

# **INSPECTION REPORT**

**Clifton County Primary School**  
Penrith

LEA area: Cumbria

Unique Reference Number: 112178

Inspection Number: 187351

Headteacher: Mr C J Castle

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Reporting inspector: Mr R Spinks

Dates of inspection: 4-6 October 1999

Under OFSTED contract number: 707123

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

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## INFORMATION ABOUT THE SCHOOL

Type of school:	Infant and Junior
Type of control:	County
Age range of pupils:	4-11
Gender of pupils:	Mixed
School address:	Clifton Nr Penrith Cumbria
Telephone number:	01768 242152
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Appropriate authority:	Cumbria Education Authority
Name of chair of governors:	Mr B Benson
Date of previous inspection:	27-29 February 1996

## INFORMATION ABOUT THE INSPECTION TEAM

<b>Team members</b>	<b>Subject responsibilities</b>	<b>Aspect responsibilities</b>
Mr R Spinks, RgI	Mathematics Science Design and technology Information technology Physical education	Attainment and progress Teaching Leadership and management The efficiency of the school
Miss V Lamb, Lay Inspector		Attitudes, behaviour and personal development Attendance Support, guidance and pupils' welfare Partnership with parents and the community
Mrs J Bristow, Team member	English History  Geography  Art Music Religious education	Curriculum and assessment Pupils' spiritual, moral, social and cultural development Staffing, accommodation and learning resources Special educational needs Under fives

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# MAIN FINDINGS

## What the school does well

- Standards in reading and number are high.
- Relationships are very good. Pupils' behaviour is good.
- Pupils make sound progress overall.
- Pupils respond well to lessons. They have positive attitudes and work hard.
- Pupils concentrate well and persevere to complete the tasks they are set.
- The school has good links with the community.

## Where the school has weaknesses

I. Pupils make insufficient progress in religious education.

II. Teachers' medium and short term planning is insufficiently focused. It concentrates on the activities that pupils are to do rather than what they should learn. This limits pupils' progress.

III. There is insufficient monitoring of what actually happens in lessons. The school cannot be sure that all aspects of the National Curriculum, religious education and the national strategies for literacy and numeracy are in fact experienced by pupils.

IV. The spiritual and cultural development of pupils is unsatisfactory.

V. There are no formally agreed policies for sex education and drugs education and the prospectus does not indicate the school's charging policy.

The school has more strengths than weaknesses. The weaknesses identified in this report will form the basis of the governors' action plan, which will be sent to all parents and those with parental responsibility for pupils at the school.

## How the school has improved since the last inspection

There have been improvements in the standards attained by pupils in reading and numeracy. Pupils make satisfactory progress in all year groups in the school in all subjects except religious education.

The quality of teaching has improved significantly with over half the lessons seen in this inspection being judged as good or very good.

The school has addressed all of the key issues identified in the previous inspection report. However, the issue identifying the role of the subject co-ordinator and curriculum planning has been partially completed. Longer term two-yearly outline curriculum plans have been drawn up and are being followed but medium and shorter term planning needs further developments to identify more clearly the targets for pupils learning.

Pupils continue to have positive attitudes to their learning and behaviour is good. They attend school regularly and arrive punctually.

The curriculum remains broad and balanced. Whilst there is a need for further development, the difficulties with the Key Stage 2 curriculum identified previously have largely been successfully addressed.

Pupils' social and moral education remain good but there has been insufficient development of spiritual

and cultural education within the subjects of curriculum assemblies and other extra-curricular activities.

The school continues to provide a safe and secure environment for pupils. They are now effectively supervised at the start and end of the school day. The school does not meet the statutory requirements for having formal policies for health education, sex education and drugs education.

There are good relationships with parents. The school has further developed its links with the local community.

The school continues to meet its aims. Governors are more aware of their responsibilities and have begun to monitor the work of the school. There are now adequate resources within the school to deliver all the subjects of the curriculum. The limited accommodation continues to restrict learning in physical education, particularly gymnastics.

The finances are managed effectively and thoroughly and the school continues to give value for money. The school has the capacity for further improvement.

• **Standards in subjects**

This table shows the standards achieved by 11 year olds in 1998 based on the National Curriculum tests.

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

Small numbers of pupils were involved in the 1998 national assessments in English, mathematics and science. As a result, to make comparisons with the national figures is of limited value. However, the results indicate that at age seven the school's results were generally close to those typically found in primary schools whilst at age eleven the school's results were significantly below those typically found. Results over the last three years indicate that typically pupils attain standards at the end of both key stages close to the average. The 1998 results for eleven-year-olds were untypical of those for recent years. Results for eleven-year-olds in 1999 were significantly better than in 1998, and broadly in line with recent average performance.

In the other subjects of the curriculum pupils attain standards broadly in line with expected levels, however, there are weaknesses in the progress pupils make in religious education.

• **Quality of teaching**

Teaching in	Under 5	5 – 7 years	7 – 11 years
English	Satisfactory	Good	Satisfactory
Mathematics	Satisfactory	Good	Good
Science		*	*
Information technology		*	*
Religious education		*	*
Other subjects	Good	Good	Satisfactory

\* indicates that insufficient teaching was observed to make a secure judgement.

Overall the quality of teaching is satisfactory. In Key Stage 1 the teaching seen was consistently good whilst it ranged from unsatisfactory to very good in Key Stage 2. Twenty four lessons were observed during the inspection. Teaching was at least satisfactory in over nine out of ten lessons. Good teaching was found in ten of the lessons observed and occurred in all three classes. Very good teaching was found in three lessons. Two lessons with older pupils were judged unsatisfactory. The evidence gathered through looking at the pupils' work and teachers' planning records indicates that teaching observed during the inspection was typical of that usually found in the school.

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

## **Other aspects of the school**

<b>Aspect</b>	<b>Comment</b>
Behaviour	Good. Pupils behave well in lessons and generally around the school.
Attendance	Good. There are effective systems to promote good attendance.
Ethos*	Good. Pupils have positive attitudes, concentrate and work hard. They are positively encouraged to attain high standards. Relationships are very good.
Leadership and management	The headteacher and governors give the school direction but formal school documentation does not sufficiently identify high standards of achievement and high quality teaching. The school's development plan is not focused on improving standards and has insufficient detail to provide for effective school improvement.
Curriculum	The curriculum is broad and balanced, covering the National Curriculum and religious education. However, religious education and information technology in Key Stage 2 are not taught thoroughly enough. The headteacher and governors do not have a clear enough view of exactly what pupils learn as they move through the school.
Pupils with special educational needs	These pupils make satisfactory progress. They are well supported by non-teaching classroom assistants.
Spiritual, moral, social & cultural development	Pupils' moral development is very good and their social development is good. Their spiritual and cultural development is unsatisfactory as these aspects are not given sufficient emphasis within the curriculum.
Staffing, resources and accommodation	There are sufficient appropriately qualified staff. Non-teaching support staff provide very good support. There are adequate resources to deliver the subjects of the curriculum. Accommodation is well cared for and used effectively. The accommodation is not well used for collective worship as children are too cramped in the smaller classrooms.
Value for money	Standards at Key Stage 2 are in line with or above the expected levels in the core subjects. Pupils make satisfactory progress in the other National Curriculum subjects. Pupils' behaviour is good and they have positive attitudes to learning. The school has higher than average income, but also higher than average costs. Overall the school gives 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**

- VI.High standards in number and reading
- VII.Good behaviour.
- VIII.Good induction for reception pupils.
- IX.The regular use of homework.

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

- X.Reports are issued once per year and parents would like more information on pupils progress throughout the year.
- XI.Some parents would like to know what topics their children will study.

The school receives good support from parents. The findings of the inspection supports the parents' positive views of the school. During the inspection it was clear that children were learning within an orderly and caring environment. Pupils were happy in school. They were polite and courteous to one another and visitors.

Parents receive little information regarding the work planned for pupils and this limits the support they can give their children. However, the school is very approachable and parents are welcome to talk to teachers about the work their children will be doing.

Whilst parents welcomed the effective and detailed annual reports on pupils attainment and progress they would welcome information more frequently each term as this would enable them to monitor their child's progress more closely.

## **KEY ISSUES FOR ACTION**

In order to raise the standards attained by pupils teachers and governors should:

- (i) improve planning for teaching and learning in all subjects of the curriculum by
  - (●) identifying clearly what pupils are expected to learn; (20, 32, 41, 111, 124, 134, 143, 168)
  - (●) ensuring that all aspects of all subjects of the National Curriculum and religious education are covered effectively; (41, 53, 54, 138)
  - (●) ensuring that the work done by pupils each year is systematically based on what they have already done and learned; (20, 32, 34, 41, 42, 124, 134, 143, 159, 163)
  - (●) developing more systematic assessment procedures to record and monitor pupils' progress. (35, 49, 111, 159)
- (i) further develop the monitoring of the curriculum, to ensure the full coverage of the National Curriculum and religious education and report the outcomes of this monitoring to the governors. (75, 73, 147, 155)
- (ii) ensure that pupils have opportunities to study cultures other than their own both within the subjects of the curriculum and in other aspects of the school's work. (40, 59, 145, 152)
- (iii) increase the opportunities for pupils to reflect upon the nature of the world around them and their responses to it. (56,145,152)

(iv) ensure that statutory requirements are met in respect of:

- (●) a sex education policy; (46, 78)
- (●) a drugs education policy; (46, 78)
- (●) publication of the school's charging policy in the school prospectus. (78)

*The numbers in brackets relate to the paragraphs in the report where those issues are mentioned.*

## **INTRODUCTION**

### **Characteristics of the school**

1. Clifton Primary School is located in the small village of Clifton, situated about three miles to the south of the town of Penrith. It serves a mainly rural area although many of the pupils come from Penrith.
2. The pupils come from a wide range of backgrounds both advantaged and disadvantaged. A significant number of these pupils come from outside the normal catchment area of the school. There are 71 pupils on the school roll (35 boys and 36 girls) which makes this a very small school when compared with primary schools nationally. The number of pupils has fallen since the time of the last inspection. The number of pupils in each year group varies from five to sixteen. Pupils are organised into three classes: reception, Year 1 and Year 2 pupils; Year 3 and 4 pupils; and Year 5 and 6 pupils.
3. Only about seven per cent of pupils take up free school meal entitlement and this is very low compared with national averages.
4. There are seven pupils on the school's special educational needs register which is about average for primary schools. A formal statement of need is held for one pupil. There are no pupils from ethnic minority origins.
5. Most pupils have some form of pre-school experience before entering the school either at a nursery or play school. Generally pupils have average levels of attainment on entry to the school although this varies from year to year. The full range of abilities is represented within the whole school population.
6. The school was inspected previously in February 1996.
7. *The school aims, 'through providing a caring, secure and stimulating environment, to help promote the intellectual, aesthetic, physical, social, moral and spiritual development of each child to his/her full potential. The over-riding aim within the school is that each child should find enjoyment in the varied aspects of school work and gain satisfaction from his/her own achievements. Each child is encouraged to develop as a happy, well-balanced individual. He/she is encouraged to develop sound attitudes towards work, to learn how to learn, to realise a high level of academic attainment and to foster a sense of pride and achievement in all aspects of his/her life, both inside and outside school.'*
8. *The school's targets for Year 6 pupils attaining the expected level 4 or above, (for the year 2000), are: English 80%, mathematics 80%, science 80%.*

8.

