

INSPECTION REPORT

Lothersdale Community Primary School

Keighley

LEA area: North Yorkshire

Unique reference number: 121409

Headteacher: Mrs M Hastings-Trew

Reporting inspector: Mr Keith Saltfleet
OIN: 22291

Dates of inspection: 14th -16th February 2000

Inspection number: 187911

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INFORMATION ABOUT THE SCHOOL

Type of school:	Primary
School category:	Community
Age range of pupils:	4 – 11
Gender of pupils:	Mixed
School address:	Lothersdale Keighley West Yorkshire
Postcode:	BD20 8HB
Telephone/fax number:	01535 632510
Appropriate authority:	The governing body
Name of chair of governors:	Mr S Brown
Date of previous inspection:	29 April – 2 May 1996

INFORMATION ABOUT THE INSPECTION TEAM

Team members		Subject responsibilities	Aspect responsibilities
Keith Saltfleet	Registered inspector	Under-fives English Information and communication technology Art Geography History Equal opportunities Special educational needs	How good is the school? How high are standards? How well is the school led and managed? What should the school do to improve further?
David Heath	Lay inspector		Attitudes, values and personal development How well does the school care for its pupils? How well does the school work in partnership with parents?
John Lea	Team inspector	Mathematics Science Religious education Design and technology Music Physical education	How well are pupils taught? How good are the curricular and other opportunities offered to pupils?

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

The school is situated in the small, rural community of Lothersdale six miles from the market town of Skipton and within commuting distance of Leeds and Bradford. Its catchment area includes the village itself and outlying farms. There are a significant number of the 98 pupils on roll who live outside this area. When compared with the national picture, the proportion of children relatively advantaged in socio-economic terms is broadly average; unemployment levels in the area are below the average for the country.

The school is set within a strong local community and parents of pupils at the school take a keen interest in the progress of their children and virtually every family is represented at parents' evenings. The number on roll in January 1999 shows that the school is much smaller than other primary schools, when compared with the average size nationally of 242 pupils.

The percentage of pupils eligible for free school meals (two per cent) is below the national average. There are currently no children speaking English as an additional language. Attainment on entry is broadly in line with the level of attainment generally expected of children rising five. The percentage of pupils identified as having special educational needs (12 per cent) is below the national average. However, the percentage of pupils with Statements of Special Educational Needs (one per cent) is in line with the national average. The school admits children to the reception class at the start of the academic year after their fourth birthday. There are currently nine children in the school who are under five.

HOW GOOD THE SCHOOL IS

This is an effective school with many strengths. In both key stages and in all subjects most pupils attain standards expected of their age. For some pupils attainment is better and they achieve a higher level. Teaching throughout the school is consistently good. The school is very well managed and enjoys the support of an active and well-informed governing body. The school gives good value for money.

What the school does well

- The school provides good opportunities for pupils under five.
- In English, mathematics and science throughout the school, the percentage of pupils attaining the level expected for their age is above the national average.
- Pupils' behaviour and relationships are good. Their very good attitude to their work makes a positive contribution to their learning.
- Attendance is very good.
- The quality of teaching is consistently good.
- Non-teaching assistants provide valuable support in lessons.
- The quality and range of learning opportunities are good, designed to capture pupils' interest.
- The community makes a very good contribution to pupils' learning.
- Provision for pupils' spiritual, moral, social and cultural development is good.
- The school cares well for its pupils.
- There is a good partnership between school and parents.
- The school plays an important part in the life of the community.
- The school provides an environment in which pupils are encouraged to learn.

What could be improved

- Pupils' extended writing.
- Some aspects of information and communication technology.

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

What the school does well greatly outweighs its weaknesses.

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school was inspected in April 1996. Since the last inspection there have been many improvements designed to raise standards and move the school forward. The way in which the headteacher has tackled the important areas for improvement following the last inspection has been particularly effective. Firstly, these are as a response to the key issues raised in the last report and secondly in line with its own priorities and targets. The school, through effective action planning, has the ability to identify and deal effectively with its own weaknesses.

Long and medium-term planning have been reviewed against the Qualifications and Curriculum Authority documents. Furthermore, a whole-school approach has been developed to ensure progression and continuity. Clear learning objectives and outcomes enable staff to teach more effectively. A formalised, systematic programme to monitor the quality of teaching has recently been put into place. Provision for information and communication technology has improved in both provision and equipment and pupils' attainment. Co-ordinators have more opportunities to influence their subjects. Security measures have been updated.

Resources to support all areas of the curriculum have been improved through a planned programme based on the school's identified needs. The links with schools in the local cluster have been strengthened, particularly in the sharing of expertise. First-hand experiences to support pupils' work are a regular feature of school life, for example, the popular residential visit and visitors to school. The internal environment has been improved, for example, through re-decoration, carpeting, the development of the school library and the wet area for the under-fives. External improvements include planting trees, flowerbeds and benches for seating.

The school is in a favourable position to improve further.

STANDARDS

The table showing the standards achieved by 11-year-olds based on average point scores in National Curriculum tests is not included due to the small number of eligible pupils.

The children under five in the reception class make satisfactory progress so that by the time they are five, most are achieving the desirable outcomes in all areas of learning. By this age some are already working within the National Curriculum Programmes of Study for English and mathematics. In English, mathematics and science throughout the school, the percentage of pupils attaining the level expected for their age is above the national average. There is a minority of pupils who attain a higher level. Pupils in both key stages, including those with special educational needs, make satisfactory progress as they move through school. In religious education pupils achieve the expectations of the locally agreed syllabus. In information and control technology, art, design and technology, geography, history, music and physical education attainment is in line with that expected of pupils of this age. Progress in information and communication technology is good. In other subjects the progress pupils make mirrors their attainment. Throughout the school, pupils use their developing literacy and numeracy skills to support their learning in other areas.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils are eager to learn and try hard in their lessons. They are responsive, responsible and show very good attitudes in all they do.
Behaviour, in and out of classrooms	Behaviour in and out of classrooms is good. Pupils have respect for each other and for adults.
Personal development and relationships	Pupils are encouraged to take responsibility. Relationships throughout the school are good.
Attendance	Attendance is very good; pupils enjoy coming to school.

Pupils' attitudes to school are very positive. They have an enthusiasm for school. Behaviour throughout the day is never less than good. A feature of all classrooms is the good relationships between pupils themselves and their teachers.

TEACHING AND LEARNING

Teaching of pupils:	aged up to 5 years	aged 5-7 years	aged 7-11 years
Lessons seen overall	Good	Good	Good

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

The quality of teaching throughout the school is never less than satisfactory. Indeed in 85 per cent of lessons it is good. Examples of good teaching were seen in all classes and in all subjects, including literacy and numeracy. Teachers plan lessons that are interesting, varied and challenging to pupils of all ages and abilities.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The school curriculum is broad and balanced and provides interesting opportunities for all pupils to learn.
Provision for pupils with special educational needs	The school provides good individual support for pupils with special educational needs.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Pupils' spiritual, moral, social and cultural development is good. Pupils are encouraged to become involved in their learning.
How well the school cares for its pupils	The school provides good care for all its pupils in a calm and purposeful atmosphere.

The school curriculum is broad and balanced and provides interesting opportunities for all pupils to learn. A strength is the positive way in which it is used as a vehicle to promote pupils' good behaviour and positive attitudes. Residential visits, trips out of school and extra-curricular activities provide practical experiences to extend pupils' understanding of the wider world. By the time they leave the school they have a mature understanding of their moral and social responsibilities. Pupils are cared for well. Very good links with community enhance their learning. The school's partnership with parents is good. Parental involvement makes a valuable contribution.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The headteacher gives very clear educational direction for the school supported well by an effective team of teachers. All staff and adults make a good contribution to pupils' learning.
How well the governors fulfil their responsibilities	The governors fulfil their responsibilities very well.
The school's evaluation of its performance	The school has a good view of its work in relation to its own needs and when compared to other schools.
The strategic use of resources	There is sufficient well-qualified staff with good classroom support. Good resources and satisfactory accommodation overall.

