

INSPECTION REPORT

Borrowdale C. E. (VA) Primary School
Keswick

LEA area : Cumbria

Unique Reference Number : 112333

Headteacher : Mr M. R. Miller

Reporting inspector : Mr R. W. Burgess
OIN 20950

Dates of inspection : 21st – 23rd September 1999

Under OFSTED contract number: 707144

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

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INFORMATION ABOUT THE SCHOOL

Type of school : Junior and Infant

Type of control : Voluntary Aided

Age range of pupils : 4 – 11

Gender of pupils : Mixed

School address : Borrowdale
Keswick
Cumbria
CA12 5XG

Telephone number : 01768 777686

Appropriate authority : Governing Body

Name of chair of governors : Mr A. T. Leyland

Date of previous inspection : March 1996

INFORMATION ABOUT THE INSPECTION TEAM

| Team members | Subject responsibilities | Aspect responsibilities |
|-----------------------------|---------------------------|---|
| Mr R. W. Burgess, Rgl | Mathematics | Attainment and progress |
| | Information technology | Teaching |
| | Design and technology | Leadership and management |
| | Geography | The efficiency of the school |
| | History | |
| | Physical education | |
| | Special educational needs | |
| Mrs S. Dixon, Lay Inspector | Equal opportunities | Attitudes, behaviour and personal development |
| | | Attendance |
| | | Support, guidance and pupils' welfare |
| | | Partnership with parents and the community |
| Mr P. Hayes, T1 | English | The curriculum and assessment |
| | Science | Pupils' spiritual, moral, social and cultural development |
| | Art | Staffing, accommodation and learning resources |
| | Music | |
| | Under fives | |

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The Office for Standards in Education
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London WC2B 6SE

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MAIN FINDINGS

What the school does well

- ◆.The high percentage of good or very good teaching.
Very good leadership and management.
- ◆. Very good links with the local community.
- ◆. The very good provision for, and progress of, pupils with special educational needs.
- ◆. The very good attendance.
- ◆.The very good attitudes of pupils to their work.
- ◆.The very good ethos within the school.
- ◆.The very good control and use of resources.

Where the school has weaknesses

- I. The behaviour of a small number of older Key Stage 2 pupils.
- II.The use of information technology across the curriculum.
- III.The standard of handwriting of pupils, particularly in the middle years of the school.
- IV.The lack of a clear policy and practice to implement the local authority guidelines for child protection.

The school has more strengths than weaknesses. The governors' action plan will set out how the weaknesses identified during the inspection are to be tackled. The plan will be sent to all parents or guardians of pupils at the school.

How the school has improved since the last inspection

The school has made a good improvement since the last inspection. The school has developed and implemented plans to tackle all the weaknesses identified in the last report. In particular the appointment of a part time teacher to improve provision for the different year groups at Key Stage 2. The headteacher, staff and governors have a good and effective partnership and the school is well placed to continue to build on its recent improvements with clear and positive leadership. They have developed good plans with clear and realistic targets. There have been good improvements in the level of resources but the school recognises the need to continue to develop library provision and its resources for information technology.

Standards in subjects

In accordance with statutory requirements results of National Curriculum assessments are not reported as the number of pupils in the year group was less than five.

The number in each year group varies considerably, also the number of pupils with special educational needs. In this small school this has a significant impact when comparing performance both nationally and with similar schools. The numbers of pupils undergoing national testing and assessment are too small and variable from year to year to provide a reliable guide to the overall trend of standards throughout the school.

Levels of attainment upon admission to the school are broadly average. By five years of age almost all pupils attain at least satisfactory standards in all the areas of learning. During the inspection standards for the majority of pupils were good and above national expectations for pupils aged 7 and 11 in English and science. They were satisfactory and in line with national expectations in mathematics and information technology. Progress is good for the majority of pupils, particularly for the pupils with special educational needs.

Quality of teaching

| Teaching in: | Under 5 | 5 - 7 years | 7 - 11 years |
|------------------------|---------|-------------|--------------|
| English | Good | Good | Good |
| Mathematics | Good | Good | Good |
| Science | - | Good | Good |
| Information technology | - | Good | Good |
| Other subjects | Good | Good | Good |

Teaching is good. It was excellent or very good in 30 per cent of lessons, good in 65 per cent and satisfactory in the remainder. No unsatisfactory teaching was seen during the inspection. It was particularly excellent in some mathematics lessons at Key Stage 2 where the work planned generated interest and enthusiasm ensuring good progress for all pupils.