### Key indicators

9. This is a small school with year groups ranging in size from five to sixteen pupils. The number of pupils taking part in tests or assessments is thus often very small. The results of recent National Curriculum tests are not published separately for boys and girls in this report as they could be used to identify individual pupils.

### Attainment at Key Stage 1<sup>1</sup>

Number of registered pupils in final year of Key Stage 1 for latest reporting year:	Year	Boys	Girls	Total
	1998	4	8	12

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1

Percentages in parentheses refer to the year before the latest reporting year

9. National Curriculum Test/Task Results		Reading	Writing	Mathematics
Number of pupils at NC Level 2 or above	Total	11	11	12
Percentage at NC Level 2 or above	School	92 (65)	92 (53)	100 (88)
	National	80 (74)	81 (80)	84 (83)

9. Teacher Assessments		Reading	Mathematics	Science
Number of pupils at NC Level 2 or above	Total	9	10	9
Percentage at NC Level 2 or above	School	75 (53)	83 (53)	75 (53)
	National	81 (80)	85 (83)	86 (85)

### Attainment at Key Stage 2<sup>2</sup>

Number of registered pupils in final year of Key Stage 2 for latest reporting year:	Year	Boys	Girls	Total
	1998	7	5	12

9. National Curriculum Test Results		English	Mathematics	Science
Number of pupils at NC Level 4 or above	Total	7	9	4
Percentage at NC Level 4 or above	School	58 (93)	75 (100)	33 (100)
	National	65 (63)	59 (62)	69 (69)

9. Teacher Assessments		English	Mathematics	Science
Number of pupils at NC Level 4 or above	Total	5	7	6
Percentage at NC Level 4 or above	School	42 (100)	58 (100)	50 (100)
	National	65 (63)	65 (64)	72 (69)

9.

## Attendance

Percentage of half days (sessions) missed through absence for the latest complete reporting year:	Authorised	School	%
	Absence	National comparative data	4.6
	Unauthorised	School	5.7
	Absence	National comparative data	0
9.			0.5

## 9. Exclusions

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

## 9. Quality of teaching

Percentage of teaching observed which is:		%
	Very good or better	12
	Satisfactory or better	92
	Less than satisfactory	8

9. **PART A: ASPECTS OF THE SCHOOL**

9. **EDUCATIONAL STANDARDS ACHIEVED BY PUPILS AT THE SCHOOL**

9. **Attainment and progress**

10. Broadly pupils demonstrate average levels of attainment on entry to the school. Pupils make satisfactory progress so that by the age of five the standards attained by pupils are generally in line with those expected nationally in language and literacy, knowledge of the world, mathematics and in physical and creative development.
11. Small numbers of pupils were involved in the 1998 national assessments in English, mathematics and science. As a result, to make comparisons with the national figures is of limited value. However, the results indicate that at age seven the school's results were generally close to those typically found in primary schools whilst at age eleven the school's results were significantly below those typically found, and well below those found in similar schools. Results over the last three years indicate that typically pupils attain standards at the end of both key stages close to the average. The 1998 results for eleven-year-olds were untypical of those for recent years. Results for eleven-year-olds in 1999 were significantly better than in 1998, and broadly in line with recent average performance.
12. Evidence from lessons observed, supported by an examination of pupils' work and discussions with pupils, indicates that the majority of seven-year-olds are on course, by the end of Key Stage 1, to attain standards at least in line with those expected nationally in English, mathematics, science and information technology. A few pupils are on course to attain standards above the expected level. Few pupils attain standards in line with those within the locally agreed syllabus for religious education.
13. Evidence from lessons seen, supported by an examination of pupils' work and discussions with them, indicates that the majority of pupils are on course, by the end of Key Stage 2, to attain standards in line with those expected in English, mathematics, science and information technology. In all these subjects pupils have a secure knowledge base and are developing the skills to apply their knowledge to new problems. Standards attained in religious education are below those indicated in the locally agreed syllabus for religious education.
14. Standards in speaking and listening are above those expected by the end of Key Stage 2. Pupils in Key Stage 1 are able to speak confidently in making their responses to issues addressed within lessons such as when they explained that the dough for making bread was left to 'rise' before shaping and baking. Year 3 and 4 pupils were able to discuss the important features of 'identity cards' during their project work on the Second World War and relate this to present day identity cards. Pupils usually listen carefully to both teachers and other pupils during their lessons.
15. Current standards in reading are good. By the end of both key stages pupils attain standards generally above those expected nationally. Pupils read accurately and with expression and by the end of Key Stage 2 are reading regularly for pleasure as well as information. During many activities pupils in Key Stage 1 are expected to read out loud both as group and individual activity. For example they are expected to identify and read out the appropriate labels within the classroom. Many read and follow the instructions for loading and using information technology software to support their learning in mathematics. Pupils progress in reading is enhanced by the effective use of reading at home with parents.

16. By the end of Key Stage 1 and Key Stage 2 pupils attain standards in their writing which are at least in line with those expected. In both Key Stages pupils make satisfactory progress in developing their writing skills. However, there are too few opportunities for them to produce extended pieces of writing or to write for a wide range of purposes and audiences.
17. Standards in number work are high. By the end of Key Stage 1 pupils have a good grasp of number bonds and can add and subtract numbers to 20 accurately. Younger pupils are beginning to identify odd and even numbers. By the end of Key Stage 2 pupils are able to multiply and divide using two and three digit numbers. They have a very secure understanding of place value and can explain operations using six and seven digit numbers. Teachers regularly use homework to support and enhance pupils learning, particularly in number. Standards in the other aspects of mathematics are not as high. For example pupils in Year 6 show more limited understanding and skills when handling data.
18. Standards in science are generally in line with those typical for seven and eleven year olds by the end of both key stages. In the 1998 national assessments, standards were below the nationally expected level, and well below those of similar schools. However, over the last three years results have on average been in line with those expected. Older pupils generally have a secure range of scientific knowledge and understanding in all aspects of the national science programme. They demonstrate limited practical and investigative skills as the practical activities they do are too narrow in scope. However, pupils in Years 3 and 4 showed that they could apply their knowledge well, for example, when identifying the types and functions of teeth.
19. The small numbers of pupils in any one-year group makes the comparisons about attainment between different groups of very limited value. However, considered across the whole school, the evidence from the inspection indicates that there is little difference in the attainment of boy and girls in any subject of the curriculum.
20. A detailed examination of a sample of the pupils' work and detailed discussions particularly with Year 5 and 6 pupils, showed that overall, most pupils have made satisfactory progress over the last year in all subjects of the curriculum except religious education. However, progress is variable across Key Stage 2, being better in Years 3 and 4 than in Years 5 and 6. Progress is also variable in the different aspects of the National Curriculum programmes; for example progress in number in mathematics is better than progress in shape and space. (Pupils' progress is dependent upon the effectiveness of teachers' planning. Particularly in Years 5 and 6, this planning does not build sufficiently upon pupils previous learning.)
21. Pupils with special educational needs make satisfactory progress both in whole class lessons and when withdrawn into small support groups. Non-teaching support staff make a significant contribution to the progress these pupils make.
22. In the lessons observed, progress was judged to be at least satisfactory in most lessons and good in about half. Where progress was good teachers presented pupils with challenging activities in lessons and expected the work to be completed. However, too frequently teachers' plans for work over the medium term do not take sufficient account of what pupils already know and can do; and they do not set clear targets for what pupils are intended to learn from the lessons. The result is that progress is less than might be expected. Teacher's planning in religious education does not ensure the delivery of the locally agreed syllabus and so pupils' progress is unsatisfactory.

23. The school set targets for pupils' attainment at the end of Key Stage 2 in 1999 based upon a range of assessment information. The school achieved the targets it set.
24. There have been improvements in the standards attained by pupils particularly in reading and numeracy.
24. **Attitudes, behaviour and personal development**
25. Pupils' attitudes to work throughout the school are generally good and occasionally very good. They are very interested in their work, they listen well and take part enthusiastically in answering questions and offering ideas and observations. Pupils generally concentrate and persevere with their tasks. When given the opportunity to become actively involved in their own learning, their positive responses make a very good contribution to their personal development. For example, in Years 3 and 4, pupils were able to discuss reasonable explanations for catch phrases in their history lessons and, during storytime in Years 1 and 2, pupils were very keen to share their favourite extracts, some volunteering reasons for their choice. However, when tasks provided for pupils are not sufficiently challenging they make less progress. Pupils co-operate with teachers, helpers and each other in lessons and in whole school activities such as collective worship and breaktimes. They are courteous to visitors and one another. They work well in groups and help each other when appropriate.
26. Relationships between pupils and between pupils and staff are good. In most lessons, behaviour is good but occasionally when pupils lose interest behaviour slips and some older pupils whisper and joke amongst themselves. When pupils conduct themselves exceptionally well they focus on the tasks set and concentrate throughout, co-operating with staff and each other. They are able to work with minimum supervision and when opportunities arise for them to use their initiative they respond positively. Overall, the school is an orderly community where children learn the basic principles which separate right from wrong. Parents are satisfied that the school achieves good standards of behaviour and that pupils are polite and learn to respect adults in school. When inappropriate behaviour is checked by staff pupils generally respond well. In the playgrounds pupils are separated into older and younger groups but both areas occasionally become dominated by rough and tumble activities with little opportunity for organised games, or for those who wish to pass their time peacefully. When the younger pupils have sole use of the playgrounds they play very well with the equipment provided, making constructive use of the space available. Around school, pupils share and take turns with equipment and respect the property of the school and that of other people.
27. Pupils' personal development is good. They are able to use their own initiative successfully. However, they have too few opportunities to do so. Pupils are trustworthy and willingly take on responsibilities. They are happy to help teachers with preparations in classrooms, in taking registers to the office and carrying messages for staff. Older pupils assist supervisors in the playgrounds by supporting younger pupils at lunchtime with setting up and clearing away. In assembly, pupils operate the cassette player, choose hymns and lead prayers. Pupils make a good contribution to the life of the local community, for example, by providing entertainments and events to which all are invited. The school provides recycling facilities and pupils have planted trees in the village.
28. These findings indicate that pupils are, in the main, continuing to demonstrate the positive attitudes to school and learning found at the last inspection which make a good contribution to the progress which they make.

