING FOR CHILDREN UNDER FIVE**

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76 During the inspection only three of the four pupils are under five years of age and in the previous year no pupils were of reception age. It is therefore difficult to give a full account of the provision for children aged under five. However, discussions with staff, checking the policies and observing in Class 1 allowed the following judgements to be made.

77 Children start school with proficient skills in communication and having had experience of being read to at home. They also know some number rhymes and are used to travelling beyond the immediate area that they live in. They are also used to sharing and co-operating with others and have quite mature personal and social skills. This shows that their attainment when they start school is above that expected for their age.

Personal and Social Development

78 Children start in the reception with mature personal and social skills. They make satisfactory progress during their time in the reception class and exceed the goals anticipated for five-year-olds. However, there is some variation in the way children respond to different activities. For example, when these young children go swimming they show very good attitudes with confidence being high. Their enthusiasm is very evident and they persevere with tasks even though they find them demanding. In contrast to this, children do not settle easily to tasks, which require them to work as a group on a language task. During these sessions there is evidence of restlessness and some withdraw from the discussions that ensue. Overall, children are able to play together effectively and select roles for each other.

Language and Literacy Development

79 Although children start school with good skills in language and literacy they make unsatisfactory progress during their time in the reception class. This results in children only just meeting the learning goals anticipated for 5-year-olds. One of the main concerns is the way that children's written responses are not being developed. Many children are able to form their letters quite well when they start school and are ready to move on to more demanding work. The children make little advancement in their writing development during the time in the reception class and therefore the school is not building on the good position that they have when they start school. When it comes to reading skills the provision is slightly better. One of the four children is able to recognise a range of key words and nearly all recognise the letters, a, s, c, and n. Most are able to discuss appropriately and talk about the weather with some authority. Their descriptive vocabulary is most impressive and they can pose their own questions, for example, 'How come they are all the same size?'

Mathematical Development

80 Despite children coming to school with a reasonable knowledge of numbers they make unsatisfactory progress during their time in the reception class. They are only in line to meet the learning goals anticipated for children of their age by the time they are five. Children are able to recognise numbers 1 to 9 and can match a given number within this range to the number of objects in a set; for example 5 to five bees in a hive. However, they are not provided with appropriate opportunities to move their learning beyond basic points although some children are capable of far more. Many children are able to set out numbers in order and some can also place these numbers backwards. They recognise many basic shapes, such as, triangle, square and circle. They also have knowledge of terms like 'before' and 'after'.

Knowledge and Understanding of the World

81 Children start in the reception class with a comparatively good knowledge of the way people used to live and a good understanding of how things grow. During their first year at school they are not able to build sufficiently on this knowledge and by the time they are 5 years of age they are only at a stage of meeting the expected learning goals for their age. This represents unsatisfactory progress in this area of their work. Most children are able to relate to words like 'yesterday', 'today' and 'tomorrow' and describe the basic characteristics of the weather. However, there are limited opportunities for them to build on the good general knowledge that they possess. Therefore their knowledge and understanding related to their immediate area and the differences between a village and a town are not developed. Similarly, there are few opportunities for children to build on the understanding they already have about the way things change over time.

Physical Development

82 This area is disappointing. Apart from the physical development associated with swimming, and visits to the leisure centre there are few opportunities for children to improve their physical skills through other activities. A lack of outdoor play facilities is inhibiting their development in this area. Children make unsatisfactory progress and fail to build on the good skills that they possess when they start school. They therefore are only just meeting the anticipated learning goals anticipated for them at the age of five.

Creative Development

83 In this area also, children make unsatisfactory progress. This is mainly because play activities are seen as tasks to be worked on when children have finished all the other important work of the day. The children make unsatisfactory progress in this area and they are not building on the good start that they have when they begin school. They are therefore only just meeting the anticipated learning goals for children aged five. During a music lesson, the children rarely join in and when playing instruments they are not able to respond appropriately to instructions. They cannot therefore use their instruments to create 'loud' and 'soft' noises.

Teaching and the Curriculum

84 The teaching for children aged under five is unsatisfactory. There is a lack of clear understanding as to the needs of young children. The teacher also fails to build on the good skill levels that children possess when they start school. The development of children's writing is one area of great concern with children not developing their own skills appropriately. In the areas of physical and creative development the teacher is not providing the appropriate opportunities for children to improve their skills. The lack of appropriate challenge for the children is one of the main concerns. For example, in a mathematics lesson, the children already know the numbers that they are dealing with and there is no

extension activity being provided. In a lesson involving children's writing, there is no attempt made to link the mark making that the children are doing with individual letters from their name that they already know. Too frequently the tasks set are activities that keep children occupied rather than help them make gains in their learning. The teacher is insecure when it comes to using a range of strategies to manage children resulting in some children not being as attentive as they might be when the teacher is talking to the group.