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

| Aspect | Comment |
|---------------------------------------|--|
| Behaviour | Good, the school is an orderly community. There are some instances where the behaviour of older pupils falls below the levels generally encountered within the school. |
| Attendance | Attendance is very good and pupils arrive punctually. |
| Ethos* | Pupils have a positive attitude to their work. The staff are hardworking and committed to the care and education of the pupils. Relationships are good overall throughout the school. Relationships between adults and pupils are very good. |
| Leadership and management | Very good. The headteacher gives good leadership and the school has excellent support from a highly committed governing body. The school has very good plans for further development and improvement. |
| Curriculum | The statutory requirements are well met through a broad and balanced curriculum. There is a satisfactory range of extra-curricular activities. Long term planning is in place but there is a need for more detail to ensure continuity and progression in some subjects. |
| Pupils with special educational needs | The school makes very good provision for special educational needs. Records of progress are clear and are used well for individual education plans. |

| | |
|---|--|
| Spiritual, moral, social and cultural development | Good. Pupils are given good opportunities to develop and express their feelings. |
| Staffing, resources and accommodation | Good number of staff to meet the needs of the curriculum, who are suitably deployed. Resources are adequate and used well. The accommodation is adequate and is well maintained. |
| Value for money | The school gives good 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 | What some parents are not happy about |
|---|--|
| V. The very good attitudes and values. VI. The good standards of behaviour. VII. The involvement of parents in the life of the school. VIII. Their children are happy at school. | IX. Level of homework provision. X. Information about work in the |

The responses to the questionnaire sent to parents prior to the inspection indicate a high level of satisfaction with the standards achieved by the school. Inspectors' judgements support the views of the majority of parents.

KEY ISSUES FOR ACTION

In order to further raise standards and the quality of education, the governing body, headteacher and staff should:

XI. Improve standards of behaviour by:

- *developing a good, whole school policy and scheme of work for personal and social education;*
- *ensuring consistent implementation of the school's existing procedures for the monitoring of behaviour and use of the system of rewards and sanctions;*

(paragraphs 15, 18 and 41)

◆. Continuing the development of the use of information technology by:

- *continuing to improve the level of resources;*
- *clearly identifying opportunities for the use of information technology across the curriculum;*

(paragraphs 62 and 112)

◆. Improve standards of handwriting by:

- *developing a whole school policy and scheme of work for the development of handwriting skills.*

(paragraphs 10 and 85)

In addition to the key issues above, the following less important weakness should be considered for inclusion in the action plan. This can be found in paragraph 43:

- ◆. Develop a clear policy and practice for child protection for the implementation of the local authority guidelines within the school.

.. INTRODUCTION

Characteristics of the school

1. The school serves a community of small hamlets in Borrowdale to the south-west of Keswick. It is a smaller than average primary school with 48 pupils on roll, aged four to 11 years. There are slightly more boys than girls. Children are admitted to the school in the September prior to their fifth birthday. During the inspection three pupils in the Key Stage 1 class were under the age of five. Children are assessed when they enter school and usually their attainment on entry is broadly average compared with that expected of children of their age. The last census return showed an above national average percentage of adults with higher educational qualifications and children from high social class housing. Most pupils attending the school live in owner occupied or tenanted properties. Unemployment, in most parts of the school's catchment area, is close to the national average. Six pupils are entitled to free school meals, and this is well below the national average. There are five pupils on the school's register of special educational needs, which is a lower proportion than expected nationally. There are no pupils who have Statements of Special Educational Need. There are no pupils who speak English as a second language.
2. The accommodation consists of a purpose built building opened in 1967. There are plans to develop the library provision. In addition to the main teaching areas, there is an office and a school hall that is used for music, assemblies and physical education. The outside play area has been marked out for various activities. There is a large playground and grassed area.
3. The school's priorities for the immediate future are:
 - full implementation of the National Numeracy Strategy and the continuing implementation of the National Literacy Strategy;
 - the use of funding from the National Grid for Learning to build up resources for information and communication technology and provide training for staff to develop use of the Internet and email by pupils;
 - the induction of the newly appointed teacher to include a review of staff roles and responsibilities.

Key Indicators

4. Because the number of pupils being assessed at both key stages is less than five, the school is not required to publish its National Curriculum test results.

Attendance

| | | % | |
|--|--------------|---------------------------|-----|
| Percentage of half days (sessions) missed through absence for the latest complete reporting year | Authorised | School | 4.6 |
| | Absence | National comparative data | 5.7 |
| | Unauthorised | School | 0.0 |
| | Absence | National comparative data | 0.5 |

Exclusions

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

Quality of teaching

| | | % |
|--|------------------------|-----|
| Percentage of teaching observed which is : | Very good or better | 30 |
| | Satisfactory or better | 100 |
| | Less than satisfactory | 0 |