## Attendance

29. Attendance is good at 95%. This compares favourably with similar schools nationally and indicates a significant improvement since the previous inspection. Registration procedures are efficient and registers are well kept according to requirements. Pupils arrive at school punctually and school routines throughout the day ensure that lessons begin on time.

## 29. **QUALITY OF EDUCATION PROVIDED**

### 29. **Teaching**

30. Overall the quality of teaching is satisfactory. Nine out of ten of the lessons observed were at least satisfactory with half judged good. Three lessons were judged to be very good. These figures indicate that the quality of teaching has improved since the last inspection.
31. Teaching of children under-five and in Key Stage 1 is good. The teacher and support staff have good subject knowledge and use this to plan effective lessons. Such lessons have a clear beginning, which identifies the activities, and the work expected of the pupils. Teachers make effective use of a range of equipment and learning materials so that much learning is practically based. For example, in work in geography the teacher made effective use of the model farm equipment to develop mapping skills including the use of simple co-ordinates with Year 2 pupils. The teaching of pupils with special educational needs is good being enhanced by classroom support staff.
32. In Key Stage 2 the quality of teaching is satisfactory overall. Teaching seen in early Key Stage 2 was always satisfactory, frequently good and occasionally very good. Teaching in upper Key Stage 2 was satisfactory overall. Teachers have a sound understanding of most of the subjects they are teaching. Teachers effectively organise their pupils to meet the needs of the lesson being delivered. They vary from whole class teaching to group work with varying group membership as well as individual work to meet the needs of the two year age range in each class and those pupils with special educational needs. However, teachers' planning does not take sufficient account of pupils' previous learning and does not identify clearly what pupils are expected to learn in the lesson. Consequently, pupils do not always make sufficient progress. Occasionally teachers also limit pupils' progress by not giving pupils the opportunity to show initiative and develop their own independent learning skills. For example, in some history work over elaborate input by the teacher did not allow pupils the opportunity to develop and use their investigative history skills.
33. Teachers are delivering the National Literacy Strategy and the National Numeracy Strategy satisfactorily in lessons and this is contributing to pupils' progress in these areas. However, teachers' overall planning for the delivery of the literacy hour is unsatisfactory and teachers are too reliant on commercial schemes to support the numeracy programme.
34. Teachers plan their own lessons with limited reference to each other and consequently pupils do not always receive learning experiences that build upon what they already know and can do. For example, some pupils in Year 6 were working on aspects of English already covered in Year 5.
35. Teachers' record pupils' achievements in detail but use their own approaches and systems, as there are no systematic procedures in place across the school. The records teachers keep are detailed and reliable but do not enable the progress pupils make as they move through the school

to be effectively monitored. The quality of the in-class assessment used by teachers is generally good. They identify what pupils have learned and use this information to challenge pupils further to promote good progress in lessons.

36. Classroom support staff work very effectively to enable pupils, particularly those with special educational needs, to have access to the full range of curricular experiences offered; for example with reception pupils making apple prints in art, with Year 1 pupils developing reading skills and in Key Stage 2 where pupils' games activities are extended to include country dancing through the expertise of the support staff.
36. **The curriculum and assessment**
37. Overall the curriculum provided for pupils is broad and balanced. It meets the statutory requirements for the delivery of the National Curriculum and religious education.
38. The early years policy refers to the areas of learning recommended previously and has not been updated to take account of the current national guidelines. However, evidence of teacher's planning records show that within the curriculum provided for the under fives, all activities cover the range necessary for this group of pupils. The teacher or the qualified learning support assistant often teaches this small group of pupils as a separate group. Only one session was observed during the week of the inspection where the pupils were taught in a separate group. This activity was appropriate and gave the pupils opportunities to learn new skills as well as practise known skills. Very often pupils in this age group are also taught with either Year 1 or Year 2 or with the whole class. Activities allow for them to learn in an appropriate manner.
39. The curriculum is organised and delivered mainly through topic work in all three classes, although some subjects for all pupils are taught as discrete subjects depending on the topic chosen. For example, religious education, physical education and numeracy are more often taught separately. Literacy across the school is usually taught as a separate subject, although a large non-fiction history book about the war years was used to improve history knowledge in Years 3 and 4. There are small wet areas in each room but these are not always well used when teaching the art programmes of study. Pupils have few opportunities to choose and use a wide range of media in the limited space available.
40. The school has a planning grid that shows when aspects of different subjects of the National Curriculum and religious education will be taught to the pupils over a two year cycle. Since the last inspection the school has addressed the time allocated to each subject. It is now more closely related to the time allocated by the majority of schools, except in English in Key Stage 1, where it is less. Although the school is involved in life in the community, makes visits and receives visitors and also uses the village hall as a venue for Christmas plays etc. there is no specific reference to additional time within the school day to prepare for these and other activities. Opportunities within literacy to study other cultures and class topics are limited.
41. The planning grid is not well supported by teachers' termly or half-termly plans that describe, in more detail, how the different subjects of the National Curriculum are linked through the topics. The school is following the guidelines related to the programmes of study, for example in science, history and geography, that is offered nationally. At the present time it is not clear about which elements of the programme of study will be covered, in particular aspects of topic work. Therefore there is no formal written planning or schemes of work which ensure that pupils' work in each subject builds up steadily and systematically from Year 1 to Year 6 or that enables teachers to track confidently pupils progress, particularly in the foundation subjects. Teachers do discuss topics on an informal basis and know broadly what is covered in each class

but without written guidance, which demonstrates how learning will build on previous knowledge and understanding, progress is limited. The best planning demonstrated what the learning outcomes would be in each lesson and these were communicated to the pupils. The least effective plans did not identify new learning for pupils and gave little opportunity for the teacher to assess progress made during the lesson. This was particularly so in the religious education lesson for pupils in Years 5 and 6. Too often in all classes pupils are taught in their year groups but within the class situation. This does not always take into account the wide range of pupils' ability. For example, in a mathematics lesson, although clear targets were set for the individual year groups targets were not set for individuals within each year group. Planning at all levels lacks consistency.

42. Planning is not yet securely in place for the recently introduced national strategy to improve standards in reading and writing and in numeracy. The planning for literacy and numeracy does not follow the guidance offered nationally in that they are not always taught on a daily basis and do not follow the suggested format. For example, in the case of English the format followed does not always enable pupils to be taught specific skills during the lesson. For example, smaller groups of pupils are not always taught by the teacher during the guided reading or writing sessions but often complete commercial exercises on their own with individual support from the teacher. The plenary session does not confirm what learning has taken place. Planning does not build sufficiently on pupils' past learning. For example, some pupils in Year 6 are working from an English text book more suitable for pupils in Year 5 and the planning is not sufficiently well focused on what pupils need to learn next in order to make good progress, rather they work through a set of exercises. This often means that pupils are not sufficiently challenged both in the content and skills required to complete the exercise or given a different task based on new skills acquired. Teachers do not fully understand the teaching strategies suggested in the guidelines as they are uncertain of how the strategy can be used to improve the learning opportunities for the pupils. Some training has taken place but this has not been followed up by sufficient follow up work to ensure a secure understanding of how the strategy works in practice. Planned work in numeracy and science generally builds more effectively on previous learning through the use of structured commercial materials and where this happens pupils make good progress.
43. The provision for pupils with special educational needs meets the requirements set out in the national code of practice. Individual education plans are in place for these pupils. The policy for special educational needs is satisfactory. The code of practice and file for special educational needs was unavailable during the inspection but discussions with the co-ordinator and evidence of pupils progress in lessons demonstrates that in general their needs are being met. Good use is made of the additional support available. The co-ordinator gives clear guidance on what learning should take place in order to ensure that progress is made. Good support is given to pupils in withdrawal sessions.
44. The staff use visits to places of interest well, and these are built into their programme in order to ensure that pupils have relevant first hand experiences. For example, prior to their work on Victorians, pupils in Years 5 and 6 went on a planned visit to Beamish and were provided with a suitable work sheet to complete whilst they were there. Likewise pupils in the same class were given adequate preparation before visiting an author in a nearby town. Pupils gain good experience from these educational visits and from visitors to school. For example, the pupils in lower Key Stage 2 heard about first hand experiences from someone who lived during the war as well as having the opportunity to read his memoirs.
45. The homework policy is clear and is firmly embedded in the life of the school. Parents are very supportive of the process. The range of work provided for pupils in Key Stage 1 and in Years 3 and 4 is good, although it does not yet require pupils to investigate and find out information and