The leadership of the school is very good. The headteacher is forward looking and innovative. She is well supported in school by an effective team of teachers and non-teaching assistants. The governing body takes an active role in the life of the school, is well informed and makes a positive contribution in helping to shape its direction. The school applies the principles of best value.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • Standards children are expected to achieve. • The good behaviour. • The work pupils do at home. • Standards of teaching throughout the school. • Good level of information. • All staff are friendly and approachable. • School encourages parents to play an active part. • The way the school is managed. • Promotion of good values and attitudes. • Their children enjoy coming to school. 	<ul style="list-style-type: none"> • There were no significant causes of concern.

The parents strongly support the school. They are very positive about most aspects of its life and work. The inspection supports these views.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and achievements

1. Children enter the reception class at the beginning of the academic year in which they reach the age of five. Their attainment on entry to the school is generally in line with that expected of children of this age, covering the full ability range. Almost all have experienced pre-school education. Children make satisfactory progress so that, by the time they are five, most are achieving the desirable outcomes in all areas of learning. By this age, some are already working within the National Curriculum Programmes of Study for English and mathematics.
2. Inspection evidence shows that at the end of both key stages, the percentage of pupils achieving the level expected for their age in English, mathematics and science is above the national average. Indeed a number of pupils reach a higher level. Progress for all pupils is satisfactory. This reflects the results of the National Curriculum Statutory Assessment Tests in 1999, particularly at Key Stage 1 where the percentage of pupils reaching Level 2 or above in reading, writing, mathematics and science was high in comparison with the national average. All pupils reached the expected level. However in pupils' writing there were a significant number of pupils who attained the lowest grade at this level. The percentage of pupils reaching Level 3 in each subject and its different aspects overall was well above the national average.
3. This comparison with last year's results is equally true when comparing the results nationally at Key Stage 2 in English. However, there are differences in mathematics and science where the percentage of pupils attaining Level 4 was below the national average. In all three subjects the number of pupils reaching a higher level was also lower.
4. When considering trends over the four years 1996 to 1999, attainment in reading, writing and mathematics at Key Stage 1 was well above the national average when compared with other schools nationally. A similar comparison over time at Key Stage 2 shows that the overall trend for attainment in the core subjects was below the national average. On closer examination the position is much less clear cut than at Key Stage 1 and shows an inconsistency. Overall trends are above in 1996, broadly in line in 1997, above again in 1998 and below in 1999.
5. There is a need to exercise caution when using such comparisons as firm indicators of changes in standards of achievement. In such a small school test results do have limited significance due to the small numbers of pupils involved. Indeed, a comparison of the school's results with those of similar schools does not form part of this report due to the small number of eligible pupils involved in statutory assessment tests in 1999 and therefore the reliability of the results. Differences in ability between year groups and absent pupils can have a distorting effect when comparing the percentages of pupils reaching the expected levels with national figures. Consequently the assessment of pupils at the end of both key stages does not, for any one year, represent a full and accurate picture of the school as a whole.

6. The school analyses its performance data in detail to identify which aspects of subjects need most improving. From this information suitably challenging targets are set, particularly in English, mathematics and science. The school is making good progress to achieving these. Pupils with special educational needs are making satisfactory progress in line with the targets in their individual education plans.

English

7. At both key stages, pupils' oracy skills are good. At Key Stage 1, the youngest pupils listen carefully to what their classmates have to say and willingly talk about things they have brought to school. At the end of the key stage they can talk and listen in different situations and show an understanding of the main points of a discussion. In Key Stage 2, pupils contribute to class discussions and assemblies. Most pupils are articulate and listen carefully to each other and their teachers. They ask sensible questions, develop their ideas thoughtfully, describing events accurately and are confident to express their own opinions in a wide range of contexts.
8. Standards of literacy throughout the school reflect overall attainment. As they move through Key Stage 1, most pupils develop a good phonic knowledge and a relatively extensive sight vocabulary. By the end of the key stage they can read these easily in and out of context and are well launched into reading. Those pupils reading at a higher level are well on the way to becoming fluent and confident readers. By the time they leave the school most pupils are reading at the level expected of their age. They are independent readers who read with interest, fluency and pace. In their reading they are aware of different authors and have their favourites and understand the importance of plot and characters. Those pupils reaching a higher level are accurate, fluent and well-motivated readers who fully understand what they read.
9. At both key stages, pupils are developing good research skills. Older pupils at Key Stage 1 find information confidently using the contents and index of reference books. Their contemporaries at Key Stage 2 understand how a library is classified in the Dewey system, how a glossary can be helpful and use skimming and scanning techniques in their research.
10. Standards of writing at both key stages reflect overall attainment. By the end of Year 2, most pupils can write stories in the correct sequence with properly organised sentences. The meaning is clear and basic grammar and punctuation are generally used correctly. Most pupils can write in story form showing a clear development of structure but lacks sufficient detail to fully engage the reader's interest. Spelling of the most commonly used words is accurate and pupils make plausible attempts to spell longer words. Most pupils can use dictionaries confidently to support their spelling. Handwriting is clear, accurate and generally consistent. A significant number of pupils are developing a joined and legible style.
11. At Key Stage 2, most pupils are developing a sound understanding of how English works; grammar, punctuation and spelling are usually accurate. For example, they understand how synonyms, adjectives and adverbs can be used to enhance their written work. Their work is well organised and they recognise the need to write for different purposes with a particular audience in mind. To further improve the quality of pupils' writing there is a need to plan in more depth a more systematic way of teaching drafting techniques to ensure that as pupils move through the key stage

these are built on progressively. Pupils' written work is well presented in all subjects. The majority of pupils have a neat, fluent handwriting style.

Mathematics

12. The youngest pupils in Key Stage 1 use money confidently and understand coins to one pound. They use specific language well to describe triangles, squares, rectangles and circles and successfully read and write two digit numbers. As they move through the key stage most pupils use and apply mathematics practically in real life situations. By the end of Key Stage 1, most pupils have a sound knowledge of two and three-dimensional shapes, and can name them.
13. At Key Stage 2, pupils use mental recall of addition facts to 20 and their good knowledge of multiplication tables facts in solving problems. They develop a sound mathematical vocabulary and become very familiar with multiplication squares. Pupils calculate the equivalence of fractions and change fractions to improper fractions. Their understanding of shape, space and measurement is sound.
14. By the end of Key Stage 2, pupils' skills in handling number and number processes are well established. Most have a sound knowledge of decimals to two places. They discuss the need for a standard measure, investigate length and height and record their findings in bar and line graphs. By the time they leave school their knowledge, understanding and skills in mathematics are sound.

Science

15. The youngest pupils in Key Stage 1 are developing exploration and investigation skills through first-hand experience in the wild life area. Older pupils identify common materials and know their properties. All can carry out a fair test and record their findings in pictures, tables and charts. Most pupils are able to make accurate predictions of what would happen and suggest reasons for their predictions. By the end of Key Stage 1, pupils have a sound understanding of living things and what is required to sustain life. All pupils understand the importance of a healthy diet.
16. The youngest pupils in Key Stage 2 can identify a wide range of materials and have a good understanding of how they change under certain conditions. In their work on forces pupils test the air resistance of paper spinners and organise data to plot a line graph, interpret and draw conclusions. By the end of Key Stage 2, pupils use and apply science practically in real life situations. All have a basic understanding of electricity and are able to construct a simple circuit and use the knowledge acquired to construct working models in design and technology.
17. In information and communication technology pupils at both key stages make good progress and attain standards in line with those expected nationally. By the time they leave school, they have a satisfactory range of skills, many of which apply to other subjects, such as literacy and geography. Attainment in religious education is in line with the requirements of the agreed syllabus.
18. Other subjects

By the end of both key stages	Attainment	Achievement
Art	Satisfactory	Satisfactory
Design and technology	Satisfactory	Satisfactory

Geography	Satisfactory	Satisfactory
History	Satisfactory	Satisfactory
Music	Satisfactory	Satisfactory
Physical education	Satisfactory	Satisfactory

Pupils' attitudes, values and personal development

19. Pupils' attitudes to school are very positive. They have an enthusiasm for school and are actively involved in their own learning. A good example was seen when an older pupil talked about her geography project work and "couldn't wait to get to school to continue it". Most pupils concentrate well, listen to their teachers and try hard. At both key stages pupils show a good degree of maturity when working independently in the literacy hour. Pupils in Key Stage 2 use their initiative when researching information on the computer.
20. Behaviour in class and around the school is always good. They understand the need to deal fairly with each other and respect each other's points of view. Older pupils set a good example to younger children when helping in the dining room. When there is snow on the playground pupils show consideration by playing sensibly.
21. Pupils' personal development is satisfactory at both key stages. They are given opportunities to exercise responsibility and take initiative. Younger pupils are encouraged to play a limited part in school life, for example, taking the registers to the school office. They grow steadily as individuals, developing confidence and independence as they progress through the school. They are involved in a good range of activities and they show initiative by helping to get out games equipment without being asked. There are good opportunities for the oldest pupils to take responsibility and show initiative, for example, raising money for projects such as Blue Peter. Relationships are good. Pupils relate well to each other; in lessons they work together positively and productively. During the inspection there were no instances of bullying. There is no record of any exclusions. A strong feature throughout the school is the courtesy and respect the majority of pupils give to their teachers and other adults who work in the school. This results in a good climate for effective learning.
22. Attendance at the school is well above the national average; pupils arrive at school punctually.