PART A: ASPECTS OF THE SCHOOL

EDUCATIONAL STANDARDS ACHIEVED BY PUPILS AT THE SCHOOL

Attainment and progress

5. In 1998 the number of pupils at both Year 2 and Year 6 was less than five. It is not therefore appropriate to report national performance data for comparing the schools performance with national averages or the performance of pupils in similar schools.
6. When compared with previous results and giving consideration to the impact of pupils with special educational needs in each year group, these show there has been an improvement in all three, core subjects of English, mathematics and science. The numbers of pupils undergoing national testing and assessment are too small and variable from year to year to provide a reliable guide to the overall trend of standards throughout the school.
7. On admission to the school, at the age of four, most children have levels of knowledge and understanding which are broadly average for their age. They make a good start and progress is good. Consequently, by the time they are five, the children attain the Desirable Learning Outcomes for their age. Standards are satisfactory in all areas of learning. Their good progress is helped by thorough planning, careful match of work to their needs and the very good contribution made by support staff. The high quality of teaching has a significant impact on the progress made by the children.
8. Standards of attainment seen during the inspection at the end of both key stages in English and science are good and in mathematics standards are satisfactory. Due to the small number of pupils in each year group standards do vary from year to year. By the end of both key stages, the pupils attain standards in information technology which are close to those expected for their age and they have good skills of data handling and communication using information technology.
9. These standards reflect the improvement resulting from the high quality of curriculum planning introduced since the last inspection, resulting in significant improvement in the quality of teaching, particularly for older Key Stage 2 pupils and higher attaining pupils. The school has successfully addressed the issues raised from the previous inspection. The school has set clear and realistic targets for further improvement.
10. Pupils make good progress in English. Throughout the school pupils attain good standards in speaking and listening. By the end of Key Stage 2, most pupils listen attentively and speak confidently. In their writing, skills are good. Standards of presentation improve throughout the school. Most pupils are fluent readers by the end of the key stage. The standards of handwriting are unsatisfactory for lower Key Stage 2 pupils. However, standards improve through the school and by the age of 11, most pupils acquire an appropriate joined handwriting style. In English, pupils make good progress overall. Across the school standards in the basic skills of writing are good. Pupils are able to write for a range of different audiences and purposes. Older pupils are able to write extended pieces of work, for example, about their topic work. Spelling is generally good.
11. Pupils make good progress in mathematics throughout the school. Pupils attain sound standards in their numeracy skills. By the end of Key Stage 2, most pupils have a good understanding of arithmetic which is developed well during numeracy sessions. They have a good knowledge of aspects such as area and shape and develop good problem solving skills. Pupils have good opportunities available to them to practise their numeracy skills, for example,

in science and geography work when handling data. They organise themselves well and use a variety of ways to record their work.

12. In science, progress is good. Pupils acquire a good knowledge and understanding and develop good investigative skills. Most pupils can discuss their knowledge and understanding of materials. They confidently explain their experiments, using appropriate scientific vocabulary. Many can predict and hypothesise. By the end of Key Stage 2, most pupils have a secure understanding of fair tests. They predict, observe and measure with appropriate precision and record their work well, for example, when studying the different types of seed and classifying them according to their method of dispersal.

13. Pupils' attainment in information technology is satisfactory and in line with national expectations by the end of both key stages. All pupils, including those with special educational needs, make good progress.

14. Pupils make good progress in all subjects. Progress is particularly good in literacy and numeracy sessions. Pupils with special educational needs make good progress, supported by detailed, high quality individual education plans, which show clear targets for learning. Pupils with special educational needs are initially identified by the class teacher. All pupils on the special educational needs register have individual education plans which set targets for learning and monitoring and give dates for reviewing progress.

Attitudes, behaviour and personal development

15. Pupils have very good attitudes to their work, they work hard and maintain concentration throughout lessons and the school day. For the most part pupils listen well to their teachers and each other and respond enthusiastically to questions and requests, for example, in a Key Stage 1 numeracy lesson where pupils discussed the solution to various problems. There are occasions where a small number of older Key Stage 2 pupils present unsatisfactory attitudes and behaviour and this has a detrimental effect on the learning of other pupils. The majority of pupils are able to work alone or in groups and respond well to learning opportunities beyond the classroom, for example, environmental studies supported by the National Trust.

16. The behaviour of the majority of pupils is good in lessons, assemblies and at lunchtimes. However some older pupils lack self-discipline in group situations and in lessons this has a disruptive and detrimental effect on others. Most pupils respond well to the schools system of rewards and sanctions. Pupils are provided with clear messages about unacceptable behaviour but for some pupils this has yet to prove effective. In Key Stage 1, class rules are clearly displayed and work done by pupils shows their involvement in forming them. There have been no exclusions in the past year but suitable procedures exist should the need arise.

17. Relationships are good overall and between adults and pupils are very good. Adults present good role models and display a caring and understanding approach to all. Most pupils play and mix well together however there are some occasions where relationships between older and younger pupils are unsatisfactory. The opportunities for older pupils to develop a caring and responsible approach to younger ones is at present underdeveloped.