- ideas to support their learning in class. Across the school, homework includes regular reading, spellings, tables, games and occasionally topic work. However, there are missed opportunities, particularly for the older pupils who could prepare work or complete work independently over a period of time. Most pupils read to their parents on a regular basis. This enables pupils to make good progress in their reading. Parents are not always aware of what topics are being taught and when, and are therefore not always able to provide the best support to their children.
46. There are no written policies for health, drugs or sex education some of which are statutory requirements although these areas are appropriately addressed within the teaching programmes. There is no policy for equal opportunities and in practice boys and girls do not always have appropriate access to curricular activities; for example in games lessons girls did not have access to football and boys did not have access to country dancing during the inspection.
  47. The range of extra-curricular clubs is good for a small school. Opportunities for pupils to play a musical instrument are good. Older pupils have the opportunity to learn to play a stringed instrument within the guidelines operated by the school. Pupils take part in a sporting activities with other local schools. There is an excellent After School Club which is very well supported by pupils, their parents and the community. This provides pupils with a range of stimulating activities as well as providing opportunities for pupils to do their homework.
  48. The school has established satisfactory procedures that enable it to undertake effectively the annual statutory assessments for pupils aged seven and eleven years, in English, mathematics, and science. There are also satisfactory procedures in place that enable the school to make effective assessments about pupils when they first enter the school.
  49. The school tests pupils' spelling and reading on an annual basis but, as yet, targets are not set for individual pupils' progress. The day-to-day assessments made by teachers are variable. Some notes are made of individual progress against work completed but this is not systematic. There is no mechanism by which teachers can ensure that pupils' learning builds effectively on what they have already done as they move through the school.
  50. The school has set acceptable overall targets for the national tests and assessments in 2000. Teachers use baseline assessment to identify pupils' attainment on entry to the school and then use a variety of assessments to monitor pupils' progress. Such assessments are not yet sufficiently linked to the national descriptors of levels of attainment in the National Curriculum and so are of limited value in monitoring pupils' progress accurately. Assessments of pupils' attainments at the end of each key stage are based upon a wide range of evidence and are reliable.
  51. The pupils' work is marked regularly and some positive comments are recorded. However, not enough attention is given to writing comments that would help pupils improve their performance or set targets for the future. Spelling mistakes are a particular focus for attention and this has assisted in raising the standard of spelling across the school. Some helpful questions and comments at the end of pupils' work enables the teacher to communicate regularly with the pupils. The school has recognised the need for a marking policy.
  52. Annual reports to parents are variable across the subjects. The best examples are where the teacher has identified the strengths and weaknesses in each subject and provided clear guidance to both parents and pupils about future targets for improvement. There are no spaces for parents or pupils to make their own comments although there are some written contributions from parents. Parents would welcome more formal occasions to discuss their children's

progress. Teaching staff provide good opportunities to talk to parents of pupils with special educational needs but these are not always taken up.

53. Since the last inspection the school has made progress in developing the curriculum for the pupils in Year 4. There is insufficient progress in planning across the whole curriculum, particularly in religious education which remains unsatisfactory. More needs to be done in improving the quality of planning, particularly in providing clear information on what is to be taught and what pupils are expected to learn in all subjects of the curriculum as they progress through the school. National guidance on planning, particularly for literacy, is not yet effectively used. There is no policy for literacy across the curriculum and there are insufficient opportunities for pupils to use their writing skills in geography, history, art, music, science, religious education, information technology, and design and technology.
54. Since the last inspection, some nationally produced schemes of work have been adopted, and policies have been written. These policies are unsatisfactory overall in improving planning of the curriculum as they are a set of suggestions and guidelines which are not specific to the school. Where policies have been written to the school's requirements they are more specific. For example, the English and geography policies are satisfactory and give clear aims and objectives as well as the method and strategies for teaching. However, at the time of the inspection the evidence from talking to pupils, looking at evidence in books and at teachers' planning records indicated that not enough attention was being given to pupils' past learning and the national programmes of study. Planning for religious education is unsatisfactory. There are no clear units of work which give pupils a real understanding of different aspects of religious ideas and understanding. Planning for information technology in Years 5 and 6 does not include sufficient coverage of the data handling and control elements of the national programme.
54. **Pupils' spiritual, moral, social and cultural development**
55. Overall, the provision for pupils' spiritual, moral, social and cultural development is satisfactory. Provision for social education it is generally good; for moral education it is very good; but provision for spiritual and cultural education is unsatisfactory.
56. Provision for pupils' spiritual development is unsatisfactory. There is a daily act of collective worship and this is taken by different members of staff. This practice varies depending on the room being used and the member of staff leading it. Generally other members of staff do not attend daily collective worship and this often has a detrimental effect on pupils' attitudes and behaviour. When the whole school assemble together pupils do not sit in a position which encourages them to take a full and active part. Often there are two pupils sharing a small chair and pupils at the back of the room lose concentration or talk amongst themselves whilst a story is being read to them. When pupils have sufficient space to be seated comfortably and take an active part in the collective worship their enjoyment of the experience is evident. There is no policy for collective worship but there are lists of assembly themes that provide for a range of appropriate topics throughout the year. Pupils often lead the Key Stage 2 worship that they plan on their own. Pupils do not have sufficient opportunities to respond to the world around them through the subjects of the National Curriculum or religious education. They do however, have good links with the local church and community and share festivals such as the Harvest Festival and Christmas.
57. Pupils' moral development is very good. The school has high expectations of appropriate behaviour and pupils are positively helped to understand the difference between right and wrong and to show respect for people and property. They are not discouraged from staying inside during breaks or before the start of the school day. During this time they settle quickly to an

activity and are well behaved. Teachers and pupils respond well to the calm and caring atmosphere during lesson time; but pupils can be boisterous outside the classrooms and in corridors.

58. The provision for the social development of pupils is good. The school provides a calm, warm and welcoming environment. Pupils are friendly and have good relationships with each other. Older pupils regularly support younger pupils in many aspects of their school life. From a very young age pupils are expected and encouraged to become independent and to respond thoughtfully to the needs of others. They work co-operatively and are able to collaborate effectively to complete group tasks when given the opportunity to do so. Pupils have opportunities to relate to a wider range of their peers through sporting activities arranged with other schools. The school encourages pupils to take responsibility and participate fully into the community but does not encourage equal opportunity across the curriculum. For example boys and girls in Key Stage 2 are separated for games and dance activities during the school day. This can have effect on their learning and understanding of citizenship issues. There is a lack of understanding on the part of pupils that boys and girls can play or dance effectively together other than in the mixed gender sports, such as swimming, cricket and athletics.
59. Pupils' cultural development is unsatisfactory. There are too few opportunities to learn about other cultures in religious education and the subjects of the National Curriculum. They have learnt something about their own culture from their studies in history and geography of the local area in topic work such as how children lived in Victorian times. Cultural learning opportunities are not sufficiently identified in curriculum plans except where it is linked to visits such as to Beamish or Grange over Sands. The contributions from music or art from either their own or other cultures is not systematically taught.

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

60. Overall arrangements for pupils' support and general welfare are satisfactory although the school has not progressed in reviewing and implementing all the policies identified as deficient by the previous inspection. Staff know pupils well and encourage good relationships. Parents are satisfied that the school is approachable and responsive to any problems and that their children like school.
61. The school has no strategic system to ensure consistent monitoring of pupils' academic progress and personal development. There are some very clear records of both academic and personal development which can also identify next steps in learning but this is not consistent across the school. Annual reports on pupils' progress do not contain sufficient detail to promote pupils' further progress by identifying targets and involving pupils and their parents, both in contributing towards establishing targets and in identifying strategies to meet them. Parents are concerned that information on progress is not sufficiently detailed or given in good time to enable them to support their children effectively.
62. The formal and informal procedures for monitoring attendance are good. Parents are asked to notify the school immediately of any absence and the school is conscientious in following up any concerns.
63. The school does not yet have in place an overt, consistent policy to promote discipline and good behaviour. In particular the school has not produced a statement on its means of eliminating oppressive behaviour, including bullying. However, parents supported the view that the school, in practice, deals with any incidents quickly, sensitively and effectively. Staff use praise and

encouragement to promote acceptable work and qualities. Should any pupil need further assistance in meeting the standards expected, the school responds positively and works closely with home and support agencies as necessary. Parents are satisfied that the school responds effectively to behaviour concerns when these are raised by parents.

64. Formal procedures for child protection are poorly developed. Although members of staff are aware of the correct responses should they have concerns about the well-being of any child, the school has not developed its own policy to take full account of the recommendations of the local education authority. The previous inspection noted that staff and governors were to follow the headteacher in a comprehensive level of training but this has not yet taken place. The school has not yet produced policies to promote personal and social education, including general health and drugs awareness. There is no policy statement on the school's approach to sex education. The lack of clear policies in these areas means that teachers may approach these issues differently and pupils' receive varying and potentially confusing experiences.
65. The school has adopted local education authority's guidance on health and safety. The handbook for staff has very good and comprehensive guidelines on supervision throughout the day to ensure safety during breaks and moving around the school. However, procedures do not consistently take account of this guidance and are not effectively reviewed to identify hazards. In particular, there is no well managed system to ensure the supervision of all areas during breaks. In school, pupils conduct themselves responsibly when working or helping staff during breaks and lunchtime. Play areas outside are arranged so that older and younger pupils play separately. This contributes to some extent to safety but these areas are not always supervised by an adult in each one. This has a detrimental effect on standards of behaviour and the potential for providing positive leisure experiences. The playgrounds are well marked for constructive play but the space available for the numbers of pupils inhibits full use and there are no seats or areas for quiet pastimes in use all year. The school makes very good use of adjacent land for breaks and lunchtime when the weather permits. There are very good arrangements to ensure that children are collected appropriately at the end of the day and supervision at this time as well as at the beginning of the day helps to ensure pupils' safety from the risks by traffic noted in the previous report.
66. Very good arrangements for children and parents to get to know the school in readiness for starting in the reception class help pupils to settle into school. Good relationships and activities shared with other schools, in particular a comprehensive programme of sporting events, make a very good contribution to pupils' preparation for the move to the next stage of their education.
66. **Partnership with parents and the community**
67. The school has a good relationship with parents and the local community.
68. The quality of information provided for parents is satisfactory overall. The prospectus gives a good range of information on day to day procedures and useful notes on items which children need for school. It carries a detailed statement to highlight the importance which staff and governors place on a working partnership between home and school in order to extend the range of activities and experiences offered to children. However, the information on meetings between parents and teachers to discuss pupil progress is vague. Parents would appreciate more well-timed, formal opportunities but are satisfied that the staff are open to providing any details and to discussing any concerns should parents request this. Parents expressed a need for information from the school on forthcoming topics which they do not currently receive. Annual written reports on pupils' progress do not sufficiently indicate what pupils know and can do or provide the opportunity for parents and pupils to be actively involved by contributing their

views and by including targets. Parents find discussions with teachers useful.