85 The curriculum is inappropriate. The planning does not clearly identify the next steps that children need to take in order to move on their learning. The links between the activities that children are participating in and the learning goals anticipated for children of this age are tenuous. There is too much time spent on low-key activities such as colouring in without a clear direction as to what children ought to be doing. Tasks are frequently unchallenging. Outdoor activities are being neglected and children have few opportunities during the day to develop their 'gross motor' skills. Creative work is looked at as an additional activity when the writing and number work has been completed. When children do have an opportunity to learn through play the tasks are mainly related to activities associated with construction materials and jigsaws. This limits the opportunities for children to develop appropriate personal and social skills. Assessment arrangements are insecure. The planning does not build on information available from the initial assessments made of children's capability. Resources for this age group are appropriate apart from outdoor play equipment.

86 There are many shortcomings associated with the provision for children aged under five. Whilst accepting that some of these are associated with teacher having to deal with a class which has children from three different key stages (Reception to Year 3), there are issues that need urgent attention. The main problem relates to the failure of the provision to build on the good skill level that children possess when they start school. The previous inspection report did not include a section on provision for children aged under five.

- **ENGLISH, MATHEMATICS AND SCIENCE**

- **English**

87 Each year there have only been a few pupils taking the national tests for 7 and 11-year-olds respectively because the cohorts of pupils in each age group is very small. To draw too many assumptions from the data analysis of test results would therefore be insecure. However, there is interesting information to be learned when looking at the results over time.

88 The 1998 national tests for 11-year-olds show that the school's results are well below average. However, with only 4 pupils taking the tests this is an unreliable statistic. In 1999, when 6 pupils took the tests, the results are better although no pupil has attained above the level expected for their age in the last three years. Since 1996 pupils' attainment has been in line with national results and boys and girls' performance has been almost equal. **The inspection findings show that the present Year 6 is attaining in line with national averages.**

89 There are only 2 pupils in the present Year 2. The national tests for 7-year-olds show that since 1996 pupils' attainment is below average in reading and generally in line with national averages for writing. The present situation is a little difficult to assess because there are only 2 pupils in Year 2 and no pupils in Year 1. However, when taking account of the Year 3 pupils who recently left **Key Stage 1 pupils' attainment is close to the national average in reading but below average in writing.** Improvements in reading standards are associated with better progress being made since the introduction of the National Literacy Strategy. However, the benefits have yet to influence younger pupils' writing.

90 Children start school with good skill levels in language and literacy. During their time in Class

1 the reception and Key Stage 1 pupils make unsatisfactory progress leading to their attainment being below average at the age of 7. Good progress then follows in Class 2 (Years 4 to 6) resulting in pupils' attainment being in line with national averages at the age of 11.

91 Pupils make satisfactory progress in speaking and listening in both key stages. Younger pupils are able to use a good range of vocabulary from early on. They pose sensible questions such as, 'How come they are all the same size?' and they can use good descriptions when answering questions posed to them. These pupils are able to use Standard English with particular emphasis on the correct tense. They are confident in asking questions and do so about a range of issues including the story that they are having read to them. In Key Stage 2, the pupils build on this good start and are able to extend their vocabulary. Year 4 pupils are able to use good description when trying to explain about emotional responses. One pupil uses a metaphor stating that 'anger is screwing up your face'. Older pupils willingly engage adults in conversation and are content to talk about their work as well as their hobbies. These findings are similar to the ones found during the previous inspection.

92 Pupils make satisfactory progress in their reading in Key Stage 1 and good progress in Key Stage 2. Throughout Class 1 there is much emphasis on reading. Pupils are able to read aloud when following the text during the text level work in the Literacy Hour. They are able to deal with non-fiction books but they struggle when asked questions related to the text. Seven-year-old pupils lack the depth of reading expected for their age and they are not used to talking about characters and types of stories they enjoy. In Key Stage 2 the progress is better with Year 4 pupils being able to read with much expression and fluency. Pupils are used to choosing a range of books and they have conducted a survey of authors that they like and pupils are able to talk about these authors with much authority. The previous inspection reported good standards in reading throughout the school. The present situation is that standards are only satisfactory.

93 Pupils make unsatisfactory progress in their writing in Key Stage 1 and good progress in Key Stage 2. The National Literacy Strategy has helped younger pupils to develop appropriate reading skills. However, the strategy has yet to have the same impact on pupils' writing. The main problem relates to young pupils being encouraged to write from an early stage using a 'mark-making' process. As they get older the lack of structure to help the 'mark making' to develop into writing that can be read and understood is hindering their progress. Year 2 pupils are therefore reversing several letters, for example, b and d. They do not use appropriate punctuation with very few capital letters used at the beginning of sentences and few full stops being present in their work. Spelling is also difficult to follow with missing letters being a problem. Words like, 'went' are spelt as 'wet'; 'because' as 'becos'; 'played' as 'pled' and 'with' as 'wiv'. Handwriting is in block form and quite large with little evidence of pupils being ready to be introduced to a joined script. When pupils are writing answers to questions posed in the text they frequently mis-spell words that appear in the text they are looking at. Year 3 pupils have many of the same problems in their writing because they work in the same class.