HOW WELL ARE PUPILS TAUGHT?

23. The quality of teaching throughout the school is never less than satisfactory. It is good in over 85 per cent of lessons, and good teaching was seen in all classes. This consistency contributes to the standards attained in both key stages and the progress made by pupils. The context for this successful teaching is the good relationships evident throughout the school. Pupils are managed well. Teachers know their pupils well and generally succeed in matching work to the wide age range in their classes. All teachers use a variety of approaches to classroom management including whole class, mixed ability, paired and individual work.

Lessons are well planned with learning objectives designed to stimulate and motivate pupils' learning. Teaching has its most impact when it is clearly focused on the skills to be taught together with a range of well thought out strategies and activities. Good examples were seen in mathematics and science with challenging activities involving pupils listening, asking relevant questions, discussing, investigating, recording and drawing conclusions.

24. Teachers organise their classrooms well to provide an effective learning environment. Pupils are encouraged to discuss and evaluate their work, which extends their vocabulary and raises confidence. A feature of the literacy and numeracy hours is the good questioning in the introductory and plenary sessions. Its impact is to involve all pupils in the lesson, make them think and deepen their understanding. Teachers' competence in the teaching of basic skills in literacy and numeracy, for example, to teach phonics, is good. Subject knowledge is generally good at both key stages. Although staff are generally confident in teaching information and communication technology the school has identified some aspects in which they need further training, particularly in light of the newly updated resources.
25. The needs of the small number of pupils with special educational needs are clearly identified and implemented through their individual education plans. Knowledgeable non-teaching assistants are used well in all classes and provide effective support in teaching classes of mixed age and ability. Information and communication technology is planned and used effectively to support other subjects. As it develops further, so its contribution to pupils' learning will increase.
26. Assessment of what pupils can do is sound with good reference made to previous work. This feature was seen in both the literacy and numeracy hours where pupils analysed the previous lesson and at the end discussed what they had achieved. Pupils' work is regularly and constructively marked and is effective in helping pupils improve their work. Homework is set regularly and builds on pupils' work in school. Overall, pupils make at least satisfactory and often good progress. Throughout the school the productivity and pace of pupils' working is good. In the majority of lessons seen pupils have a positive attitude and show good levels of concentration and independence.

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

27. The school provides a broad and balanced curriculum, which meets all statutory requirements and places a strong emphasis on the core subjects of the National Curriculum. Religious education is taught in line with the locally agreed syllabus. The curriculum is supported by long and medium-term plans in all subjects. There are plans for further development in information and communication technology. These relate to the depth of coverage in aspects of the Programmes of Study and progression in teaching skills throughout the school. Literacy and numeracy are taught using the appropriate framework. Time allocations are appropriate for the range of subjects taught. Parents expressed their disappointment at the limited time allocated to physical education but understand and accept the reasoning for the constraints. All pupils have equality of access to the curriculum and the school is aware of the needs of pupils with special educational needs. Individual education plans are in place, linked to classroom practice and with realistic targets. The Code

of Practice has been fully implemented and the school's policy is clear and informative. All pupils are well prepared for the next stage of their education and good links with the cluster schools and secondary school have been established. Staff meet termly and cross phase tasks by Year 6 pupils, are reviewed annually with the secondary school.

28. The school has an effective programme of social and personal education. Health education, including the awareness of drugs is covered in the school's science curriculum. Sex education is not formally taught but values are dealt with sensitively and appropriately as they arise.
29. The curriculum is effectively enriched by using resources from within and outside the school. For example, the wildlife area in the school grounds and visits to Malham Tarn Field Centre. There is a busy programme of extra-curricular activities both in school and within the cluster. For example, the dance and recorder clubs are popular in school; pupils compete with other schools in sports such as football, netball and rounders There is a very popular annual residential visit for older pupils. The resources of the village, including both church and chapel, its community and surrounding countryside are also used to provide relevant first-hand experiences, especially in science, history and geography.
30. The school's provision for pupils' spiritual, moral, social and cultural development is good. This reflects the school's aims for its pupils to be valued and to have respect for religious and moral values. The majority of parents agree that the school promotes positive values and attitudes. There are many examples of spiritual awareness in daily acts of collective worship and through the curriculum.
31. The school's promotion of pupils' moral education is reinforced by the good example of all staff and adults in the school. The high expectations of the teachers and the ethos of the school provide effective guidance. For example, in fostering values such as honesty, fairness and respect. Pupils are polite, well behaved and are a credit to the school and their families. They are given many opportunities to discuss moral issues with the result that they can clearly distinguish between right and wrong.
32. There is good provision for pupils' social development. The school's caring ethos, good opportunities for collaborative work during lessons and in assemblies successfully promote pupils' personal development. Relationships between pupils themselves and between pupils and adults around them are good. Opportunities for older pupils to take responsibility and use their initiative are good. For example, contributing to the development of the village recreation ground.
33. There are good opportunities to develop pupils' cultural awareness through other subjects such as art, music, history and geography. Visits to Arnside, Ingleton and the museum of Egyptology greatly enhance cultural provision. Pupils are taught to appreciate their own heritage, for example, through studies of their own country and locality and through other cultures and faiths such as Islam, Hinduism and Judaism.
34. There are very good links with the community and these make a very good contribution to pupils' learning. Similarly, good relationships with schools in the local cluster give added opportunities for pupils to mix and compete.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

35. The school is committed to working in its pupils' best interests to safeguard their welfare and promote their development. In short, it takes good care of all the pupils, for example, keeping a close eye on pupils with asthma. All teachers and staff know their pupils very well. The school nurse is a regular visitor in order to give children health checks and to support the teaching of health education throughout the school.
36. There are good procedures for the induction of pupils new to the school, which enable them to settle in easily into school life. Using standardised tests and optional statutory assessment tests, pupils' academic progress and personal development are carefully monitored. The school makes good use of these assessments to influence planning and in target setting. For example, when identifying pupils with special educational needs. The school recognises the need to adopt formal assessment procedures to record pupils' progress in information and communication technology.
37. The school makes use of effective strategies to promote good behaviour and attendance and the pupils and staff work well together to create a good learning environment. Child protection procedures follow the local authority guidelines. There are regular safety checks of the buildings and grounds.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

38. The school has a good range of productive and consistent links with parents. In their returned questionnaires they show an overwhelming response in their satisfaction with the work of the school. Parents are well informed by means of the well-presented annual governors' report and the school prospectus. There are regular newsletters covering all aspects of school life. Annual pupil reports are detailed and informative and they show general areas for improvement. There are two well-attended consultation evenings each year. Curriculum information meetings are held to keep parents abreast of the school's development. The school is approachable and welcoming and a good number of parents and governors help in class on a regular basis. Parents enjoy social and fund-raising events and they have worked hard to build and stock the library and to provide information and communication technology equipment. A minority of parents expressed their dissatisfaction with the range of extra-curricular activities but there are, for example, regular netball and football practices as well as recorder rehearsals and residential trips for older pupils. Links with parents contribute to pupils' learning at school and at home. A good example is the home/school reading link, which has a positive effect on pupils' attainment in reading.