69. Parents feel welcome to become involved in the life of the school. They find the school approachable and appreciate the very positive approach of staff. Parents help in classrooms, with trips to the swimming pool and with special events, such as residential trips. Parents' involvement in their children's learning is significantly enhanced when they support homework through nightly reading and other activities which begin with learning packs brought home from the reception class. There is an active parents association which organises social and fund-raising events and provides significant extra resources.
70. The good relationship which the school has established with the local community has a positive effect on pupils' attainment and personal development. The school is committed to promoting a range of good quality links to support curriculum topics and give pupils positive if limited experiences of the wider world. Good links with the church enable shared celebrations of festivals such as Christmas, harvest and Easter. Very good links are established with the Kids Club which meets on the premises and shares some fund-raising activities. Very good links are in place with other schools. Pupils support topic work with research in the immediate locality and take trips to places of interest further afield.
71. The school has successfully fulfilled the recommendation of the previous inspection to involve parents and the wider community in the education of pupils.

71. **THE MANAGEMENT AND EFFICIENCY OF THE SCHOOL**

71. **Leadership and management**

72. The headteacher is providing the school with educational direction to meet its aims and develop a good ethos in the school that *'enables all pupils to learn in a positive and caring school society'*. In this small school the headteacher has a significant teaching commitment each week which requires good time management if he is to effectively carry out his management role. At this time the headteacher does not always sufficiently prioritise his non-teaching time to focus on raising standards and improving the quality of education in the school. The teachers and non-teaching staff work together effectively as a team although there are very few formal meetings where they can discuss curriculum and other issues. This is having a detrimental effect on learning as policies and schemes of work are not sufficiently personalised to the needs of the pupils in the school and these are some marked inconsistencies in practice, for example, in the implementation of the literacy hour.
73. The governors are very supportive of the school and work hard to be fully involved in its development. For example, they have begun a programme of classroom visits. They have the capacity to promote the future development of the school.
74. There is a school development plan, which is insufficiently detailed to effectively support the continued development of the school. It is not sufficiently focused on improving standards and lacks clear targets which can be monitored effectively. It is prepared by the headteacher and discussed by governors prior to the setting of the budget. The plan is not sufficiently costed, which makes budgetary matters difficult but the governors have established sound systems for the effective setting of the budget. The governors' finance committee has been fully involved in setting and monitoring the budget. It has worked effectively to manage the reduction of the current deficit. A recent very good development plan for the introduction of the National Grid for Learning was prepared with the direct involvement of the governors. It has clear targets, is fully costed and identifies personnel needs and costs. Governors plan to follow this model in

extending their involvement in the production of the school development plan.

75. All teachers have responsibility for specific subjects across the school but they do not have clear job descriptions which identify their role in improving the standards pupils achieve in the subjects of the curriculum. Thus whilst they work hard they are not having sufficient impact on school improvement. The lack of some clear policies and a whole school approach to curriculum planning prevents them from effectively monitoring and evaluating the subject curriculum.
76. The ethos in the school is good although lacking at times sufficient focus on achieving the highest standards. There is a generally purposeful atmosphere in which concentration and hard work are the norm. Relationships between staff and pupils are mostly very good. Many older pupils take responsibility for carrying out simple organisational tasks on a daily basis.
77. The day-to-day administration of the school is efficient and effective. Support staff contribute significantly to the smooth running of the school.
78. The school does not meet the statutory requirements for the publication of the school's charging policy for parents and having policies for sex education and drugs education.

78. **Staffing, accommodation and learning resources**
79. The number, qualifications and experience of the teachers match the demands of the curriculum. All teaching and non-teaching staff are usually deployed effectively. The school is very well supported by classroom assistants, office staff and dinner supervisors. Non teaching staff often work closely with small groups of pupils, using space effectively and enabling satisfactory progress to take place. Occasionally these spaces become overcrowded, having a detrimental effect on learning. Effective use is made of the additional hours of support provided for pupils with special educational needs and those pupils who are under five. Although there is some in-service training for teaching and non-teaching staff this is not always linked to the development plan for the school or the teacher appraisal programme and does not always have sufficient influence on teaching practice in the classroom. For example, although literacy is taught on most days, the strategy has not yet been fully implemented and the teaching of reading and writing skills to small groups of pupils within the literacy hour has not been fully developed.
80. The accommodation is satisfactory overall. The classrooms are bright and cheerful and the additional areas are well used. The school is well carpeted but the limited suitable space for art and design means that the teaching of the subject is very limited and pupils are not always receiving a balanced programme of activities. The lack of gymnastics equipment means that in this aspect of physical education the pupils' skills are under developed. Storage spaces are tidy and well marked enabling pupils and staff easy access to materials. The school is well maintained by cleaning staff.
81. The outside play areas are barely adequate, particularly for the youngest pupils who have insufficient opportunity for physical play. However, these areas are well marked enabling the pupils to practise ball skills. To offset the lack of space, pupils use the village green during some games lessons and in dry weather. There is also a grassed area that is loaned to the school and used in dry weather. Pupils do climb and sit on the schools walls during supervised sessions and this is a cause for concern. The nearby village hall is also used to good effect.
82. Overall the resources for learning are satisfactory. There are good quality fiction and non-fiction books for pupils to use and a range of dictionaries. The school has received its computers for the National Grid for Learning but to date these have not yet been networked reducing the range of available learning opportunities. There is a range of appropriate software to support pupils' learning. Good use is made of the school library services for books and artefacts. Insufficient use is made of the resources for religious education available from the local consortium of schools.

82.

### **The efficiency of the school**

83. The governing body is fully aware of its responsibilities and carries them out appropriately. The finance committee makes a good contribution but the minutes of the finance committee meetings are not added to those of the governing body and this limits the effectiveness of governors' monitoring and evaluation of the financial situation. Overall, however, spending has been monitored effectively and the reduction of the current budget deficit is on target.
84. The annual budgetary cycle is clearly linked to the school development plan but the plan is insufficiently detailed to enable effective monitoring. The plan lacks clarity and clear targets although it is setting broad priorities. It is not costed in detail and this reduces the effectiveness of budgeting to support decisions about priorities for development. It also reduces the opportunities to evaluate the effectiveness of the governors' decisions.

85. Overall, resources in the school are effectively managed and deployed to meet curricular needs. Teachers and support staff make good use of the available accommodation and resources to support pupils' learning but the impact is reduced by weaknesses in planning and inadequate monitoring. The lack of clear job descriptions for subject co-ordinators, which includes responsibility for resource provision, is limiting the influence that co-ordinators have on the delivery of the curriculum through the provision of resources.
86. Financial management and the day to day regulation of the school's resources are thorough. The daily administration of the budget is good. There is close and effective co-operation between school managers and support staff. The most recent auditor's report identified that overall financial control is good.
87. The school's income is well above the average for primary schools, although its standing costs are also high. Pupils make satisfactory progress overall by the end of Key Stage 2 and attainment in national tests and assessments are broadly in line with the three-year national average. Pupils with special educational needs make satisfactory progress. The quality of teaching is satisfactory overall and pupils experience a generally broad curriculum although there are weaknesses in curriculum planning. Standards of behaviour are good and attendance is above the national average. Overall the school provides value for money.

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

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

88. Overall the provision for the under-fives is satisfactory. By the time they reach compulsory school age, a few pupils have attained standards that are above those found for pupils at that point in their education. At the time of the inspection there were five pupils in the age group and only one had reached their fifth birthday. This small group of pupils had only been in school for a maximum of three weeks. There are also five pupils who are in Year 1 and who are in school the term after their fifth birthday. The school admits all pupils at the beginning of the year in which they reach the age of five. With such a small and varying intake it is difficult to make any meaningful comparisons with the standards typically found nationally.
89. Before the pupils start their full-time education, they have the opportunity to visit the school. Parents also meet with the class teacher who explains the induction process. Most pupils have attended some form of pre-school provision prior to entry into school. Statutory testing takes place before the end of the first seven weeks in school. Parents also fill in a very detailed questionnaire before their children start school. These questionnaires give a very good indication of what pupils can do and how successful they are. Evidence indicates that by the end of the year in which pupils reach the age of five attainment is typical of that which is found nationally. Some pupils are able to write fluently with many key words spelled correctly. Pupils make at least satisfactory progress as they move through their first year at the school.
90. Records of pupils' work are kept as they move through the school and the class teacher keeps a record of pupils' attainment at varying points and in all subjects. Although the national guidance is taken into account when planning for the under fives, there is no specific reference to the areas of learning or the desired outcomes for pupils of this age. Records and curriculum planning are very informal and not monitored although they are a useful resource for the teacher and are used to plan next learning. Plans consist mostly of activities and content rather than specifying what the pupils will have learned by the end of the session. In general, this informal approach to planning and recording is enabling pupils to make broadly satisfactory progress in their small groups and in the current stable staffing position. It is, however, vulnerable to changing circumstances and combined with other weaknesses in the school does not provide a strong basis from which to promote the further raising of standards across the school.
91. The under-fives are in a class with pupils in Year 1 and in Year 2, giving a total of 22 pupils. There are often occasions when the under-fives are taught with the Year 2 pupils or on their own in a small group, either by the teacher or the nursery nurse.
92. Overall the quality of teaching for the under-fives seen was satisfactory with some good elements. Only one lesson was observed where the under-fives were taught as a separate group. Where teaching was good, pupils were involved in various activities of a practical nature and were sufficiently confident to join in with other pupils. For example, in a music lesson, where they were able to use a percussion instrument and sing known nursery rhymes. Non-teaching staff are not involved in lesson planning with the teacher but are provided with clear instructions about what they should be doing.
92. *Personal and social development*
93. The personal and social development of pupils is good. Pupils enjoy coming to school and are very familiar with the daily routines. They respond readily to their teachers and work well

together in a positive way. They have positive attitudes to their work and listen quietly when other pupils are speaking. Their behaviour is generally good particularly when they are stimulated and interested in what they are doing. At break times and during the lunch period they relate well to each other and to older pupils and adults in the school.

93. *Language and literacy*

94. The limited evidence gathered from the pupils who are in this age group indicates that their speaking skills are satisfactory. They communicate well with their teachers and other pupils, and have a satisfactory range of vocabulary. They listen quietly when asked to do so and can answer questions from the teacher with growing confidence. Listening skills are satisfactory for this age group. A few pupils know some letter sounds but by the end of the reception year most pupils know all the sounds and many names. Some pupils can read clearly and with expression. There are numerous opportunities for pupils to choose books and to read a range of material, such as nursery rhymes and headings from paper packages. Pupils take books home regularly as part of the homework programme and parents take an active part in listening to their children read. Pupils enjoy books and understand that the words convey the meaning of the story.