94 Older pupils make rapid progress when in Class 2. By Year 4 pupils are able to write for extended periods and include interesting phrases, such as, '...when we struggled out of the queue...' They use a good range of adjectives in their work and this helps to bring their writing alive. In Year 6 pupils write for a range of purposes and they are able to sustain the reader's interest. However, although the content of the writing has improved greatly some pupils are still finding it difficult to use correct punctuation. There are examples of paragraphs not being used properly and of pupils being unclear about how to set out direct speech. Lower-attaining pupils are having difficulty spelling simple words like, 'before'. However, there is significant improvement noted although this improvement only takes pupils to the levels expected for their age. The previous inspection report also noted that standards in writing were not secure.

95 Pupils with special educational needs make satisfactory progress. Their individual education plans are well organised and work is set to match their needs. Good use is made of the word processors to help them with their writing.

96 Pupils' attitudes to learning are satisfactory but there is significant amount of anti-social behaviour noted in both key stages. When the teacher is working with the full group in Key Stage 1 pupils are usually keen and willing to participate. However, there are exceptions when some are reduced to making immature remarks and set the rest off giggling. When group work occurs some pupils find it difficult to co-operate with each other. At its worst, one younger boy was unpleasant to a girl in his class because he didn't want to work with her. Older pupils are usually proud of their work but during an introduction to a poetry lesson the teacher has to work hard to gain pupils' full attention. Some are whispering to each other and are not very responsive to questions that are posed to them. Behaviour is just about appropriate.

97 Teaching is unsatisfactory in Key Stage 1 and good in Key Stage 2. During the previous inspection teaching was reported as being sound in both key stages. In general, teaching is better in Key Stage 1 when the work is associated with reading. The teacher in Class 1 is reasonably sound in following the Literacy Strategy but is not as sure of how to develop pupils' writing. During the Literacy Hour the teacher uses big books effectively to draw pupils' attention to aspects of expression in reading and how to break down unknown words. When she is introducing ideas associated with developing a story she is successful in helping pupils develop ideas but when the pupils are recording their ideas in writing there is a lack of structure in her work which results in pupils not using appropriate spelling and punctuation. There is a lack of challenge in the work and pupils are able to complete very little work in a given time without this being an issue. Her management of pupils sometimes lets her down with some pupils taking advantage and behaving inappropriately. The teacher in Class 1 has problems in motivating and challenging Year 3 pupils and this is hindering their progress in literacy.

98 In Key Stage 2 the part-time teacher is very effective in helping the pupils to think about new issues. For example, during a lesson on poetry the teacher is successful in introducing pupils to terms like 'simile' and 'metaphor' as well as 'alliteration'. Her own good subject knowledge is secure in this respect. However, her management of pupils is sometimes insecure allowing a few pupils to carry on with personal agendas during the introduction. When working with their regular teacher pupils' behaviour is consistently good. During these lessons the teacher's good questioning skills are a positive feature.

99 The school has appropriately introduced the National Literacy Strategy and this has helped to raise standards in reading, especially in Key Stage 1. However, there remains some insecurity in the teaching of writing, especially in Class 1. One of the main problems relating to the progression in learning is that Year 3 pupils are in the same class as the reception children as well as Year 1 and 2. This results in Year 3 pupils not being challenged sufficiently and there is considerable gap between the tasks being provided for Year 3 and Year 4 pupils. It is difficult to see how the classes can be re-organised without causing an imbalance in numbers. The real issue is that of the relevance and breadth of the curriculum provided for Year 3 pupils. There is insufficient use of pupils' literacy skills in other subjects.

100 The procedures for assessing pupils are secure but there is limited use made of the information gained from assessment, both on a long and short term. There are few adjustments made to the way that work is presented to pupils after analysing test results and there is little evidence that daily planning takes account of what teachers know about their pupils.

101 The subject is satisfactorily co-ordinated although there is limited time for the co-ordinator to check on the quality of teaching and the way the curriculum is being presented. However, the National Literacy Strategy has been introduced appropriately and although there are still areas for teachers to improve on their teaching skills by and large the strategy is now in place in both classes. Resources have been bought to support the introduction of the strategy and all staff use these effectively.

Mathematics

102 In this small school, numbers of pupils in each year group are consistently less than ten, and so it is impossible to make a reliable statistical comparison with other schools. However, taking a general picture of pupils' attainment, at the age of 11, over an extended period of time (from 1996 to 1998), it is possible to see that an appropriate number of pupils gain the expected levels of attainment for their age.