18. The personal development of pupils is satisfactory. This is supported by work done in various lessons, assemblies and with some opportunities for pupils to take responsibility, for example, in preparing the hall for lunch. There is no personal and social education policy or co-ordinated scheme of work. In particular older pupils have insufficient opportunities to

develop the self-discipline and maturity appropriate to their age. There are occasions in lessons and with visits and extra-curricular activities when pupils can gain confidence and widen their experience. Pupils learn to respect other values and beliefs and to consider the needs of the less fortunate through supporting the work of charities, recently the NSPCC.

Attendance

19. Levels of attendance are well above the national average and are very good. Absences are usually due to normal childhood illnesses and the school is well informed by parents when this occurs. Pupils arrive at school on time, registration periods are brief and efficient and this time is used well for class discussion or individual study. The administrative arrangements are thorough and the school meets with statutory requirements.

QUALITY OF EDUCATION PROVIDED

Teaching

20. The quality of teaching is good, and has a significant and beneficial impact on attainment and progress. Five per cent of lessons observed were excellent, 25 per cent per cent were of a very good quality, 65 per cent were good and the remainder satisfactory. This represents a significant improvement since the last inspection which is directly attributable to the very good detailed planning for each lesson. There is a good balance of explanation by the teacher and opportunity for pupils to undertake their own research and investigation. Teaching methods and strategies, both for promoting learning and for managing behaviour, are effective. Pupils are provided with many opportunities to extend their own personal development and use their own initiative. The teaching of pupils with special educational needs is very good. Class teachers have positive approaches to pupils with special educational needs and provide work designed to meet their individual needs.

21. In the very good lessons, teachers' planning shows suitable learning objectives, which are carefully matched to pupils' prior levels of attainment. Lessons proceed at a good pace, and a range of teaching strategies is used to good effect. Skilled questioning techniques ensure that all pupils are challenged and teachers monitor pupils' progress carefully during the lesson.

22. The teaching of children under five in the Reception class is good. There is detailed planning based on the six areas of learning and careful consideration has been given to planning for the transition into the National Curriculum. The teacher has a very good relationship with the children. They and the classroom assistant are calm in their approach. They are well organised, they encourage independence and initiative and children are often given responsibility for selecting their own activity. The teacher and the classroom assistant provide a good balance of activities, which allow the children to gain in confidence. The staff correctly emphasise the development of key skills, for example, there are various good opportunities to improve skills in language and literacy through reading, stories and role-play. Staff intervene effectively and show sensitivity in asking questions and in guiding the children to take part in the activities. The teaching of reading is good because of the emphasis on the consistent development of skills in building words and recognising the sounds that letters make. The staff have a very good understanding of how young children learn and plan lessons well to include appropriate routines in all areas. They monitor the children's progress effectively and are developing the use of assessment to inform planning.

23. Teaching at Key Stage 1 is good. The teacher has good subject knowledge in literacy and numeracy and they use this well to provide stimulating activities for the pupils. For example, spelling, punctuation and grammar are taught imaginatively and the pupils respond enthusiastically. Lessons are well planned and include suitable objectives which are almost always met. Good examples of whole-class teaching were observed and the teacher has particularly good skills in motivating the pupils through stimulating questions. Discipline is managed well and pupils are praised and encouraged. The teacher insists on good standards of presentation. The teacher uses a variety of different resources and makes effective use of questioning to further develop pupils' understanding. The teaching of reading and writing is effective and the staff use a variety of methods to gain the pupils' interest and establish and develop literacy and numeracy skills successfully.

24. Teaching at Key Stage 2 is good. The teaching of English and literacy is effective because teachers successfully communicate to pupils an enthusiasm for the imaginative use of language in discussion and written work. Teachers have secure subject knowledge in the teaching of all subjects. Throughout the key stage, planning is very good, lessons are introduced well and pupils are left in no doubt of what they must do. Lessons usually begin with reference to previous learning and include good use of questioning to aid the pupils' understanding. They intervene well to help the pupils to improve, for example, in a science lesson very good teaching strategies reinforced the pupils' understanding of the different methods of seed dispersal. Mental recall of number facts is practised regularly in most mathematics lessons and numeracy sessions, with good results. There is good rapport between the teachers and pupils, discipline is firm and fair and relationships are very good.

25. Teaching is effective in all areas of the curriculum. Teachers have a sound and often good subject knowledge, and work with enthusiasm and commitment. They give clear instructions and explanations and pupils know what is expected of them. There is an appropriate balance between the use of whole-class, group and individual teaching in most lessons. Questions are used effectively to assess understanding and help progress. Throughout the school there are good examples of teachers providing useful comments to pupils about their progress and how they might improve further. Relationships between pupils and teachers are very good and make a significant contribution to pupils' standards of attainment and the quality of education provided.