95. Pupils develop sound writing skills as they move through their first year in school. They are able to use their knowledge of letter sounds to make good guesses at spelling new words. By the end of the year letter formation is generally good and all pupils attempt to write their own words. Many can write in sentences and read back what they have written. They are expected to learn to spell common words correctly. They can write simple sentences with key words spelled correctly. Opportunities are provided for pupils to develop their writing. This practice, together with the teaching of handwriting skills, enables most pupils to make good progress.

95. *Mathematics*

96. Evidence gathered during the inspection suggests that in general by the end of the first year in school, pupils' understanding of number is similar to that typically found in this age group. Higher attaining pupils are able to recognise numbers to 10 or beyond and distinguish between higher and lower. They can count to at least 50 and can recognise numbers in sequential order up to thirty. Many pupils can name simple shapes and complete complex patterns. They can order and sort numbers to ten and show their findings pictorially. For example, they can fill in missing numbers and some pupils can count in twos and tens. There are good opportunities for pupils to play mathematical games as part of the planned homework programme. The evidence gathered from the inspection suggests that the progress of these pupils is at least satisfactory.

96. *Knowledge and understanding of the world*

97. When they enter the school, most pupils have had a range of experiences that has enabled them to broaden their understanding of the world they live in. They continue to make sound progress. When asked, pupils could talk about their families, and describe their journey to school. Pupils use the computer and handle the mouse effectively.

97. *Physical development*

98. During the inspection one lesson was partially observed where pupils were involved in physical activity. Pupils took part in a games lesson outside, where they were able to use small play equipment. They concentrated; behaved well; had good body control and were motivated by the

session. Pupils play well together in the playground and have the opportunity to use larger play equipment on occasions during the summer months. Due to the number of pupils, accommodation constraints and the accessibility of equipment these opportunities are too few. Informal observations of the pupils during the school day, and at break-times, indicate that their physical development is satisfactory.

98. *Creative development*

99. One lesson was observed where the youngest pupils were involved in creative work. As part of their art and design work they used fruit to print apples on a tree. They also had the opportunity to mix paint and to do some free art work although they had no chance to choose their own paper or paintbrushes. There is some evidence to indicate that pupils have the opportunity to use a variety of materials and media. For example, during design and technology they were involved in making bread as part of their work during harvest time. Overall, provision for this aspect of the pupils' development is satisfactory. A music lesson was observed where the youngest pupils were taught with pupils from Year 2. All pupils had the opportunity to play a percussion instrument, were asked to sing or say a nursery rhyme and to tap out the rhythm to phrases or songs.

100. Curriculum provision for the under-fives is similar to that of the last inspection. Pupils are part of the Key Stage 1 class but are occasionally taught as a year group.

100. **ENGLISH, MATHEMATICS AND SCIENCE**

100. **English**

101. The numbers of pupils involved in the 1998 assessments for English at Key Stage 1 and 2 were relatively small. With such small numbers to make comparisons of the school's results with the national data for any single year is of limited value. The results for pupils at age seven show the school's results to be above the national average for the nationally expected standard Level 2. Compared to similar schools there were fewer pupils who attained higher standards. Results for the last three years for seven-year-olds show that the number of pupils reaching the national average standard in reading was below the national average. In writing it was well below the average for the age group. The results from the 1998 tests for eleven-year-olds show that the number of pupils who attained the nationally expected standards was below the national average and below that of similar schools. Over the last three years the average levels of attainment are just above national averages although there is significant variation year on year. The test results for 1999 show more pupils attained the expected Level 4 than in 1998 but none attained the higher Level 5. When all available evidence is taken into account standards in English at the time of the inspection are similar to those expected nationally at both key stages. Few pupils attain standards above the expected level.

102. By the end of both key stages, pupils are on course to attain standards in speaking and listening that are similar to those expected for seven-year-olds and above those expected for eleven-year-olds. In the Key Stage 1 class and in Years 3 and 4, the style of questioning used by the teachers is often good, particularly following sessions using story or shared text. In mathematics and in design and technology in Years 3 and 4 the teacher established clear links with what had gone before enabling pupils to consolidate their learning or explain their answers thus developing their language skills. By the end of Key Stage 2, the highest attaining pupils have developed good speaking skills and most pupils have made satisfactory progress.

103. By the end of Key Stage 1, standards in reading are sometimes above those typically found nationally for seven-year-olds. Most pupils understand the importance of using punctuation to add meaning to their reading. They are given many opportunities in class to read across a range of material, from packaging to nursery rhymes. They can choose books other than those in the reading scheme to take home. The teachers encourage a love of the written word. There is good communication between parents and teachers in the reading diaries. Overall pupils make at least satisfactory progress with their reading in Key Stage 1.
104. By the end of Key Stage 2, standards in reading aloud are often above those typically expected for eleven-year-olds. For example, a group of Year 6 pupils were able to read competently using punctuation skills well. They were less able to talk about a range of authors or demonstrate that they knew the difference between fiction and non-fiction books. They have knowledge of contents and index and are able to use books and information technology to seek information. Pupils take reading books home regularly and are well supported by their parents. Pupils make satisfactory progress in developing their reading in Key Stage 2.
105. By the end of both key stages standards in writing are generally similar to those expected for pupils aged seven and eleven respectively. Evidence in the Year 2 pupils' books suggests that, by the end of the school year, some pupils are on course to attain standards that are above those typically found for pupils aged seven years. In Key Stage 2 much of the written work is of a satisfactory standard. However, the majority of older pupils do not use punctuation well and rarely check their work. There is no evidence to demonstrate pupils' skills of drafting. Some pupils use speech marks and paragraphs accurately. There are few examples of written dialogue, instructional or persuasive writing. Much of the written work is linked to the commercial English scheme adopted by the school. There is very little evidence of pupils writing skills being used across the curriculum in subjects such as history or science. When they do have the opportunities to write extended pieces of writing, it is usually interesting to read, with pupils using their imagination and a range of vocabulary. For example, after reading an abridged version of a Shakespearean play pupils were able to write in prose using their own interpretation of the play. Pupils make generally satisfactory progress in Key Stage 2. Spelling is generally good in both key stages. In Key Stage 1 pupils are taught to attempt their own spellings. Key words are expected to be learned and spelled correctly. Pupils in Key Stage 2 have regular spelling lists and are expected to learn correct spellings and to use dictionaries. Overall, pupils make satisfactory progress in spelling as they move through the key stage.
106. Day to day assessment and marking of English work are not used to good effect. The teachers in Key Stage 1 communicate effectively with pupils by asking them questions about their written work to which they always receive a written reply from the pupils. This is good practice and provides good motivation for pupils. Teachers in Key Stage 2 often write comments on pupils' work, some of which gives praise or instruction but pupils are not always able to identify why their work is of good quality or what they need to do to improve structure, content or layout. Too often work, particularly in upper in Key Stage 2 is disjointed and consists of exercises from books. Pupils do not have sufficient opportunities to learn new writing skills in class. For example, older pupils have done relevant text book exercises on different genre and tenses but have not had the opportunity to practise what they have learned in an extended piece of writing for, example, based on their topic work on Victorians.
107. Throughout the school, standards in presentation are satisfactory overall, although occasionally handwriting is untidy. Pupils in Key Stage 1 have good letter formation and are now learning to use joined writing. Very few pupils in Key Stage 2 have a good joined style of writing as joined writing has only recently been formally introduced in Key Stage 1 and teachers do not encourage it sufficiently.

108. An examination of the pupils' work indicates that, as they move through the school, they make, overall, satisfactory progress in English. In the six lessons observed during the inspection progress was variable. It was satisfactory in four lessons and good in two lessons. Where pupils made good progress, new learning was clearly identified by the teacher and a range of strategies was used that enabled the pupils to be motivated and challenged by their work. Where progress was less than good, pupils were insufficiently challenged and worked through the set exercise without thinking about what was required. There was also insufficient direct input from their teacher leading to new learning.
109. Many pupils enjoy their English lessons. For example, after listening to a story in Year 1 pupils were keen to answer the questions posed about Jack and the Beanstalk and to offer their ideas in an enthusiastic way. In another lesson, they enjoyed the story and were able to talk with confidence about the narrator and characters.
110. Overall, the English teaching observed during the inspection was judged to be satisfactory. During the inspection six English lessons were observed. Teaching in Key Stage 1 was judged to be good and at Key Stage 2 was satisfactory. During the inspection six English lessons were observed. In one lesson teaching was judged to be very good and in two lessons it was good. There was no unsatisfactory teaching. Where the teaching was at its best the lesson was well prepared, with some elements of the literacy hour covered in an appropriate way and to good effect. Evidence gathered during the inspection suggests however, that there are too many occasions when inappropriate exercises are being used which do not move pupils on in their learning. Often this is because the work is not well matched to pupils' needs or because teachers do not sufficiently challenge pupils thinking. For example, when Year 5 and 6 pupils complete their exercises they do so mechanically rather than thinking about the words they use or the context in which the text is written.
111. Pupils with special educational needs make satisfactory progress. On the occasions when these pupils were well supported by the teaching or non-teaching staff and given work appropriately matched to their needs they made good progress.
112. Overall planning for the implementation of the literacy hour is unsatisfactory. Literacy is not taught daily as suggested in the strategy. The recommended component parts of the hour are not yet identified and delivered and work is not sufficiently planned to meet the needs of pupils. Teachers understanding of the hour and its component parts are limited overall. The use made of the training package is limited. There is insufficient monitoring of planning and classroom practice.
113. Resources for English are good. There is a good range of books to support the literacy hour but these are not always used appropriately. For example, pupils in Years 6 have already done work from book 6 of a commercial scheme and are now working through the less demanding book 5 doing work they can already do easily. The school has spent its additional allocation of funding appropriately and there is a good range of fiction and non-fiction books, readily available for the pupils' use. These are tidily displayed in classrooms. The school also makes good use of the library loans and the regular visits by the library van. The school has recognised the need to purchase more appropriate 'big' reading books for shared text work in the literacy hour.
114. Overall, the judgements reported from this inspection are similar to those reported following the last inspection. Improvement in some areas has been slow, for example, in using marking

effectively to ensure that good progress is made.