In 1999, the picture shows a similar pattern of generally appropriate levels of attainment, although with small numbers of pupils the results are distorted. One pupil, in 1999 gained a level that was higher than that normally expected for 11-year olds, but this is exceptional. Over the period from 1996, few pupils gained a higher than average level of attainment for their age. Boys have performed much better than girls over the past four years but no clear reason can be seen for the difference and the very small numbers involved must be taken into consideration. **The present situation is that pupils' attainment is broadly in line with national averages but too few are moving on to higher levels.**

103 Test and assessment results of 7-year-olds are subject to the same degree of caution in their interpretation, because of the small numbers of pupils in each year group. Again, taking a view of the statistics over time - 1996 to 1998 - an appropriate number of pupils attained the expected levels for their age in mathematics. In 1999, the majority of the pupils gained the expected level, but each pupil only just reached this level – each attaining at the lowest point to be awarded the level. Over time, no pupils achieved levels of attainment which are higher than that expected for their age, at 7 years. Teacher assessments are generally in line with pupils' actual performance, and there is no significant difference between the performance of boys and girls. **The present cohort of Year 2 pupils are attaining broadly in line with national expectations but no pupil is moving beyond the expected level for their age.**

104 Pupils make satisfactory progress through both key stages in each aspect of mathematics, although inspection evidence indicates some insecurity in pupils' progress through numeracy, in Key Stage 1. Children entering reception do so with relatively good levels of numeracy skills, being able to order numbers to nine, including a zero, and by the end of Key Stage 1 they are only just securing appropriate levels of attainment for their age. However, the picture over time is of generally secure progress.

105 Satisfactory overall progress is made in Key Stage 2. Here pupils in Year 4 groups work alongside older pupils quite securely. For example, the pupils have a clear understanding of the notation of fractions and can calculate equivalent fractions with confidence and accuracy. Pupils in Year 3, however, are not currently making satisfactory progress. They are accommodated with younger pupils because of an imbalance in the current numbers of pupils in each key stage, and their number work lacks appropriate challenge for them to make satisfactory progress. The fact that so few pupils in either key stage achieve levels of attainment, which are above that normally expected for their age indicates that, over time, the progress of higher attaining pupils is not satisfactory.

106 Pupils with special educational needs are accommodated well alongside their peers. They work in the classroom situation, gain full access to the whole of the mathematics curriculum, and generally make satisfactory progress.

107 There are some examples of pupils using their numeracy skills in other areas of the curriculum. In information technology pupils in Key Stage 2 program an element of control into a moving construction model by making good use of their understanding of number. Each pupil in Key Stage 2 can read musical notation and has a clear understanding of the number of beats in a sequence of notes.

108 Pupils in both key stages demonstrate an appropriate attitude to their work in

mathematics. They are able to work in groups and as individuals, and for the most part they work well. On the occasions when pupils' attitudes to work are unsatisfactory this often involves pupils in Year 3, who do not listen accurately enough. They then cannot undertake what is asked of them, and some of the older pupils in Key Stage 2, who respond positively when in the charge of their regular teacher, but who can be easily distracted when not under his direct supervision.

109 The quality of teaching is satisfactory in both key stages. Where it is good, it is found in the class accommodating older pupils. For Year 4 pupils in this class, expectations are high and the mathematics work is generally challenging. However, for Year 5 and 6 pupils teaching does not have sufficient challenge for substantial proportions of the higher attaining pupils in order to help them gain above average levels of attainment for their age. Expectations are generally not high enough among the younger pupils - particularly those in Year 3. Pupils are generally managed well, in both key stages, in lessons linked to mathematics. The structure of the numeracy strategy is rather more securely in place in the class accommodating younger pupils than in the class with older pupils. Teachers' planning is generally satisfactory throughout. Assessment of what pupils have achieved is unsatisfactory, in that it is not linked clearly enough to the level descriptors of the National Curriculum to make consistently accurate assessments of where pupils are, and to target what they need to do next to improve.

110 The quality of the curriculum is satisfactory. All the areas of mathematics are covered over time and the school is currently developing its approach to the National Numeracy Strategy.

111 There were no key issues raised specifically in relation to the delivery of mathematics when the school was last inspected, and overall the provision is satisfactory at present. There are some important issues to be addressed, however, in relation to the overall progress made by younger pupils in school, and the level of challenge in the work currently provided for pupils in Year 3. These issues are not confined to the delivery of mathematics, but this provision needs to be included in the school's review of these areas if pupils' overall progress is to improve.

• Science

112 In this small school, numbers of pupils in each year group are consistently less than ten, and so it is impossible to make a reliable statistical comparison with other schools. Again, taking pupils' levels of attainment over a three-year period, an appropriate number of pupils aged 11 years achieve the expected levels of attainment for their age. Few achieve levels of attainment which are higher than that expected at the end of the key stage. This picture is consistent over time and boys perform substantially better than girls. However, with such small numbers involved it is difficult to ascertain a reason for this. **The pupils' attainment at the end of Key Stage 2 is broadly in line with national expectations.**

113 Teacher assessment for pupils aged 7 also indicates that, over time, an appropriate number of pupils achieve the levels of attainment expected for their age. No pupils are assessed at levels of attainment which are above those expected for their age, at the end of Key Stage 1. **Pupils' attainment at the end of Key Stage 1 is broadly in line with national expectations.**

114 Inspection evidence indicates that pupils in both key stages make satisfactory progress. In Key Stage 1, work undertaken shows that pupils can construct a simple circuit and light a single bulb using a battery. They know that hens lay eggs and can identify the parts of the egg. They know that some birds fly and some do not, but all have feathers. Pupils in Key Stage 2 show a developing understanding of the properties of magnets. They can identify differing types of magnets and know some everyday objects, which contain magnets. They know which materials are attracted by magnets and which are not, and they have conducted simple experiments to test the strength of various magnets. The pupils have made a compass using simple materials and have recorded their work accurately.