26. Teachers' medium term planning is detailed and follows National Curriculum programmes of study. Individual lesson plans are written to an agreed format and identify the objectives linking them clearly to the National Curriculum. The planning effectively covers the programmes of study of the National Curriculum, and teachers work hard to prepare lessons that are well organised and set in contexts that engage pupils' interests and enjoyment. There are good examples of appropriate and effective teaching which use resources and the accommodation well and results in challenging work and the pupils making good progress. Teaching is particularly effective in literacy and numeracy sessions and other lessons where there is good subject knowledge and enthusiasm. In these lessons, expectations are high and there is good use of resources. Throughout the school, teachers are successful at creating an orderly, working atmosphere that ensures that there is little or no disruption. Expectations of good behaviour are high.

27. Marking is used effectively in both key stages to show the pupils how they might improve. Appropriate homework is given and helps the pupils to make progress. Homework is used well and has a positive impact on standards. Pupils are encouraged to take reading books home and work is given which is linked to the work in school. Homework given, such as reading, spellings and times tables is appropriate and used effectively. There are many

opportunities for pupils to work collaboratively in small groups or on their own. This is very beneficial to their personal development and their progress in using and applying research skills using information technology and reference books in the library.

28. The teaching of pupils with special educational needs is very good, and helps to promote good progress. The content of lessons is the same for all, with appropriate tasks designed for the various levels of attainment of pupils with special educational needs. The teaching is carried out through class support usually related to language, literacy and number work. Individual education plans are of a good quality. These plans set realistic targets, state how they should be achieved and record the outcomes. Plans are revised and targets adjusted to ensure that pupils achieve success and make appropriate progress.

29. The high quality of teaching throughout the school makes a positive contribution to the standards attained and the quality of education provided.

The curriculum and assessment

30. The school's curriculum for both key stages and for children under five overall is good. It is broad and balanced and statutory requirements are met in providing for all subjects of the National Curriculum, religious education and health and sex education. Personal safety and an awareness of the dangers of medicines as drugs are taught through a programme of health education. There are policies for each subject and schemes of work or medium term plans which give guidance on the content. The allocation of time for the teaching of each subject is sensible and realistic.

31. The school has appropriately planned and teaches the literacy and numeracy hours into the curriculum. The small number of staff in the school, including the newly appointed Key Stage 1 teacher, have collaborated well to integrate these national strategies smoothly and effectively. All aspects of the strategies are in place and the school has ensured that a good range of resources is available to support teaching.

32. All pupils have equal access to the curriculum, including those with special educational needs. This entitlement is judged to be good, due to the very good special educational needs provision throughout the school. There is no bias or differentiation in the teaching of boys or girls and all pupils are very effectively identified and well supported by a good number of qualified and experienced support staff. The special educational needs procedures fully meet the requirements of the Code of Practice and individual education plans are realistic and achievable. The good support for pupils with special educational needs is almost always given within the class, thereby supporting the pupils' access to the whole curriculum and ensuring continuity in their learning.

33. Planning for progression and continuity for all subjects throughout the key stages is sound. The curriculum for children under five is good, with nursery and school staff collaborating well to ensure continuity and progression into the reception year. There are a good range of experiences for the under-fives, in all areas of learning, which are systematically recorded and developed. The issue from the last inspection concerning continuity through the core subjects, especially English and mathematics, has been successfully addressed by the effective implementation of the literacy and numeracy hours. The school's long term planning ensures complete coverage of the National Curriculum. There is an annual plan detailing schemes of work and policies requiring revision and medium term planning shows sufficient detail of the programmes of study to ensure progression and continuity through the key stages.

34. Provision for extra-curricular activities is sound. The school offers football and recorder playing after school or at lunchtimes and there are many visits by all pupils in the school to sporting fixtures with other small schools, to drama productions, museums and outdoor adventurous activities. Pupils also attend the local church for festivals and celebrations after school and some make personal contributions to the services.

35. Procedures for assessing pupils' attainment across the school are satisfactory. Children under five are regularly assessed to evaluate progress in the six areas of learning, records are kept and a report made. The school makes use of the Durham Scheme baseline assessment, administered during the first half of the autumn term and teachers use the outcomes to plan for future work in the reception year. In Key Stages 1 and 2, teachers' ongoing classroom assessment, recording and marking of pupils' work is good. The school makes use of end of year assessments in core subjects, using annual reading test results, national assessment test materials and the results from moderated samples of work to help with target setting and to plan future work. Attainment and progress in English and mathematics is also assessed regularly, by using the objectives of the literacy and numeracy hours for different age groups and end of unit check-ups in mathematics. Samples of science investigation work are used for assessment and recording purposes. The school maintains samples of levelled work in the core subjects.

36. Homework is used appropriately to support learning. Curriculum information and homework coming from the school is good and well balanced. Annual reports to parents are informative and are seen by parents as an indication that teachers know their children very well.