114. **Mathematics**

115. Overall, standards in mathematics are satisfactory and standards in number are high.
116. The number of pupils involved in the 1998 assessments for mathematics at Key Stages 1 and 2 were relatively small. With such small numbers to make comparisons of the school's results with national data for any single year is of limited value.
117. In the 1998 Key Stage 1 national tests and assessments results were very high compared with the national average for pupils attaining the average level but well below the national average for those attaining the higher Level 3. (In 1998 all pupils attained at least the nationally expected Level 2.) Standards are broadly in line with those of similar schools. Over the last three years the average levels of attainment have been close to the national average.
118. In lessons and from a scrutiny of pupils' work inspectors judgements support the view that pupils are on course to attain the nationally expected levels. For example pupils in Year 1 can identify odd and even numbers and can add and subtract numbers to 20. However, whilst standards in number are high, standards in the other areas of mathematics are only satisfactory. Scrutiny of pupils' work showed more limited time and opportunity is given to studying shape and space, algebra and the use of data.
119. In 1998 Key Stage 2 national tests and assessments results were well above average for the percentage of pupils attaining the target Level 4 but well below for those pupils attaining the higher Level 5. Standards are broadly in line with those of similar schools. Over the last three years pupils average attainment has been above national levels. Results in 1999 were significantly above those of 1998.
120. In lessons and from a scrutiny of pupils' work inspectors judgements support the view that overall more pupils than average are on course to attain the expected Level 4. For example in number work pupils in Year 6 demonstrate a secure understanding of place value using up to seven digit numbers and are able to explain operations using these numbers. However, standards in the other aspects of mathematics are lower. From the scrutiny of pupils' work they spend proportionately more time studying number than the other aspects of the national mathematics programme.
121. Standards in numeracy are high in both key stages. Teachers have high expectations of their pupils. Pupils regularly do mental number work exercises. Pupils in Year 3 can add and subtract numbers to one thousand, and pupils in Year 4 can calculate well using money. They are able to carry out mathematical calculations to support their learning in other subjects such as science.
122. In both key stages pupils make satisfactory progress overall and good progress in number work. They develop an understanding of all aspects of mathematics although their understanding of shape and space and handling data is more limited than their understanding of number. They are able to solve problems with increasing ease and have a good understanding of mathematical terminology. They are able to present data in a range of ways but make insufficient use of information technology to present information particularly in Years 5 and 6. Pupils with special educational needs make satisfactory progress.

123. Pupils respond positively and often with enthusiasm to their mathematics lessons. They are keen to meet the challenges set them. They often show very good concentration and persevere to complete often difficult problems. They are able to work collaboratively but opportunities to do so are limited. They do however, help one another to achieve. All classes were observed during the numeracy hour. Teaching was good at Key Stage 1 and had some very good features in Key Stage 2.
124. The quality of teaching seen was never less than good and was occasionally very good. Teaching observed consisted of lessons delivering the National Numeracy Strategy. Teachers have good subject knowledge and use a range of different methods and approaches to deliver the subject. They set clear targets for learning and regularly identified the learning that had taken place. Classroom organisation and control are good and challenging work is delivered at a brisk pace. Teachers particularly in Key Stage 1 make very effective use of information technology to support and reinforce pupils learning especially with those pupils with identified special educational needs. Teachers are delivering the National Numeracy Strategy effectively.
125. The use of commercial materials ensures a measure of continuity especially in number work as pupils move from class to class. However, teachers' planning does not identify clearly what pupils are expected to learn by the end of each lesson or topic in all aspects of the mathematics programme and this limits the progress they make.
126. The standards of attainment in mathematics have improved since the last inspection, as has the quality of teaching.
126. **Science**
127. It was only possible to observe one lesson of science teaching during the inspection and so no overall judgement on science teaching is made. In order to make valid judgements on standards pupils' work was scrutinised (including some examples retained from last year). Formal discussions were held with older pupils about their work in science and discussions with younger pupils centred round the displays of their work on materials.
128. Overall attainment in science is broadly in line with the nationally expected level by the end of Key Stage 1 and Key Stage 2. The numbers of pupils involved in the 1998 assessments for science at Key Stages 1 and 2 were relatively small. With such small numbers to make comparisons of the school's results with national data for any single year is of limited value.
129. By the end of Key Stage 1 in 1998, pupils were judged by their teachers to be attaining standards below those expected nationally and well below those of similar schools. In lessons seen by inspectors and from the scrutiny of a limited amount of pupils' work and discussions with pupils standards are closer to those expected. For example, pupils in Year 1 and 2 were able to explain the processes they used to sort a range of common materials into logical groups according to their physical properties such as surface texture and strength.
130. In the 1998 Key Stage 2 national test results were very low in comparison with the national averages for pupils attaining the expected level 4 and the higher level 5. The results were very low in comparison with similar schools. Over the last three years, although results vary from year to year, the average standards attained are close to the national average. Results in 1999 were significantly better than in 1998.

131. In lessons and from a scrutiny of pupils' work inspectors judge that overall current standards are on course to be in line with those expected nationally by the end of Key Stage 2. Attainment is high in work on life processes and in line for work on materials and physical processes; but attainment in investigative science is unsatisfactory by the end of Key Stage 2. Pupils have too few opportunities to develop their investigative and practical science skills as teachers too closely control practical exercises. For example, pupils are given clear experimental instructions and do not develop their own ideas to find out about scientific phenomena such as the reflection of light.
132. In both key stages progress is satisfactory and in Years 3 and 4 it is often good. Progress is unsatisfactory in Years 5 and 6 with regard to investigative science. Pupils with special educational needs make satisfactory progress.
133. Pupils enjoy their science activities and have very positive attitudes to learning. They persevere to complete practical tasks often sustaining their concentration for long periods especially in Key Stage 1. They co-operate and collaborate in Key Stage 2 very effectively when given the opportunity to do so, for example, when they were examining each others teeth using mirrors.
134. The quality of teaching in the one lesson observed in Key Stage 2 was good. The teacher had secure subject knowledge and high expectations of the pupils. The lesson was effectively planned but there was limited reference in these plans to the school's medium and longer term planning.
135. Pupils' progress would be more secure in all aspects of the National Curriculum science programme if teachers' planning identified more clearly what pupils were to learn in both key stages. The recent use of the national schemes of work is improving the current planning.
136. There has been some improvement in the quality of individual teacher's planning since the last inspection but overall there is a lack of consistency between the different classes.

### **Information technology**

137. Overall the standards in information technology are in line with those expected nationally with a small number of pupils attaining higher standards in word-processing and information retrieval particularly by the end of Key Stage 2.
138. By the end of Key Stage 1 pupils attain sound standards. They are able to use a range of software to support their learning in other subjects. For example, they support their work in number using a range of software. They are able to load and run the software, identifying the level of difficulty they require. They are adept when using the mouse to move symbols on the screen.
139. By the end of Key Stage 2 most pupils attain standards in line with those expected. They are able to word process effectively and use a range of appropriate software to support learning in other subjects, such as co-ordinates in geography. They have good mouse and keyboard skills often word processing information to be sent out to parents for the school. However, they show limited skills in handling data and control technology. They do not use information technology to present information collected in science lessons nor to control simple devices in design and technology.

140. Overall pupils are making satisfactory progress in information technology in both key stages. They show increasing facility to use both hardware and software with confidence. Pupils with special educational needs make satisfactory progress, often using programs, which support their learning, for example, in recognising odd and even numbers.
141. Pupils are very positive about the subject. They recognise the different types of computer and confidently use the computers available to them. They co-operate well with each other and older pupils often offer help and guidance to younger pupils. They use the equipment carefully and safely. Many pupils make effective use of the opportunities available to them to use the computers before school and at breaks and lunchtime.
142. Only one lesson of information technology was observed during the inspection and so a judgement as to the overall quality and effectiveness of teaching is not possible. However, in the one lesson observed the teaching was satisfactory, introducing younger pupils to the use of software to support their learning in mathematics and geography by increasing their understanding of simple co-ordinates. Many pupils were observed using information technology during the inspection as part of other lessons or during independent activity.
143. There is an appropriate range of both hardware and software in each classroom. The hardware for the National Grid for Learning is awaiting network connection.

### **Religious education**

144. The limited evidence collected during the inspection indicates that, by the end of both key stages, pupils do not have the satisfactory level of knowledge and understanding that would normally be expected of pupils nationally. There is evidence to suggest that pupils are taught religious education each week and are told stories from the Bible and other religions but in the absence of a planned programme of work, there is no guarantee that pupils experience learning that builds up their knowledge and understanding of the subject as they move through the school.
145. The school has adopted the Cumbrian agreed syllabus for religious education and has recently received the latest documentation on it. It is not however, being systematically used at this time.
146. From an examination of the very limited amount of pupils' work available and from talking to pupils it is evident that by the time pupils reach the end of Key Stage 2 their knowledge and understanding of Christianity and other religions is very limited. They know a range of stories but have little understanding of their implications. They do not have a knowledge or understanding of the essential features of several different religions and so could not relate them to inspectors. For example, they could not talk about religious symbols or artefacts associated with Hinduism or Islam.
147. During the inspection only one lesson was observed in Years 5 and 6 concerning the story of Jonah. This was judged to be unsatisfactory. In this lesson the teacher read a story about Jonah and talked to the pupils about the issues in the story. The pupils did not respond to the questions they were asked. Very little thought had gone into planning the programme of work and the lesson appeared to be out of context. Pupils were generally disinterested and little progress was made.

148. The headteacher and governors' are not ensuring that the adopted Cumbrian agreed syllabus for religious education is being delivered appropriately to pupils.

148. **OTHER SUBJECTS OR COURSES**

149. The inspection team's priority was to monitor the standards and quality of education in the core subjects of English, mathematics and science and also in information technology and religious education. Consequently only limited evidence was gathered about teaching and learning in the remaining foundation subjects of the National Curriculum. The evidence gathered during the inspection suggests that overall pupils are making generally sound progress in all these subjects. Pupils in early Key Stage 2 make good progress.

150. The school governors have recognised the need to reflect the national priority for improving pupils' literacy and numeracy skills. As a result the majority of the teaching time is devoted to teaching English and mathematics. Appropriate time is allocated to science, information technology and religious education. However, this means in practice that the time available for the teaching of the other subjects of the curriculum is limited.