Planning indicates that work in this area will now move on to consider aspects of electricity.

115 Although it was not possible to view any science lessons during the period of this inspection, extensive samples of past work, in previous school years, were available for scrutiny. This illustrates that pupils clearly cover the whole range of the expected science curriculum by the end of Key Stage 2. A high priority is placed on investigative work and pupils write down their experiments clearly and precisely. All pupils are able to participate fully in the work undertaken, and pupils with special educational needs are accommodated well in the classrooms, working alongside their peers.

116 Pupils use their numeracy skills well; for example, in the graphs which illustrate the comparison of strength in a variety of magnets. They make accurate predictions of the number of paper clips that a magnet will attract.

117 From the quality of the written work produced, it appears that pupils' attitudes to work are good, in both key stages. Writing out of experiments is generally undertaken with care, graphs are written with accuracy and where pupils have to predict an outcome; they are generally understandable, if not always correct.

118 As no lessons were observed it is not possible to give an all-embracing judgement of teaching. However, where judgements can be made the position is satisfactory. Teachers' planning is satisfactory, in both key stages, and the presentation of the pupils' work is satisfactory in Key Stage 1, and generally good in Key Stage 2. Teachers in both key stages appear to be confident in their delivery of this subject, and the pupils, in both key stages, can talk with understanding about the work they have covered.

119 The quality of the curriculum provided is satisfactory. There is evidence that all the areas of scientific study are covered, and there is a good element of investigative science to enhance pupils' understanding, particularly amongst the older pupils. Learning resources are generally adequate. The overall provision for the delivery of the science curriculum is secure.

· **OTHER SUBJECTS OR COURSES**

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· **Information technology**

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120 Although there was only a limited amount of direct teaching seen in this subject, it is clear that there has been much improvement made since the previous inspection. The school's resources have improved greatly and the school has taken the step of using an expert teacher to work with Key State 2 pupils once a week. The combination of these factors has moved on the work that is now taking place with older pupils.

121 The majority of 11-year-old pupils are attaining standards that are commensurate with their ages in each of the strands of information technology. This is as a result of good progress through Key Stage 2. Pupils in Years 4, 5 and 6 are able to produce work on a range of text and save their work on individual discs. They are working at producing an integrated task of text and graphics aiming at producing a guidebook of the local area which is linked to work that is on going in geography.

122 The initial text and graphics exercises were used as part of a practise lesson and the pupils had a free choice of both graphics and text. Pupils are able to consider the use of the text taking account of the font, size and colour. They can apply these to the graphics of their choice. They can evaluate their work in the light of how the work looks on screen and are able to made judgements and suggestions about improvements. Year 5 pupils are able to work together effectively on a control module linked to

the BBC computer. They are able to control and move a roundabout they have made from construction materials. These pupils are able to program the roundabout to move and understand how to set this up.

123 The attainment of 7-year-old pupils is below that expected for their age. They have limited opportunities to use the computers and they are limited in their skills. They are only just beginning to manoeuvre the 'mouse' and their word processing skills are poor. **Pupils make unsatisfactory progress throughout Key Stage 1.**

124 There is much consideration given to the needs of Key Stage 2 pupils with special educational needs when it comes to using information technology skills. The pattern of unsatisfactory progress in Key Stage 1 followed with good progress in Key Stage 2 is the same for these pupils. Information technology is used very effectively to support older pupils but not so for younger pupils.

125 Pupils in Key Stage 2 have good attitudes to learning. They are willing to try out new ideas, work well together and share the use of the computers. They are generally confident in using information technology skills and are keen to demonstrate their skills to adults. When working on the computers, pupils' behaviour is consistently good. Pupils in Key Stage 1 were not observed using the computers.

126 Teaching is good in Key Stage 2. The school uses the expertise of a part-time teacher to very good effect in order to raise the attainment of pupils. This is good use of this form of support. The teacher is very secure in her subject knowledge and is able to work for a limited period with pupils and leave them tasks to help them improve their skill level. She has high expectations of the pupils and they raise their standards to meet these. Good use is made of the resources and pupils are familiar with a range of resources, including a digital camera, as a result. Teaching was not observed in Key Stage 1.

127 The school has made great strides since the previous inspection and there is now in place an appropriate scheme of work, which the school follows. The work is mainly aimed at Key Stage 2 pupils because there is better access to the computers for these pupils. This again leaves Year 3 pupils not able to have day-to-day access to computers although the timetable allows for them to use the computers for specific sessions each week. There is much emphasis placed on ensuring that all the strands of the National Curriculum's programmes of study are being met in Key Stage 2.