Pupils' spiritual, moral, social and cultural development

37. The school makes good provision for pupils' spiritual, moral, social and cultural development. There are strong links with St. Andrews Church and with the two parish ministers who take turns to visit the school. All children attend the school's collective worship and many children take part in celebrations or festivals in the church. There is a school leavers' service in the church, where all pupils share in the thoughts, reflections and contemplation of the lives of the oldest children of the school before they leave to take up their places in the secondary school. Many children contribute to the church in their own time, for example, in giving readings at church services. Teachers value the thoughts and reflections of children when discussing points of view in history or science lessons or in stories during shared reading times.

38. Provision for pupils' moral development is good. Pupils gain a clear understanding of right and wrong. They play and work well together and show consideration and appreciation of each other's needs and achievements. Pupils are carefully guided in considering their own rights and their responsibilities to those less fortunate than themselves, for example, through fund raising for charities or circulating food after the harvest festival. The daily work of the school instils three simple rules into the pupils, 'to look after yourselves', 'to look after each other' and 'to look after belongings'. The moral values of the school are supported by its behaviour policy and its system of rewards and sanctions, though at present these are not consistently followed.

39. The provision for pupils' social development is good. They are friendly and polite to each other and to adults. There are very good links between the school and the community,

with the church, parents, the National Trust, local police and visits to other local schools for sporting reasons or to watch live performances by touring theatre groups. Extra-curricular activities are provided, such as football or recorder playing at lunchtimes and older pupils can enjoy adventurous activities in alternate years at the local centre at Ennerdale, for example, abseiling and cycling. Pupils also benefit from taking part in canoeing, rock climbing and orienteering run with parental help throughout the year. The older pupils' social development is enhanced through the school's partnership with the National Trust, in their 'Guardianship' project. Pupils learn about themselves whilst also learning about the local geology, streams, plants and animals.

40. Different areas of the curriculum contribute to the pupils' strong cultural development. They learn about British traditions through songs and visits to the theatre and museums like the Lakeland pencil factory in Keswick. The school has links with a television company and assisted with the making of a geography programme. In their residential visit to Bradford with other local schools from Bassenthwaite and Ireby, the pupils were amazed to see and visit not only a Hindu temple but also a supermarket where only Asian goods, clothes and food were on sale. Pupils of the school are also involved in a writing exchange with a community on the Isle of Skye. Subjects such as music, history, geography and art also contribute to the cultural development of the pupils.

Support, guidance and pupils' welfare

41. The school provides a caring, secure and happy environment. There are satisfactory procedures for monitoring pupils' academic progress; this includes a variety of tests and assessments which allow staff to maintain individual records. At present the use of this information to plan ahead to ensure academic and personal progress is not formalised. Personal progress is monitored by the teachers' good knowledge of their pupils but at present is not recorded at regular intervals. The written annual reports for parents do include good information on the personal progress of their children. Pupils with special educational needs are well supported throughout the school and benefit from good, individual education plans. Pupils are suitably prepared for life beyond school through the health education programme which includes issues surrounding personal safety and appropriate sex and drugs education. Preparation for secondary school life is limited; transfer procedures are underdeveloped for pupils at this stage in their education. However a happy start to school life is ensured with visits in the summer term and for most pupils the benefit of attendance at the schools own nursery.

42. There are satisfactory procedures for monitoring and promoting good behaviour. There are suitable policies although these at present are not drawn together as one. There are rewards for good work and behaviour but the present system of sanctions does not offer a sufficient range of strategies to support teachers and to provide clear messages about unacceptable behaviour to all pupils. Bullying is rare, any that occurs is dealt with swiftly but is insufficiently supported by the present personal and social education programme. The introduction of behaviour and bullying policies represents an improvement since the last inspection.

43. The procedures for monitoring and promoting good attendance are good. Administrative procedures are efficient and the school meets all statutory requirements. The arrangements for maintaining the safety and well being of all in the school are very good. There is a very good policy which is well supported by the close involvement of the governing body and the careful attention to daily practice by all staff. Arrangements for child protection are unsatisfactory,

there is an adequate level of awareness amongst the staff but suitable training for all staff, written guidance and a suitable policy are not in place.

Partnership with parents and the community

44. The partnership with parents and the community is good. Parents are pleased with the values and attitudes that are taught, the overall standards of behaviour and their involvement in the life of the school and the happiness of their children.

45. Parents support the school by helping in the classroom, with after school activities and school visits. Parents and the local community provided good support for the Borrowdale Charitable Trust which gives the school considerable financial assistance. Parents respond well to invitations to school productions held in the village hall and where possible attend curriculum information evenings. A small number of parents have expressed a wish to provide better support for homework and would welcome more information about what is taught and the work of the coming term. The school has recognised a need to develop the homework policy, especially with regard to the preparation of older pupils for secondary education.

46. The information provided for parents is good. There is a school brochure, governors' report and useful newsletters. There are some opportunities to learn about the curriculum although these events are not sufficiently supported by written information. Reporting on their child's work and progress is made at consultation evenings and with written reports in the summer term. These provide clear information on each child's achievements and also provide guidance for future improvement. Parents of pupils with special educational needs are well informed about their child's progress and well involved in the production of individual education plans.