HOW WELL IS THE SCHOOL LED AND MANAGED?

39. The leadership and management of the school are very good. The headteacher is forward looking and innovative and gives very clear educational direction for the school. She is well supported in school by an effective team of teachers and non-teaching assistants. All staff and adults connected with the school make a valued contribution to pupils' learning. Since the last inspection there have been many improvements designed to raise standards and move the school forward. The way

in which the headteacher has tackled the important areas for improvement following the last inspection has been particularly effective.

40. The school has explicit aims and values, which are clearly reflected in its work. For example, good relationships and teamwork are the hallmark of its effectiveness. The management of the school is resolved to continuous improvement and this willingness to promote high standards is a shared vision not just within the school but in the wider village community, for example, the parish council. The partnership with the staff ensures that delegation of the school's work is good and that all staff with management responsibilities make a useful contribution to its effectiveness.
41. The governing body fulfils its statutory responsibilities very well. Furthermore it takes an active role in the life of the school, is well informed and makes a positive contribution in helping to shape its direction. Through the work of its delegated committees and regular visits to school and into classrooms they have a good understanding of its strengths and weaknesses.
42. The school has effective procedures for monitoring and evaluating the quality of teaching; all teaching staff have an active role. These are complemented by visits to school by local education authority advisory staff, for example, the numeracy consultant, who provides a useful wider perspective. Induction of staff new to the school is effective with useful extra support for newcomers. There is recognition of the need to put these procedures on a more formal basis. Although the school is much smaller than most primary schools it has the potential to be an effective provider for initial teacher training, particularly through its shared good practice and commitment to improvement. Effective systems of appraisal and performance management are in place, linked to classroom monitoring, staff development and the school improvement plan. These usefully contribute to the school's identification of appropriate priorities and targets. The governing body has set targets to measure improvement in the performance by pupils. Good use is made of baseline assessment; information from standardised and other tests is used effectively. These are used to monitor and compare the performance of different individuals and groups and provide links on which to base programmes of action. Progress is regularly reviewed and the necessary steps taken when appropriate.
43. Educational priorities are well supported by careful financial planning. The school development plan is central to the school's vision and is an effective working document. Key objectives and priorities are identified, linked to costings, to ensure that the best strategic use is made of its resources. The finance committee meets regularly to review spending. The main recommendations of the latest auditor's report are in place. Day-to-day financial administration is efficient. The services of a peripatetic bursar allow the headteacher to concentrate on her work. The good use of new technologies, for example, through the school's administrative computer connected to the local education authority finance section, enable easy access to up-to-date budget information.
44. The school uses additional funds through specific grants, both national and local, well and for their designated purposes. A good example is the use of money allocated through the National Grid for Learning, supported by parental contributions, to markedly improve the school's provision for information and communication technology. The school applies the principles of best value, for example, through its tendering procedures.

45. The school has an appropriate number of suitably qualified and experienced teachers who provide a satisfactory balance of expertise and experience overall. They relate well to each other and offer mutual support. Non-teaching assistants make a valuable contribution to all classes. The headteacher carries a heavy teaching commitment and curriculum responsibility. In some respects the accommodation of the school is generous in terms of size, for example, classrooms. There is a separate building used for teaching music and information and communication technology. However there are some restrictions. The headteacher's classroom is used for a variety of purposes, for example assemblies, lunchtime meals and for teaching physical education. Provision of staff toilets is poor. The single facility doubles as a store and cloakroom and is entered through the school office and lacks any semblance of privacy.
46. The school has good resources in most subjects. Many are new and have been bought to support the newly organised curriculum, for example, a wide range of big books and guided reading material to support the literacy hour effectively. The popular school library has a good range of fiction and non-fiction books. Provision for information and communication technology is good with six multimedia computers and access to the Internet. Externally the school benefits from hard surfaced play areas. However the steep slope makes it impractical for some aspects of pupils' physical development, for example, providing the under-fives with opportunities to use wheeled vehicles. The school has access to a grassed field across the road. The school environment itself is an important resource to stimulate pupils' learning.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

The governing body of the school, in conjunction with the headteacher and staff should take the following action to further raise standards in the school.

- (a) In English, to further improve the quality of pupils' writing by:
- i. at Key Stage 1, planning more opportunities for pupils to develop their extended writing skills; (paragraphs 2, 10 & 60)
 - ii. at Key Stage 2, planning in more depth, a systematic way of teaching drafting techniques, to ensure progression as pupils move through the key stage.
(paragraphs 11 & 61)
- (b) In information and communication technology to build on the good start already made by:
- i. at both key stages, further developing pupils' skills in word processing and the use of art packages; (paragraphs 27 & 97)
 - ii. specifically at Key Stage 2, making more use of spreadsheets, control technology, monitoring and simulations; (paragraphs 27 & 97)
 - iii. improving staff expertise through training appropriate to their needs; (paragraphs 24 & 96)

- iv. further developing plans to ensure progression in teaching information and communication technology skills; (paragraphs 25, 27 & 97)
- v. developing assessment procedures to record pupils' progress. (paragraphs 36 & 97)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed

21

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

15

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	0	85	15	0	0	0

The table gives the percentage of teaching observed in each of the seven categories used to make judgements about lessons.

Information about the school's pupils

Pupils on the school's roll

YR – Y6

Number of pupils on the school's roll (FTE for part-time pupils)	98
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98

Number of full-time pupils eligible for free school meals	2
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2

Special educational needs

YR – Y6

Number of pupils with statements of special educational needs	1
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1

Number of pupils on the school's special educational needs register	14
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14

English as an additional language

No of pupils

Number of pupils with English as an additional language	0
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0

Pupil mobility in the last school year

No of pupils

Pupils who joined the school other than at the usual time of first admission	11
--	----

11

Pupils who left the school other than at the usual time of leaving	2
--	---

2

Attendance

Authorised absence

	%
School data	4.0
National comparative data	5.4

Unauthorised absence

	%
School data	0.0
National comparative data	0.5

Both tables give the percentage of half days (sessions) missed through absence for the latest complete reporting year.

Attainment at the end of Key Stage 1

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	1999	2	8	10

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	2	2	2
	Girls	8	8	8
	Total	10	10	10
Percentage of pupils at NC level 2 or above	School	100 (94)	100 (100)	100 (87)
	National	82 (80)	83 (81)	87 (84)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	2	2	2
	Girls	8	8	8
	Total	10	10	10
Percentage of pupils at NC level 2 or above	School	100 (94)	100 (87)	100 (94)
	National	82 (81)	86 (85)	87 (86)

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

Attainment at the end of Key Stage 2

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	1999	3	5	8

National Curriculum Test/Task Results		English	Mathematics	Science
Percentage of pupils at NC level 4 or above	School	88 (86)	63 (58)	75 (100)
	National	70 (65)	68 (59)	78 (69)

Teachers' Assessments		English	Mathematics	Science
Percentage of pupils at NC level 4 or above	School	88 (86)	50 (72)	88 (100)
	National	68 (65)	69 (65)	75 (72)

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

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	0
Black – African heritage	0
Black – other	0
Indian	0
Pakistani	0
Bangladeshi	0
Chinese	0
White	89
Any other minority ethnic group	0

This table refers to pupils of compulsory school age only.

Exclusions in the last school year

	Fixed period	Permanent
Black – Caribbean heritage	0	0
Black – African heritage	0	0
Black – other	0	0
Indian	0	0
Pakistani	0	0
Bangladeshi	0	0
Chinese	0	0
White	0	0
Other minority ethnic groups	0	0

This table gives the number of exclusions of pupils of compulsory school age, which may be different from the number of pupils excluded.

Teachers and classes

Qualified teachers and classes: YR – Y6

Total number of qualified teachers (FTE)	3.4
Number of pupils per qualified teacher	28.8
Average class size	32.6

Education support staff: YR – Y6

Total number of education support staff	3
Total aggregate hours worked per week	82.5

Number of pupils per FTE adult	15.3
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FTE means full-time equivalent.