• 128 Assessment arrangements are secure with portfolios of pupils' work giving a clear indication of pupils' skill levels. There is adequate resourcing for Key Stage 2 although this is not the case for Key Stage 1 pupils. A medium-term plan for Key Stage 2 outlines the areas to be covered each term. This is a comprehensive programme of work, which is well organised.

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• **Art and Design and Technology**

129 There were only limited opportunities to see lessons in art or design and technology during the inspection. The following judgements are made taking account of these lessons, scrutiny of completed work and discussions with pupils and staff. Since the previous inspection the school has improved slightly on its provision for art and has retained its better provision for design and technology.

130 At the end of both key stages pupils' attainment is broadly in line with what is expected for their age in both subjects. Progress is also satisfactory throughout both key stages.

131 By the age of 11 most pupils are able to draw self portraits using line, tone and texture appropriately. They are able to use a range of media although pupils' ability to use pastels properly is limited. Many are unaware of the effects that smudging two colours together may have on the work produced. Pupils have studied the work of Monet, Van Gogh, Renoir, Toulouse Lautrec, Constable and

Bruegel as part of their knowledge and understanding of art. However, there is limited use of artists from non-European cultures.

132 In design and technology, 11-year-old pupils are able to design, make and evaluate a range of products. A display of balsa wood vehicles indicates that pupils are able to use a range of tools but there is some evidence that the tools have not been used correctly. Some of the saw cuts indicate that appropriate guides have not been used. Pupils are able to use a hand drill, which is set up on a safety mechanism in the classroom. There are good links with information technology with pupils being able to make moving toys, which can be operated, from the computer. Links with a local industry has enabled older pupils to design and make clocks, which have individual features for the clock faces. Some pupils have used the digital camera and taken photographs, which have been used as the feature of a clock face. Pupils are secure in their process of designing and evaluating and there is much evidence that they have carried out appropriate evaluations and designs.

133 At the age of 7, pupils are able to paint and draw a range of pictures, which are about at the level expected for their age. Similarly, pupils are able to design and make a range of stick and other puppets, which are appropriate for their age. This represents satisfactory progress in both of these subjects throughout Key Stage 1.

134 In art the range of artists studied is limited and pupils' progress in knowledge and understanding of art is not as advanced as is their development of techniques and skills. However, the pupils are familiar with European male artists and some can talk at length about their work. In design and technology, pupils are able to use a range of materials and know about which ones cut easily and those that require different tools in order to cut them. Most are able to design an artefact that they wish to make but often the final product does not resemble the original design.

135 The limited number of lessons seen does not allow for an overall judgement on pupils' response. However, from the discussions with pupils it is evident that pupils enjoy design and technology and to a lesser extent art. Pupils are confident enough to have a go and work well together when required to do so.

136 In the three lessons seen teaching is satisfactory for art and design and technology. In art, teachers do have good knowledge of the artists that they are studying but the range is too narrow. Most are secure about how to develop pupils' techniques and skills except when using pastels. There is a process of mixing paint used that is common to all pupils. There is limited assessment taking place although pupils' work remains in the school for some time. Pupils' sketchbooks carry only limited information about pupils' capabilities.

137 In design and technology, teachers in Key Stage 2 are more secure of their subject knowledge than in Key Stage 1. This is seen in the way the pupils are provided with a range of activities that have an element of problem solving. In Key Stage 1, the activities tend to be more limiting with the end result too frequently being similar for each pupil. The range of models retained gives teachers good opportunities to assess pupils' work. Good use is made of resources in Key Stage 2.

138 There is limited documentation available to support work in each of these two subjects. However, because there are only two classes it does not adversely affect the progression. However, a lack of agreed programme of artists to be studied is hindering pupils' knowledge and understanding of art.

139 Resources are generally adequate for art but good for design and technology.

· **Geography**

140 During the course of the inspection only a small sample of lessons were observed. However, a scrutiny of a wide range of pupils' past work, together with discussions with pupils give an indication that **pupils make satisfactory progress, in both key stages.**

141 By the end of Key Stage 2, pupils are able to use co-ordinates as grid references to accurately locate positions on a map. They can locate a wide range of countries of the world using lines of latitude and longitude to place them. They know that contour lines mark off places having the same height, and they can use a graphical representation to illustrate the land. They know some elements that produce energy, have an understanding of settlement patterns and can see and talk about changes in settlement over time.

142 Pupils with special educational needs are accommodated in the classroom all the time, cover the same work as their peers and make satisfactory progress.

143 Pupils show good levels of interest in their work. Photographic slides of different landscapes in France generated considerable interest amongst the older pupils. They are able to make sensible suggestions about the pattern of settlements along a river valley and make good predictions about why the settlement pattern is as it appears. The work on co-ordinates and on contour lines links well with aspects of the pupils' work on numeracy, and assists the pupils to gain an understanding that numbers are effective beyond the confines of mathematics lessons.