151. From the evidence gathered during the inspection the limited amount of time allocated to the range of subjects is not having a significant detrimental effect on the pupils' knowledge and understanding of key ideas and skills in most subjects.

**Art**

152. During the inspection only one art lesson was observed in each key stage. In Key Stage 1 the lesson was judged to be good overall. The lesson was well prepared and pupils were clear about what was expected of them. Pupils were able to mix colours and print confidently with the fruit available. They worked well on their own and their behaviour was good. In Key Stage 2 the lesson was judged to be unsatisfactory. Although there were adequate books for the pupils to copy photographs of Victorian buildings, no teaching points were given, pupils had no choice of media or paper and the planning showed no clear understanding of the programmes of study for art. The pupils made little or no progress.

153. Some good examples of pupils' work were seen for example, the night sky during wartime and various examples of art work in pupils' folders including observational drawings; but there is little evidence to suggest that there is a continuous programme of work across the school or that the programmes of study for art are covered in sufficient depth. On the basis of the available evidence, including teachers' records, progress across the school is barely satisfactory. There was no available evidence to suggest that pupils had studied the work of artists or had opportunities to use a range of media.

**Design and technology**

154. At the time of the inspection there was limited evidence of work in design and technology. The limited evidence available in this inspection indicated that pupils are attaining standards typical for their age. They are making satisfactory progress in both key stages. For example, younger Key Stage 2 pupils discussed the need for identification cards and then made and evaluated their own versions of such cards for effectiveness within their project on Second World War.

155. Two lessons of design and technology were observed during the inspection. One lesson was

judged to be very good and the other to be good. Both lessons were well planned to provide pupils with appropriate practical activity to develop skills. They built upon previous learning and were closely linked with other topic work. Teachers' planning records indicate that further appropriate learning opportunities will be presented to pupils during the rest of the term although this planning is based upon activities for pupils to do rather than the focused development of skills and knowledge. There are sufficient resources, although the range of materials available is limited.

156. There is insufficient monitoring of the design and technology curriculum to ensure that pupils' skills and knowledge are developed consistently as pupils move through the school.

## **Geography**

157. During the period of the inspection it was not possible to gather sufficient evidence to make secure judgements about teaching and learning.
158. Pupils in Key Stage 1 have some knowledge of their locality and are able to talk about their journey to school. Some pupils know the difference between left and right. A few pupils have a good understanding of simple co-ordinates and were able to produce a representative farmyard using fences and animals. Pupils in Key Stage 2 are able to talk with understanding about rivers, valleys and plans but have very limited knowledge of settlements of either local or distant places. There was limited evidence in books of the previous Year 6 pupils. Opportunities for pupils to use a range of geographical skills and evidence to communicate their findings in writing are limited. Pupils' geographical skills and knowledge are under developed in aspects such as knowledge of other places.
159. No geography lessons were observed in either key stage but pupils in the Key Stage 1 class were observed working with the co-ordinates and this work was judged to be very challenging for the group of pupils involved.
160. Although there is an overview of when different programmes of study will be taught, there is no consistent planning across the school. This means that although certain topics are covered it is difficult for teachers to know which particular skills have been taught to pupils as they move through the school. Without formal assessments it is difficult to track the progress that has been made. Teachers are planning to use the national guidance for teaching the subject. The policy for geography is satisfactory.

## **160. History**

161. Pupils in Key Stages 1 and 2 have a range of historical knowledge. Pupils in Key Stage 1 know a range of relevant stories about the past. Pupils in lower Key Stage 2 have a good understanding of what life was like during the war. They have watched a television programme, read memoirs and considered available evidence. Pupils in upper Key Stage 2 have a good understanding of Victorian times and the life of children as well as knowing about the home life of poor and rich people in that period. A visit made to Beamish enhanced the standards and progress made by pupils.
162. Pupils in Year 6 have studied Romans, Vikings, Victorians and the Second World War. They have recognised the changes made in their village over time but they have had little experience in communicating their historical ideas. Evidence of the range of work in their books is very

limited.

163. Two lessons were observed in Key Stage 2. Teaching was judged to be good in one lesson and satisfactory in the other. In the generally satisfactory lesson in Years 5 and 6 the planning, however, was not sufficiently focused resulting in pupils listening to the teacher for the majority of the lesson without being actively involved in their own learning. There were few opportunities for pupils to share information or to consolidate their previous learning. Pupils did however gain from looking at a range of bottles from the past and identifying what they may have been used for. Features of the good lesson, on the Second World War, were clear learning outcomes for the pupils and opportunities for new learning and the sharing of ideas. Pupils were fully involved in the discussion about captions on the posters and enjoyed the television programme that promoted much lively discussion.
164. Although there is an overview of when different aspects of the national programmes of study will be taught, there is currently no consistency of planning across the school. This means that although certain topics are taught it is difficult for teachers to know which particular skills have been taught to pupils. Teachers are planning to use the national guidance for teaching the subject. The policy for history is unsatisfactory as it does not indicate how the subject will be taught or assessed.

164.

## Music

165. By the end of each key stage the limited evidence available suggests that pupils acquire the level of knowledge and understanding typically expected of pupils of this age. All pupils have the opportunity to play the recorder and pupils in Key Stage 2 can learn to play a stringed instrument. Pupils are confident when using percussion instruments. They use their voices well, singing tunefully in assemblies. There was no evidence, however, to show that pupils record their musical ideas.
166. Only one lesson in Key Stage 1 was observed during the inspection. This lesson was judged to be good. Good planning ensured that all pupils were able to participate and that a range of activities and teaching methods enabled most pupils to make good progress. Pupils enjoyed the lesson, at times became very excited, and were able to sing and play their instruments in a confident manner.
167. Pupils in Key Stage 2 are taught by a part-time teacher and no lessons were observed during the inspection. However, although the teaching of a violin lesson was not directly observed it was clear that pupils were enjoying the experience and could read the music prepared by the teacher.

## Physical education

168. During the inspection four lessons of physical education were observed, one of dance and three of outdoor games, boys playing football, girls in netball and country dancing. The standards attained by pupils in the lessons observed were typical for their ages. They were able to develop sequences of movements in country dancing and to evaluate each others work and offer suggestions for improvement. In the lessons observed pupils made at least sound progress. Teaching was judged to be at least satisfactory in these lessons. The lessons built upon previous learning and continued skill development. Further observations of pupils at play would indicate that most pupils are developing the full range of skills. However, pupils have little opportunity to develop gymnastic skills due to the lack of facilities.
169. Teachers' planning identifies the activities pupils will take part in but does not show how pupils will develop their skills.
170. Pupils have many opportunities to take part in sporting activities. Swimming is within the curriculum involving almost all pupils and the school is proud of its success in enabling all pupils in the school to learn to swim and take part in competitive galas. Other activities include football, netball, cricket and rounders. However, not all pupils have equal access to these activities. It is important that the school enables girls and boy equal access to all games activities. There are many opportunities for competitive games involving pupils from nearby small schools.
171. The accommodation for physical education is very limited. There is no large indoor space for physical education activities particularly during spells of bad weather. The school does have use of the nearby village playing field for outdoor games and the village hall for some gymnastics activities. The small playground area is used for netball and minor games with younger pupils and the small size limits the range of activity that can be safely carried out.

171. **PART C: INSPECTION DATA**

171. **SUMMARY OF INSPECTION EVIDENCE**

172. Three inspectors spent a total of seven days in the school. During this time:

- 24 whole or part lessons were observed amounting to 20 hours and 35 minutes of observation.
- Discussions were held with teaching and non-teaching staff.
- A discussion was held with a group of four governors.
- The English and mathematics work of all pupils from each year group in each class was scrutinised in detail. In addition work in all subjects of a limited number of pupils in each year group was scrutinised. A range of work retained by the school from the previous year was also scrutinised.
- A scrutiny was made of the limited baseline assessment information available to determine standards of attainment of pupils on entry to the school.
- Structured discussions were held with a sample of Year 5 and Year 6 pupils to determine the work they had covered and the standards they were achieving.
- Many pupils were heard reading both individually and at other times in lessons.
- A meeting was held at which fourteen parents' views on the work of the school were gathered.
- The results of 28 returned parents questionnaires were evaluated.

- **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	71	1	7	5

- **Teachers and classes**

- **Qualified teachers (YR – Y6)**

Total number of qualified teachers (full-time equivalent):	3.10
Number of pupils per qualified teacher:	26:1

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

Total number of education support staff:	3
Total aggregate hours worked each week:	34

- **Average class size** 27

- **Financial data**

Financial year:	1998/99
	£
Total Income	150404
Total Expenditure	151013
Expenditure per pupil	1798
Balance brought forward from previous year	-15416
Balance carried forward to next year	-16025

## PARENTAL SURVEY

Number of questionnaires sent out:	71
Number of questionnaires returned:	28

Responses (percentage of answers in each category):

	Strongly agree	Agree	Neither	Disagree	Strongly disagree
I feel the school encourages parents to play an active part in the life of the school	42.9	53.6	3.6	0	0
I would find it easy to approach the school with questions or problems to do with my child(ren)	42.9	50	3.6	3.6	0
The school handles complaints from parents well	25	46.4	21.4	3.6	3.6
The school gives me a clear understanding of what is taught	17.9	60.7	10.7	10.7	0
The school keeps me well informed about my child(ren)'s progress	32.1	50	7.1	10.7	0
The school enables my child(ren) to achieve a good standard of work	46.4	42.9	7.1	3.6	0
The school encourages children to get involved in more than just their daily lessons	42.9	50	7.1	0	0
I am satisfied with the work that my child(ren) is/are expected to do at home	28.6	50	10.7	10.7	0
The school's values and attitudes have a positive effect on my child(ren)	32.1	46.4	17.9	3.6	0
The school achieves high standards of good behaviour	32.1	46.4	17.9	3.6	0
My child(ren) like(s) school	53.6	35.7	7.1	3.6	0

### Other issues raised by parents

Parents who attended the meeting were very supportive of the school. They were pleased with the standards their children achieved and the progress they made especially in reading and numeracy. They identified good behaviour and the development of positive attitudes by pupils as particular strengths to the school. They felt that both parents and pupils were encouraged to be fully involved with the life of the school.

The only concerns they expressed were that with only one detailed and informative report on pupils' progress at the end of the year their ability to support their children over the year was limited. They would therefore welcome earlier if less detailed information.