Financial information

Financial year	1998/99
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	£
Total income	135420
Total expenditure	136787
Expenditure per pupil	2041
Balance brought forward from previous year	4221
Balance carried forward to next year	2854

Results of the survey of parents and carers

Questionnaire return rate: Lothersdale CP School

Number of questionnaires sent out	98
Number of questionnaires returned	60

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	68	28	4	0	0
My child is making good progress in school.	70	28	0	2	0
Behaviour in the school is good.	73	23	0	0	4
My child gets the right amount of work to do at home.	54	35	7	4	0
The teaching is good.	78	18	0	0	4
I am kept well informed about how my child is getting on.	63	33	4	0	0
I would feel comfortable about approaching the school with questions or a problem.	92	4	4	0	0
The school expects my child to work hard and achieve his or her best.	82	16	2	0	0
The school works closely with parents.	62	32	4	0	2
The school is well led and managed.	87	7	2	0	4
The school is helping my child become mature and responsible.	80	18	2	0	0
The school provides an interesting range of activities outside lessons.	28	40	18	0	14

Summary of parents' and carers' responses

There is an overwhelming response by parents to show their satisfaction with the work of the school.

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

AREAS OF LEARNING FOR CHILDREN IN THE FOUNDATION STAGE

47. Children enter the reception class at the beginning of the academic year in which they reach the age of five. Their attainment on entry to the school is generally in line with that expected of children of this age, covering the full ability range. Children make satisfactory progress so that, by the time they are five, most are achieving the desirable outcomes in all areas of learning. By this age, some are already working within the National Curriculum Programmes of Study for English and mathematics.

Personal and social development

48. The provision for children's personal and social development is good. Most children have a good level of social skills when they enter the reception classes. The school successfully develops and builds on these. They enter a secure and positive environment and soon grasp the routines of school life, rapidly becoming independent and responsible. They take part in assemblies and confidently move about the school, for example when it is their turn to take the register to the office. Within the classroom they work well as part of a group and relate well to adults and to other children. They take turns and share fairly, for example when constructing models from soft modelling clay and doing creative work with support staff. Concentration levels are good and the children eagerly explore new ideas.

Language and literacy

49. They make good progress in developing their listening and speaking skills and satisfactory progress in their reading and writing skills. They listen attentively, speak clearly and take part in class discussion with confidence, for example, in show and tell. They can recognise and sound out a good number of letters from books and worksheets. They are building up a sound phonic base on which to develop their reading skills. The higher attaining children recognise a good range of written words; for example typing out frequently used words on the computer. They copy write with increasing accuracy; letters are generally recognisable, and some children are beginning to write independently. Personal dictionaries help them to build a working vocabulary. Most children begin Key Stage 1 ready to work within the National Curriculum Programmes of Study for English.

Mathematical development

50. The children make satisfactory progress in developing their numeracy skills and by the time they are five they are prepared for work on the National Curriculum Programmes of Study. Most children are developing an awareness of the use of number in everyday life. For example, children learn to count out money to pay for items in the class shop. They are developing a good understanding of number and can count to ten and beyond in sequence. Most children can sort, count, match and total different numbers of objects accurately. They use resources well to help them in their number work. They are using appropriate mathematical terms to compare quantities, for example, more or less, and shorter and longer. By the time they are five, most children can write simple addition sums and add correctly single-digit numbers to record answers up to ten. Children recognise and can draw some two-

dimensional shapes, such as a triangle and a square.

Knowledge and understanding of the world

51. Children develop a good understanding of the world around them. They explore and recognise features of the school and the local environment. Children learn about how to look after themselves. They know the importance of hygiene, and of what makes us sad and happy. In discussions with adults, they learn to express their feelings confidently. Children use timelines to gain a sense of chronology when they talk about their families. They become increasingly aware of family relationships, and begin to appreciate the structure of child, parent and grandparent. They learn about the life of Jesus through listening to stories and in assembly. Children use the computer naturally as one of the classroom activities, for example, controlling the mouse accurately when dressing "The three bears" in a simulation program. They use E mates confidently in their work, for example, using the pen to make quick sketches.

Physical development

52. Children move confidently in their physical activities and make satisfactory progress. Most can change their clothes for physical education lessons without help. Children handle tools well and use art materials with increasing control. They show good hand-to-eye co-ordination when building models and colouring in their pictures and are confident in skills such as cutting and sticking. They show good teamwork when moving large apparatus. Children develop their physical skills when they use the outside play area.

Creative development

53. By the time they are five most children have developed satisfactory skills in their creative work. They experience a wide range of activities. Most know the primary colours, and a few can name some secondary colours. They experiment with colour mixing, for example, when painting Van Gogh's "Sunflowers. Children sing songs from memory with good rhythm and pitch; they use a range of instruments with confidence. They enjoy using construction toys and can describe what they are making.
54. The teaching of children under five is consistently good in all areas and is well supported by non-teaching staff. Classroom routines are planned clearly and groups are managed effectively. They have a good understanding and awareness of the needs of young children. They use this well to provide a meaningful and relevant curriculum that develops children's understanding and awareness of the world around them. A good example was seen in the visit to the local church. An emphasis is placed on encouraging pupils to work independently and make choices. There is a seamless transition from the Desirable Learning Outcomes to work at Key Stage 1 of the National Curriculum. The teachers have quite rightly chosen to involve children under five in National Curriculum activities when judged to be appropriate.

ENGLISH

55. At both key stages, the percentage of pupils attaining the level expected for their age is above the national average. This reflects substantially the results of the 1999 National Curriculum Statutory Assessment Tests and indicates an improvement in

standards since the last inspection. To be more specific, most pupils at Key Stage 1 attain the expected Level 2 and make satisfactory progress. As they move through the next key stage pupils build on their earlier solid foundations and by the time they leave the school, most have attained Level 4. To complete this positive picture there are some pupils, at both key stages, who achieve a level of attainment above that expected of their age. This reflects the priority the school has placed on implementing the literacy hour effectively. Pupils with special educational needs make satisfactory progress. The school has effectively targeted pupils who need extra tuition in some aspects of literacy. In fact a measure of its success is the improvement made by some pupils, for example, in reading.

Speaking and listening

56. At both key stages, pupils' oracy skills are good. At Key Stage 1, the youngest pupils listen carefully to what their classmates have to say, for example, in Show and Tell. They willingly talk about things they have brought to school, their interests and confidently read their stories and poems aloud. As they move through the key stage they further develop their ideas, speak clearly and use a growing vocabulary. At the end of the key stage they can talk and listen in different situations and show an understanding of the main points of a discussion. For example, in plenary sessions, talking about their characterisation of Yim Sung written during the literacy hour.
57. In Key Stage 2, pupils contribute to class discussions and assemblies. Most pupils are articulate and listen carefully to each other and their teachers. They ask sensible questions, develop their ideas thoughtfully, describing events accurately and are confident to express their own opinions. In discussions they listen carefully and can respond by asking questions in response to other people's ideas. A good example was seen in a history discussion where pupils exchanged ideas about intolerance towards others.

Reading

58. Standards of reading throughout the school mirror pupils' overall attainment and progress in English. From talking to pupils and listening to them read, their enjoyment and interest is evident both in reading at school and at home. As they move through Key Stage 1, most pupils develop a good phonic knowledge and a relatively extensive sight vocabulary. The home/school reading link makes a positive contribution to the standards achieved. Most pupils are confident in recognising the high frequency words lists appropriate to their age. By the end of the key stage they can read these easily in and out of context and are well launched into reading. They are beginning to read silently and gaining more confidence when choosing more difficult material. Those pupils reading at a higher level are well on the way to becoming fluent and confident readers.
59. By the time they leave the school most pupils are reading at the level expected of their age. They are independent readers who read with interest, fluency and pace. Pupils are beginning to understand that what they are reading is not always straightforward and they have to read between the lines. They are aware of different authors and have their favourites and understand the importance of plot and characters. Those pupils reaching a higher level are accurate, fluent and well motivated readers who fully understand what they read. They appreciate the meanings of words and phrases, which are beyond the literal and read some

demanding texts, for example, short novels, poetry and non-fiction. The school places an important emphasis on pupils developing good research skills. Older pupils at Key Stage 1 find information confidently using the contents and index of reference books. Their contemporaries at Key Stage 2 understand how a library is classified in the Dewey system, how a glossary can be helpful and use skimming and scanning techniques in their research.