144 Because only a small sample of lessons were observed it is not possible to make an overall judgement on teaching, but the work of the pupils shows that it is planned appropriately and covers a wide range of the programmes of study in the National Curriculum. A reasonably wide range of geographical skills is covered over time. The subject is appropriately managed and supplemented by fieldwork in the Lake District. This gives pupils access to geography in a real context and it has a positive impact on the progress which the pupils make.

145 Geography provision was the subject of some criticism during the course of the last inspection. Satisfactory planning is now in place and the school has purchased a wide range of good quality commercially produced books to ensure National Curriculum coverage is appropriately undertaken. The provision is improved from the position previously reported.

· **History**

146 No history lessons were observed during the course of the inspection, but from examples of pupils' past work and from conversations with pupils it is clear that **pupils in both key stages make satisfactory progress** through the National Curriculum programmes of study.

147 Pupils in Year 2 and 3 have undertaken work on comparing life in the past with life today, and can talk about some of the important differences in life for their grandparents when they were young. Work on the Egyptians includes information about Pharaohs, and the treasures of Tutankhamen. In Key Stage 2, past work on Britain in the 1930's, the Ancient Greeks and the Romans has been undertaken in the form of topic work. Work is produced with care and attention to detail. Presentation is good.

148 Pupils, in both key stages, can talk with understanding and interest about the work they have undertaken. They have undertaken the work with an appropriate degree of enthusiasm and their understanding is evident from their conversation. The older pupils are able to use research skills appropriately, and can be seen to be benefiting from the work undertaken in literacy in the manner in which they go about their work. Writing about the invaders of the past takes a good variety of forms; for example, writing a 'Spy Report' account of the Celts.

149 Pupils with special educational needs are accommodated appropriately. They work alongside their peers and can join in the discussions about the things they have done.

150 As no lessons were observed it is not possible to make a complete judgement on the quality of teaching. However, planning is secure to ensure an appropriate delivery of the subject, marking is thorough and conscientious and pupils are encouraged to produce work to a high standard of presentation.

151 History is appropriately resourced and effectively delivered to ensure pupils' interest and understanding is appropriately maintained. It is not a subject which required further development after the last inspection, and on the evidence available, it appears to be in a secure position at the present time.

• Music

152 Pupils make satisfactory progress in music, in both key stages, although better progress is made amongst the older pupils than with the younger age groups.

153 In the class with the younger pupils, they listen to some music and can talk about what they think the music represents. The task is good in so far as it improves the pupils' listening skills, although the pupils sometimes fail to respond to the instructions appropriately. In Key Stage 2, pupils are able to play recorders in each year group. Each pupil in Key Stage 2 can read the musical notation, is becoming proficient in playing the instrument and has the opportunity to perform as part of a group. Here progress shows good features. Pupils sing well, often unaccompanied. They can maintain an appropriate pace to their singing and can sing in time and in the correct pitch.

154 Older pupils respond well to music lessons, where they receive a good degree of personal attention. They appear to enjoy the opportunity to play and they make the most of the good opportunity, which the school provides for them. Some of the pupils in Year 3 display a disappointingly unsatisfactory response. The majority try hard to play their instruments with accuracy - and they succeed - although a minority are easily distracted and find it difficult to keep on task. Some are not prepared for the lesson and have not got their instruments. The teacher tries hard to include them, by getting them to read the music, but at times they are not very co-operative.

155 The quality of teaching is satisfactory for the younger pupils and good for the older ones. For the younger pupils the planning allows a good balance of listening and participating. The lesson is well structured and the choice of tapes used is good. A part-time teacher teaches the older pupils. She has good expertise in the subject and ensures that the pupils use the correct terms and musical notation. She is well prepared, having musical notation of differing size for differing age groups. She encourages the pupils to listen with accuracy and produce good quality notes. Here teaching is consistently good, but undertaken under some difficulty. Throughout the time she sees each year group of Key Stage 2 pupils she is also over-seeing the progress of the rest of the group of pupils as they work on a piece of artwork. Altogether this is a very demanding period of time where the two tasks do not fit well together and has a negative effect on the impact of the good teaching.

156 The employment of the part-time teacher has had a positive impact on the provision for music in Key Stage 2. It is a good use of the school's limited resources. In all, music is appropriately resourced and secure in its overall provision. This is an improvement from the position reported in the previous inspection.

157 During the inspection it was not possible to see any physical education lessons being taught. The only activity seen in this area was swimming. All pupils go swimming at the same time. The school has no hall and no grassed area for outdoor games. However, the playground is used for games lessons and pupils have access to a local leisure centre for half an hour each fortnight. The school's documentation indicates that the pupils experience a full range of activities. The following judgements are based on the three swimming sessions seen.

158 The majority of 11-year-old pupils are able to swim up to and beyond 25 metres using a good swimming stroke. Most are able to swim this distance using more than one stroke and a few can use three strokes.

159 The decision to take the whole school swimming each week is successful in raising standards in this important area. Reception-aged children are able to get in and out of the pool properly. They are able to move through the water in a horizontal position with some help from adults. They are also learning to breathe by putting their heads in the water and exhaling into the water. Year 2 and 3 pupils are able to swim with the aid of a float. Most are showing a good body position and glide rather than splash through the water.