47. The links with the community are very good, they enrich pupils' lives and enhance their learning. Pupils make regular visits to the church and members of the clergy in turn visit the school. Members of the community and representatives from rural organisations provide direct support for the curriculum, for example, through the very good links with the National Trust that provides a wealth of environmental education. The police support the school well with visits to school. Visits made to places locally and further afield provide pupils with additional knowledge and experience, for example, local and city museums and the surrounding countryside.

THE MANAGEMENT AND EFFICIENCY OF THE SCHOOL

Leadership and management

48. The governors, headteacher and staff make a very good contribution to the quality of education in the school and the standards pupils achieve. The school shares its positive ethos and aims with the community and is successful in meeting its objectives. The governing body gives excellent support to the school and meets its legal responsibilities by maintaining oversight of the budget, plans and policies and acts as a critical friend to the school. Effective committees have been set up to support different aspects of the school's affairs.

49. The overall leadership and educational direction provided by the headteacher are very good. He leads well by example. Governors have a strategic view of the school's development. The school development plan clearly identifies priorities. All staff and governors

are involved in setting these priorities and there are links with the budget. There is good provision for monitoring and evaluation of the impact of initiatives and responsibilities are clearly identified. It is carefully devised and is a valuable mechanism for improvement. Its objectives are clearly defined and costed.

50. The school has made a good improvement since the last inspection. It produced a clear action plan in response to the last inspection report and has successfully addressed all the issues raised, particularly in improving the quality of planning which has had a direct impact on the quality of teaching and in raising standards. It has monitored progress in these areas and is continuing to develop some aspects such as information technology. The school has identified clear and realistic targets and is well placed to continue to build on its recent improvements in developing provision for children under five and through the effective introduction of the national strategies for literacy and numeracy.

51. The headteacher, staff and governors work together effectively to promote the interests of the school. The school has a positive ethos and there are very good relationships between staff and pupils which successfully promote the school's code of conduct. Aims and values are clearly expressed and the management of the school is successful in promoting them. Behaviour and discipline are managed well and staff have a consistent approach which is supportive of pupils. There is a suitable commitment to promoting equality of opportunity.

52. Co-ordination of the school's curriculum and aspects of school life are suitably delegated, although much curriculum development work is undertaken together. The curriculum co-ordinators have clearly defined roles, they give good leadership in their areas. Curriculum development is monitored and co-ordinators plan for further development in the future.

53. The school's provision for equality of opportunity and for pupils with special educational needs is well managed, particularly in relation to pupils with a Statement of Special Educational Need. Policies are comprehensive and meet the Code of Practice. There is a nominated member of the governing body for special educational needs who liaises with the co-ordinator. Governors report to parents about the success of the special educational needs policy and give details of the allocation of funding to support pupils. The governors' annual report to parents contains all the information to meet statutory requirements. The school fully meets statutory requirements for the recording and publication of National Curriculum assessments and other requirements, including those for sex education.

54. Administration is good. The school runs in a smooth and orderly way and this contributes to the overall quality of education. The caretaker ensures that the school is well maintained and clean.

55. The management of the provision for children under five is very good. Non-teaching staff are managed effectively to provide maximum support and as a result children make good progress in the appropriate areas of learning. The induction process is managed well and helps the children to settle quickly into school.

56. In-service training and appraisal are managed effectively. Staff needs are identified and suitable provision is made for their professional development through the use of appraisal. There are sufficient opportunities to share information from courses at staff meetings and this has a beneficial effect on the teaching of literacy and numeracy. In-service training is encouraged for teachers and learning support assistants. Staff support each other well and teamwork is a strength of the school. Relationships and communication between teachers are very good and there are appropriate meetings to ensure that staff are involved in, and informed

of, decisions. Communication between staff and parents is good and the headteacher provides good information about the activities of the school.

57. The school's aims, values and policies suitably influence the work of all staff and there is a shared sense of purpose. Parents fully support the school's aims, as reflected in the questionnaire and at the parents' meeting prior to the inspection. The governing body fulfils its legal responsibilities and statutory requirements are met.

Staffing, accommodation and learning resources

58. The school is staffed by hard working, conscientious and caring teachers who are suitably qualified to meet the demands of the National Curriculum. The teacher of the Key Stage 1 class has recently been appointed and has settled in quickly. She works well with the nursery assistant who staffs the Rural Nursery within the school. The headteacher, who until recently had a full time teaching commitment for the full age-range of junior pupils, now shares the class each morning with the part time teacher. This enables more effective teaching of the literacy and numeracy hours. There are job descriptions for all teaching staff, although responsibilities are generally allocated for a key stage rather than for multiple subjects. Arrangements for staff appraisal are in place, although in temporary abeyance, due to the demands of time and funding required for the literacy and numeracy initiatives. Induction of new staff is part of the agreed performance criteria for the headteacher.