Writing

60. Standards of writing at both key stages again reflect overall attainment. In its school improvement plan the school recognises that some elements of extended writing are in need of further development. Inspection evidence supports this view. By the end of Year 2, most pupils can write stories in the correct sequence with properly organised sentences. The meaning is clear and basic grammar and punctuation are generally used correctly. Most pupils can write in story form showing a clear development of structure but lacks sufficient detail to fully engage the reader's interest. There is a need to give pupils more opportunities to improve the quality of their writing in terms of its content. Spelling of the most commonly used words is accurate and pupils make plausible attempts to spell longer words. Most pupils can use dictionaries confidently to support their spelling. Handwriting is clear, accurate and generally consistent. A significant number of pupils are developing a joined and legible style.
61. At Key Stage 2, most pupils are developing a sound understanding of how English works; grammar, punctuation and spelling are usually accurate. For example, they understand how synonyms, adjectives and adverbs can be used to enhance their written work. Their work is well organised and they recognise the need to write for different purposes with a particular audience in mind. For example, the story "Rescue" contains some character interaction with the development of narrative voice. They understand the importance of planning their written work with a setting, characters and plot with a suitably convincing ending. To further improve the quality of pupils' writing there is a need to plan in more depth a more systematic way of teaching drafting techniques to ensure that as pupils move through the key stage these are built on progressively. Pupils' written work is well presented in all subjects. The majority of pupils have a neat, fluent handwriting style.
62. The quality of teaching at both key stages is at least satisfactory and often good. A feature of this good teaching is the interaction with pupils; they know them well as individuals. Lessons are well introduced ensuring that pupils know what they have to do. Work is well planned and taught using the framework of the literacy hour. Teachers work hard to ensure that their lessons are interesting and wherever possible links are made with other subjects. Work in both key stages is differentiated to make sure that they are all given tasks appropriate not only to their year group but also their ability. They use good questioning techniques to test pupils' previous learning and to check their understanding. Non-teaching assistants make a valuable contribution in supporting all classes.
63. Information and communication technology plays an important part in developing pupils' literacy skills, for example in word processing and research.
64. The pupils' response to English is generally good. Most pupils work hard and show interest in the work. In whole class and guided group work they make useful contributions and show good independence when required. Pupils enjoy reading and read regularly to teachers, non-teaching assistants and parent helpers. Standardised tests and optional statutory assessment tests are used to assess and monitor pupils' progress and in target setting. Resources to support the literacy hour are good; dictionaries, thesauri and encyclopaedias are easily accessible, with a wide range of Big Books for shared work. The reading scheme is colour coded for ease of use. A recent improvement is the school library, made possible by the efforts of governors and parents. This is popular and has a positive impact on

reading standards and pupils' research skills.

MATHEMATICS

65. At both key stages most pupils attain the levels expected of pupils of their age. The percentage of pupils achieving these levels is above the national average. There is a minority of pupils who attain a higher level. All pupils, including those with special educational needs, make at least satisfactory progress, and for some pupils, progress is good. The evidence from this inspection does not entirely reflect the results of the 1999 National Curriculum teacher tasks and tests, where attainment was above the national average in Key Stage 1 and below in Key Stage 2. This highlights the differences in abilities of groups of pupils in successive years. At both key stages, standards of numeracy are good; a high priority is placed on developing these skills.
66. Pupils in the reception class recognise and use coins up to ten pence. Those in Year 1 understand coin combinations to one pound. They use specific language well to describe triangles, squares, rectangles and circles. By the end of Year 1, pupils confidently read and write two digit numbers and confidently identify and explain number patterns. As they move through the key stage, most pupils use and apply mathematics practically in real life situations. For example, they relate addition and subtraction to a given task, of buying and selling when they visit a nearby supermarket. By the end of the key stage, most pupils have a sound knowledge of two and three-dimensional shapes. Most use repeating patterns to develop ideas of regularity and sequencing and all pupils add, subtract and multiply numbers as a matter of routine. A good example was seen when pupils used number fans to calculate the product of two numbers with a sound understanding of the factors involved.
67. At the beginning of Key Stage 2, pupils use mental recall of addition facts to 20 and table facts in solving whole number problems involving multiplication and division. As they move through the key stage, pupils develop a sound mathematical vocabulary and use words such as product and squared. They are very familiar with multiplication squares and identify, for example, squares of numbers from one to ten. Most are able to count in multiples of eight and nine. They calculate the equivalence of fractions and change fractions to improper fractions. Their understanding of shape, space and measurement is sound. They can for example, investigate the mathematical relationship between objects and can accurately measure the perimeter of a variety of regular and irregular shapes. Most can discuss and evaluate what they have achieved.
68. By the end of Key Stage 2, pupils' skills in handling number are well established and they apply these skills in problem solving as well as most pupils of their age. Most have a sound knowledge of decimals to two places. They discuss the need for a standard measure, investigate length and height and record their findings in bar and line graphs. Pupils use their knowledge and skills acquired in class to estimate, plan, measure to scale, and calculate areas of space, for example, when designing the new play area. By the time they leave school their knowledge, understanding and skills in mathematics are sound.
69. Pupils clearly enjoy mathematics. They behave well and are interested in the work set for them. There are good relationships between pupils, and between teachers and pupils, for example, they work collaboratively, and willingly share equipment. The response to their teachers is good; they take a keen interest in their work, learn to take on responsibility and begin to work independently as they move up through the school.
70. The quality of teaching in mathematics is good. Teachers use clear learning objectives,

effective questioning and imaginative individual teaching. They also give pupils opportunities to apply acquired skills in mathematics in practical ways, for example, organising and running fund-raising events for Blue Peter. The school keeps individual record sheets of work. In addition there are useful examples of moderated work. Regular and appropriate use of teacher assessment ensures that work is matched to the needs of all pupils.

SCIENCE

71. The percentage of pupils at both key stages who attain the level expected of their age is above the national average. There is a minority of pupils who achieve a higher level. Progress for most pupils, including those with special educational needs, is satisfactory. The judgements made during the week of inspection do not fully reflect the results of the 1999 standard assessment tests and tasks where attainment was below the national average at Key Stage 2. Again this highlights the variation in abilities of different year groups.
72. The youngest pupils in Key Stage 1 are developing satisfactory exploration and investigation skills through first-hand experience in the wild life area. For example, they can recognise the main parts of flowers and plants and know that both need water and light to grow. They study mammals and mini beasts on their visits to Malham Tarn Field Centre and make observational drawings. Older pupils identify common materials and know they have uses according to their properties. All can carry out a fair test and record their findings in pictures, tables and charts. A good example was seen when pupils carried out a test to determine the evaporation rate of ice cubes, through felt, hessian, bubblewrap, plastic and foil. Their understanding of friction is sound. For example, they use toy cars on different surfaces to investigate, which will travel furthest. Most pupils can make accurate predictions. By the end of Key Stage 1, pupils have a satisfactory understanding of living things and what is required to sustain life. They have a good knowledge of the five senses, for example, they know that sound travels through the air and becomes fainter the further it travels from the ear. They use tuning forks and symbols to reinforce their understanding. Most pupils accurately name and describe the main organs of the body. They have a good knowledge of the skeleton and can draw comparisons with other living things, for example, worms, centipedes and beetles. All pupils understand the importance of a healthy diet.
73. The youngest pupils in Key Stage 2 can identify a wide range of materials and have a good understanding of how they change under certain conditions. For example, pupils can make good predictions of what happens to sugar, chocolate, water and clay when heated and use scientific terms, for example, evaporation and condensation to describe changes. They are beginning to understand that some changes are irreversible. In their work on forces pupils test the air resistance of paper spinners and organise data to plot a line graph, interpret and draw conclusions. By the end of Key Stage 2, pupils use and apply science practically in real life situations. They discuss the composition of bones on a skeleton, talk about the main organs of the body, describe the circulation of blood, and have some understanding of the respiratory system. They have a satisfactory knowledge of the digestive system and can devise a healthy diet. All have a basic understanding of electricity and are able to construct a simple circuit and use the knowledge acquired to construct working models in design and technology.
74. Pupils enjoy science and show good levels of curiosity and interest, particularly when working on practical tasks. They get on well together when working as a whole class or

in groups and these factors contribute significantly to pupils' social development. All are keen to learn and work with a good degree of independence. Most pupils discuss and share ideas with others. They form positive relationships with teachers and with each other.