160 Years 4, 5 and 6 pupils are all able to make a reasonable attempt at swimming on their backs. Higher-attaining pupils are able to swim on their back showing a good technique with their heads lying on the water whilst they kick gently with their legs so that only a slight splash of water is seen. Many are able to use two other strokes proficiently, that is, front crawl and breaststroke. The pupils are on target to exceed the unaided 25 metres expected of pupils of their age. **Each group is making good progress.**

161 Pupils' response to swimming is very positive. Pupils respect the safety issues and ensure that they listen carefully to what they are told. Most show a growing confidence and are willing to try new things. Younger pupils are keen to be independent even though they still require aids to help them. Pupils' behaviour is very good, both on the bus as they travel to the pool and at the pool itself.

162 The headteacher, part-time teacher and the class teacher for Class 1 are helped by the swimming pool instructor to cater for the three swimming groups. Each has good expertise in swimming instruction and the **teaching is therefore good**. The teachers set realistic expectations and are aware of the need to give attainable targets for pupils to achieve. Each session is well planned and follows a swimming framework that is set out by the swimming pool staff. The teachers make good use of the swimming aids available to them and this helps pupils gain confidence when learning new ideas.

163 The school has prioritised swimming for all pupils. This move is well supported by parents who appreciate the time the school gives to swimming. There is good liaison between the school and pool attendant and provision is good.

PART C: INSPECTION DATA

SUMMARY OF INSPECTION EVIDENCE

164 The inspection was carried out by 3 inspectors, one of whom was a lay inspector. During the inspection week, they spent a total of 6 days in the school. The following information shows the amount of time spent observing in classrooms in each key stage: Under-fives- 3 hours, 40 minutes; Key Stage 1- 6 hours, 5 minutes; and Key Stage 2 – 11 hours. Another 3 hour, 20 minutes was spent scrutinising pupils' work, listening to readers and talking to pupils.

165 Thirty-one lessons, or parts of lessons were inspected with a priority given to literacy and numeracy. During the inspection, it was possible only to visit a limited number of lessons in science, design and technology, history, geography and art. Where only a limited of direct observations were possible, judgements are firmly based on discussions with pupils, scrutiny of their work and teachers' planning and records.

166 A representative sample of pupils' work from both classes was formally inspected to ascertain their levels of attainment and progress. Further examples from all years were scrutinised and discussed with pupils as part of lesson observations. A number of pupils were heard to read in each year and extended discussion about reading habits took place with a group of pupils. Assemblies were attended. Registration periods, break times and lunchtime arrangements were observed and attendance registers inspected.

167 A large amount of documentation was inspected and used to help prepare inspectors. These included the school development plan, policies and schemes of work. The previous inspection report, its summary and the action plan produced by the governors were also used to form part of the inspection process.

168 All teachers' planning files and samples of pupils' progress and record files as well as annual reports were scrutinised. Interviews were conducted with the headteacher, all teachers with management responsibility, the school administrator, support staff and several members of the governing body. Matters discussed included their roles and responsibilities in the school, and the contribution they made to pupils' attainment and progress. In addition a discussion took place to ascertain the suitability of arrangements for preparing pupils for the next stage of their education.

169 Responses made by parents to the questionnaires and issues raised at the parents' meeting were received, analysed, considered, and checked out in school. Further discussions took place with parents as they brought their children to school, or were helping in the school during the inspection.

· **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	29	0	5	0

· **Teachers and classes**

· **Qualified teachers (YR – Y6)**

Total number of qualified teachers (full-time equivalent):	1
Number of pupils per qualified teacher:	14

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

Total number of education support staff:	2
Total aggregate hours worked each week:	12.00

Average class size: 15

· **Financial data**

Financial year:	1998/9
	£
Total Income	96,077.00
Total Expenditure	92,350.00
Expenditure per pupil	2885.94
Balance brought forward from previous year	14,461.00
Balance carried forward to next year	18,188.00

PARENTAL SURVEY

Number of questionnaires sent out: 31
 Number of questionnaires returned: 9

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 [type]	22.2	55.6	11.1	11.1	
I would find it easy to approach the school with questions or problems to do with my child(ren)	44.4	44.4		11.1	
The school handles complaints from parents well	22.2	33.3	33.3	11.1	
The school gives me a clear understanding of what is taught	11.1	44.4	22.2	22.2	
The school keeps me well informed about my child(ren)'s progress	22.2	44.4	11.1	11.1	11.1
The school enables my child(ren) to achieve a good standard of work	33.3	33.3	11.1	11.1	11.1
The school encourages children to get involved in more than just their daily lessons	22.2	66.7	11.1		
I am satisfied with the work that my child(ren) is/are expected to do at home	25.0	37.5	12.5	12.5	12.5
The school's values and attitudes have a positive effect on my child(ren)	44.4	44.4	11.1		
The school achieves high standards of good behaviour	22.2	55.6	11.1	11.1	
My child(ren) like(s) their school	55.6	44.4			