75. The quality of teaching in science is good. Teachers have clear learning objectives; lessons are well planned and directly linked to the National Curriculum Programmes of Study. They make good use of the wild life area and this facility enhances the curriculum. The policy document and schemes of work provide sound guidance for teachers. There are appropriate procedures for assessment and these are used effectively by teachers to inform future planning.

ART

76. There were no opportunities to see art lessons during the inspection. However, it is clear that pupils at both key stages attain standards appropriate to their age and that all pupils make satisfactory progress. These conclusions are reinforced from a scrutiny of teachers' planning, looking at displays around the school, and by discussion with pupils and teachers.
77. In Key Stage 1, pupils study the style and techniques of well-known artists such as Lowry's matchstick men. They use a variety of media well, such as collage, weaving and printing with sponges. They effectively learn skills with pattern and texture. For example, making a collage of Elmer the Elephant using different materials. They can confidently mix paints and blend pastels to achieve more subtle shades. Observational drawings from direct experience are satisfactory. Older pupils in Key Stage 1 look at the Tudor portraits of Holbein to learn more about the lives of people long ago.
78. In Key Stage 2, pupils further refine their skills and techniques. For example, they improve their colour mixing, using paints, wax crayons and pastels. They make good progress in their appreciation of the work of famous artists. In their study of Van Gogh they use colour forcefully to express his emotional and mental state. Their observational skills are further developed through drawings of plants and animals and these subsequently form the basis for three-dimensional models.
79. Through their work it can be seen that the quality of teaching is satisfactory and that pupils enjoy art. Teachers plan interesting activities. A common feature of this planning is the good use of cross-curricular links. These enable pupils to further their understanding. For example, after press printing with inks and rollers they made their own Tudor pendant. Pupils are encouraged to share and develop their ideas.
80. The school follows a useful programme of work, which sets out clear guidelines. Their short-term planning includes assessment opportunities to identify pupils' needs. Individual sketchbooks are used to record their progress. Art makes a significant contribution to the cultural life of the school. A notable feature of classrooms and public areas is the good quality of art displays which add significantly to the colourful tone of the school, and set good examples for pupils to follow.

DESIGN AND TECHNOLOGY

81. There were no opportunities to see design and technology during the week of inspection. However from the evidence obtained through discussions with teachers and

pupils, a scrutiny of planning and samples of work it is possible to draw positive conclusions about standards in the subject. Pupils at both key stages reach standards appropriate to their age. Progress for all pupils, including those with special educational needs, is sound throughout the school.

82. The youngest pupils in Key Stage 1 have acquired skills in a range of activities including making models from a range of recycled materials and construction kits. They understand the importance of making structures strong, stable and safe when they build bridges. Older pupils make models for a purpose and link them with other areas of the curriculum, for example, puppets, in drama and mythological clay models in their work on Vikings. All pupils are able to use a variety of materials well, for example, felt, clay, salt-dough, card and disposable cartons. They can estimate, measure, mark out and cut simple shapes in a range of materials accurately. By the end of the key stage, most pupils use a range of techniques to successfully join materials and make judgements about the end product of their work.
83. In Key Stage 2, the youngest pupils design and make a variety of moving toys. They know that the mechanism that makes a toy work is a cam and that its rotation results in linear action. By the end of the key stage, all pupils can investigate, evaluate and discuss individual ideas leading to a design. They construct simple switches to control buzzers and lights in circuits, for example, when designing and making an illuminated city landscape. Most pupils are able to research, plan, measure, test and evaluate with an appropriate understanding of the processes involved, for example, when they make Anderson shelters in connection with their work on the second world war.
84. Pupils have good attitudes towards design and technology. They talk about their designs and models with enjoyment and enthusiasm. They listen well to suggestions and work collaboratively on complex tasks. The quality of finished products shows that pupils take a pride in their work.
85. Evidence suggests that the quality of teaching is at least satisfactory. Teachers' planning and organisation ensures full coverage of the subject. Teachers take every opportunity to link work across the curriculum, for example, sculptured Roman busts in history. Resources are sufficient to meet the requirements of the National Curriculum with a good range of large and small commercial construction kits. There is also a good selection of tools for measuring, marking, cutting and joining.

GEOGRAPHY

86. Pupils at both key stages reach the standards appropriate their age and all pupils, including those with special educational needs, make satisfactory progress. At Key Stage 1, the local area is used well as an important resource to develop early geographical skills. The youngest pupils look at its main features, for example, the local church. They build upon this knowledge by surveying the amount of traffic travelling through the village and comparing busy and quiet roads. Pupils continue to make satisfactory progress as they move through the key stage. They apply their developing geographical skills in their local weather studies. These are widened through looking at weather conditions in other parts of the world, for example, from a postcard sent by "Chops".
87. At Key Stage 2, pupils cover a range of interesting activities. Younger pupils continue to develop their knowledge of weather both at home and around the world. For example, comparing desert, polar and rain forest conditions with those locally.

They develop their map skills making good use of maps and plans and can locate places on a large-scale map using co-ordinates. They know the features of settlements and understand our dependency on the natural world, for example, how important the monsoon rains are to farmers. Pupils are given worthwhile opportunities for individual study. A good example was seen in the project on a mountain environment where pupils were considering the location, physical features, lifestyles, weather and climate of their chosen region. In turn pupils enjoy this freedom to develop their thinking and work hard. Older pupils develop their map skills further and at the end of the key stage most pupils can locate places and features on a map using grid references.

88. The quality of teaching at both key stages is at least satisfactory. Teachers' subject knowledge is good. In the most successful lessons there is a balance of activity, work and reflection. Management of pupils is good. Most pupils are interested in geography and listen attentively to their teachers. In their individual work they concentrate and share ideas with their classmates. Visits out of school for example, residential visits to Ingleton, Arnside and Humphrey Head, are used to good effect. These give good first-hand experiences for pupils to apply their skills in both practical and cross-curricular situations. Geography makes a useful contribution to the literacy hour, for example, in whole-class reading of factual texts such as a river's journey from mountain to sea.

HISTORY

89. Only one history lesson was observed during the inspection. Evidence from this lesson, together with a scrutiny of pupils' work and teachers' planning, shows pupils reaching standards appropriate to their age. Progress for all pupils, including those with special educational needs, is satisfactory. As they move through the school, planned opportunities help them build up sound historical knowledge, skills and understanding.
90. By the end of Key Stage 1, pupils have an appropriate understanding of chronology. The youngest pupils can retell stories about people from the past. Pupils are beginning to recognise the reasons why people acted as they did. They know that in the past things were different. For example, comparing the differences in toys children played with and contrasting their homes with those from long ago.
91. Pupils in Key Stage 2, have a good understanding of the ways in which the second world war affected the people of Britain and Europe. An interesting lesson was seen where the pupils talked about the Holocaust. The opportunity was taken to involve pupils' own thoughts about why people are bullied. Reading extracts from books such as "The Diary of Anne Frank" consolidates this approach and makes a positive impact to deepen their learning.
92. Teachers plan lessons carefully and imaginatively, suitably differentiated to meet the demands of teaching mixed aged classes and wherever possible relevant to pupils experiences. Good use is made of questions to recall previous work. Work to be done is explained clearly and good individual support is given to pupils in lessons. Pupils enjoy history lessons. They work well together and enjoy sharing their ideas. Visits to school, for example, by the Roman centurion and visits out of school such as the residential visits bring the subject alive. To reinforce this approach history is not taught in isolation and there are effective links with other subjects, particularly design and technology and in English as a stimulus for writing.

Good examples are models of Anderson shelters, and through role-play as evacuees writing letters home.

INFORMATION AND COMMUNICATION TECHNOLOGY

93. Information and communication technology is a developing area. There has been a considerable improvement in the school's provision since the last inspection. Planned expenditure this academic year has allowed the school to further renew its resources. These are of good quality and easily available in all classrooms. The positive start made is reflected in the standards of attainment reached in such a short space of time. For the majority of pupils at both key stages, attainment is in line with national expectations and they make good progress.
94. At Key Stage 1, pupils use their developing word-processing skills to present their work. They show good mouse control when using simulations in their work, for example, in the literacy hour. They collect information in a simple database. In control, pupils confidently program a floor robot to move forward, backward and turn through a right angle. They can repeat these procedures on screen using logo. They use CD-ROMs to find information and with help they use the Internet to investigate local weather conditions.
95. This good progress continues as pupils move through Key Stage 2. There are opportunities for pupils to develop their word-processing skills with confidence, for example, changing the font when writing about Anne Frank. Pupils use databases to enter and save information from their investigations. They confidently use the Internet and CD-ROM based encyclopaedias to find and print information, for example, when researching the climate in the Andes. In control they extend the work from Key Stage 1, for example, in Logo by confidently programming instructions to draw letters on the computer screen.
96. It is clear that pupils enjoy working with computers and many have access at home. This has a positive impact on standards. Of particular note is the ability of all pupils to work independently. The quality of teaching is good with equally effective support from non-teaching assistants. A feature of this teaching is the emphasis given to developing pupils' skills. These are taught to individual year groups and subsequently reinforced in the classroom through cross-curricular work, for example, geography and history. These provide valuable opportunities to bring pupils' work alive and deepen their understanding as well as ensuring that the time allocation is used to best effect. Although staff are generally confident in teaching information and communication technology the school has identified some aspects in which they need further training, particularly in light of the newly updated resources.
97. The school recognises through its school improvement planning that much remains to be done to further improve standards. For these aims to be met there is a need to ensure coverage of the Programmes of Study in sufficient depth to challenge all pupils and to ensure that skills are taught progressively throughout the school. Priorities at Key Stage 1 include providing pupils with more experiences in the use of word-processing and art packages. At Key Stage 2, this also includes word-processing and art packages and additionally making more use of databases and spreadsheets. In control, the application of control technology, monitoring, for example, using sensors for data logging and the further use of simulations. The need to adopt formal assessment procedures to record pupils' progress and inform future planning is recognised.

MUSIC

98. Only two lessons were seen in music during the week of inspection. However from the evidence obtained through observing music in assemblies, discussions with pupils and teachers it is possible to draw positive conclusions about the subject. Standards of attainment in music throughout the school are appropriate to pupils' ages and all pupils, including those with special educational needs, make at least satisfactory progress. All pupils in the school are given opportunities to play the recorder and some become able players.
99. In Key Stage 1, pupils listen to and understand a good range of music from around the world, for example, Africa. They are familiar with some instruments from different cultures and can name them. By the end of the key stage, pupils are able to listen to music and sing a good range of songs confidently and tunefully. Most pupils talk fluently about sounds and understand how musical sounds are made in different ways. They appreciate the difference between loud and soft tones and how these can express character and mood. They have a sound grasp of musical elements and are able to keep time and recognise rhythm. Most can compose very simple percussion pieces using, for example, cymbals, wood blocks, tambourines and castanets. By the end of Key Stage 2, pupils listen quietly to music, for example, Vivaldi's Four Seasons and can recognise pieces by other famous composers. They also enjoy rap music in connection with their topic on food. Most pupils are beginning to identify musical ideas and understand words, such as, pitch and tempo. They understand note values and can read simple notation. Many pupils can hold and compose a rhythm, follow dynamics, perform together and practise and perfect pieces. Pupils receiving instrumental tuition, on upper strings, woodwind, guitar, keyboard and percussion can sight read accurately and show good technical skills.
100. Teachers ensure that all pupils take part in music making and encourage them to be self critical of their performance. They provide good opportunities for pupils to sing and perform music in the local church, chapel, at school concerts and during morning assembly. Throughout the school pupils have good attitudes to music. They enjoy participating in musical activities both individually and in groups. All pupils are given the opportunity to play an instrument and enjoy demonstrating their achievements. The curriculum, particularly in Key Stage 2, is greatly enhanced by the programme of extra-curricular provision. There is a good supply of musical instruments and other resources. These are easily accessible and well maintained.

PHYSICAL EDUCATION

101. There were no opportunities to see physical education during the week of inspection. However from the evidence obtained through discussions with teachers and pupils, a scrutiny of planning and samples of work it is possible to draw positive conclusions about standards in the subject. Standards of attainment in physical education throughout the school are in line with what might be expected of pupils of this age. Progress for all pupils, including those with special educational needs, is sound throughout the school. Pupils are taught games, gymnastics, athletic activities, swimming, dance and outdoor activities. By the time pupils leave the school almost all are able swimmers.
102. The youngest pupils in Key Stage 1 are able to travel on the floor and on the apparatus using a variety of methods. By the end of the key stage, all pupils are able to find a space and perform a series of controlled movements, for example, travelling with a

partner, passing a ball. Most are able to travel controlling a ball with their feet. All can throw and catch balls of various sizes and invent their own games. They work successfully with a partner and observe and comment on their partner's performance. By the end of Key Stage 2, pupils practise, improve and refine their performance through individual activity, working in pairs and working in groups. In all games activities, pupils throw and catch well and work collaboratively. They dance in Central and South American styles and become most proficient in traditional maypole dancing.

103. Pupils enjoy physical education and respond enthusiastically in lessons. They behave well, concentrate on their work and show confidence in performances. They answer questions willingly, and are keen to show their work to the teacher and to other pupils. From an early age pupils are taught to put out and tidy away items of equipment and this assists the organisation and pace of lessons. It also makes them aware of the safety rules and the need to give other members of the class due consideration.
104. Evidence suggests that the quality of teaching is good. Teachers' planning and organisation ensures full coverage of the subject. Teachers work hard to provide interesting opportunities for pupils, for example, the residential visit to Humphrey Head. Close attention is given to all aspects of health and safety. Extra-curricular activities, for example, football, netball, dance and competitive sports help to sustain and enhance provision.

RELIGIOUS EDUCATION

105. In religious education, pupils make satisfactory progress throughout both key stages and achieve the expectations of the locally agreed syllabus. During the week of inspection, opportunities to observe religious education lessons were few. Judgements are therefore based on those lessons observed, a scrutiny of documentation and pupils' work and discussions with pupils and staff.
106. In Key Stage 1, pupils are gaining knowledge from within the school's main focus on Christianity and Hinduism. By the end of the key stage pupils understand that the Bible is a special book for Christians. They know that the Old Testament contains a set of special rules to guide people's lives. Pupils can discuss some of the commandments and suggest how life would be without them. All pupils know that Jesus was a special person, a healer and story teller and are familiar with some of his stories, for example, The Good Samaritan and the Sower. Pupils know that many people have tried to emulate Jesus throughout their lives and can talk confidently about these special people, for example Mother Teresa and Florence Nightingale. They are very familiar with Christ Church, Lothersdale and the Methodist Chapel and can talk with confidence about the things they have seen on their visits. They know terms such as font, lectern and pulpit and are beginning to understand the importance of symbolism. They enjoy taking part in ceremonies such as baptism and begin to understand the significance of godparents and objects associated with the ceremony. By the end of Key Stage 2, pupils have a good knowledge of Christianity. They know, for example, that the first version of the Bible was written in Hebrew. They produce their own newspapers, which cover for example, the events during Holy Week and Easter Sunday. All pupils have a sound understanding of some basic aspects of Islam, Hinduism and Judaism. They know that the Koran is a special book for Muslims and understand that Hajj is the beginning of the pilgrimage to Mecca. They know and understand the religious festivals of Diwali and Shabbat and are beginning to build up a sound knowledge of the major faiths of the world.

107. Pupils have good attitudes towards the subject. They are quiet and respectful when listening to stories and are eager to join in discussions. They develop respect for others' beliefs. They carefully observe pictures and artefacts and sustain their concentration throughout lessons.
108. The quality of teaching is good. Lessons are well planned and organised. The school follows the local authority's agreed syllabus delivered as a discrete subject and also within topics. There is a good collection of books covering a range of moral issues and a variety of artefacts relating to the major faiths of the world. Collective acts of worship during assembly make a significant contribution to the school's teaching of religious education.