59. The match of the number, qualification and experience of support staff to the demands of the curriculum is also good. Pupils with special educational needs are very well supported by three education support staff, including the effective special educational needs co-ordinator, employed by the authority. Both support staff are nursery nurse qualified and experienced. One member of staff is responsible for the attached nursery, but also assists with the teaching of children under five and the other is deployed to support children with special educational needs throughout the school. All have clear and detailed job descriptions.

60. Arrangements for the professional development of all staff is satisfactory. The school has responded to the requirements for training in the various national initiatives, such as literacy, numeracy, information and communication technology and baseline assessment. Training opportunities are available for all staff, who are valued for their expertise and experience. Priorities for training are usually identified and agreed by staff and governors and entered in the school development plan.

61. The accommodation is satisfactory for the effective delivery of the curriculum, being modern, airy and light, on one level, with its own hall and playing fields, swimming pool and hard playground space. However, due to the rise in numbers of children the classrooms, particularly the juniors', are becoming cramped, leading to the use of the hall as an overspill area in the morning sessions. The hall contains storage for several items, especially the school library, which is no longer able to fulfil its role due to lack of space. The school has no separate staff room or headteacher's office to accommodate at least six full or part time staff. There are good plans for improving the hall and library facilities.

62. The quality and quantity of resources available to the school are generally sound, with some areas, such as English and mathematics, better resourced. There is outside storage for physical education equipment and for large toys and other materials for children under five. There are good numbers of computers and other technology resources within the school but there is a limited range of software for the use of information technology across the curriculum.

The efficiency of the school

63. The school makes efficient and generally good use of the resources available. The funding received from the local authority is very usefully supplemented by income from two local charitable trusts which has enabled the school to maintain a stable staffing during times of fluctuating pupil numbers. The use of these funds is a lasting tribute to the foresight of past members of the governing body and their value is fully recognised in the governing body's endeavours to ensure the school has a viable and stable future.

64. The strategic management of resources available to the school is very good. It is well supported by the governing body's control of the budget and the detailed, written procedures, which guide the school's management. Job descriptions are clear and responsibilities are shared for developing policies and schemes of work for the subjects. The funds allocated for special educational needs are used appropriately and this has a helpful effect on the children's progress. Effective use is made of the accommodation and this has a good impact overall. Non-teaching staff are organised well and this has a significant impact on learning. The administration is competent and effective and supports the smooth running of the school.

65. There are very good financial controls and the school follows suitable guidelines for the administration of funds. Financial planning is good and is supported well by the local authority and this has enabled the school to effectively plan its expenditure. The budget is carefully linked to the school development plan. Regular monitoring is undertaken by the headteacher and the administrator. The governors monitor the effectiveness of financial decisions and the recommendations of the most recent auditors' report have been met. Funds allocated for in-service training are used well and enable the staff to improve their professional skills through attendance on relevant courses. The school development plan includes costs and time scales for completion. The school has a year on year deficit budget which is balanced by the use of funds from two local charities, the Borrowdale Charitable Trust and the Abraham Fisher Trust. Positive action was taken to appoint a part time teacher to improve provision for the range of age and attainment in the Key Stage 2 class following the last inspection.

66. Teachers and learning support assistants are deployed efficiently and financial resources are used very effectively to maintain provision and fund new developments. The accommodation is used well; some interesting displays of pupils' work and information in a range of forms enhance the environment and provide stimulation and interest for pupils and parents. The available storage space is organised well and resources are easily accessible. Resources are used well to support learning. For example, the number of computers has a positive effect on the attainment and progress of the pupils. Very good use is made of visits into the community and visitors to the school and these enhance and enrich the curriculum. Time is mostly used efficiently; lessons usually start and finish punctually and little time is wasted in getting down to work.

67. The school seeks value for money when placing orders. Resources available to the school are used very efficiently. Good use is made of teaching and support staff who are effectively deployed. Teachers use their time well. Administration is good. The school runs smoothly and communications within the school and with parents are good. Overall efficiency in all aspects of school management and provision of education is very good.

68. The cost of educating the pupils is slightly above average but not dissimilar to schools of the same size. In view of the standards achieved, the positive leadership and management

and good teaching, the school provides good value for money.

PART B: CURRICULUM AREAS AND SUBJECTS

AREAS OF LEARNING FOR CHILDREN UNDER FIVE

69. Children under five are taught in the Key Stage 1 class. Three children have yet to reach their fifth birthday. On entry, children's attainment is broadly average, although there are wide variations in each intake. By the age of five, they are likely to achieve the Desirable Learning Outcomes in all areas of learning.

70. Children's personal and social development is satisfactory. Their responses are valued and they quickly learn to share and take their turns. They show confidence and chattiness when in group situations and initiate new ideas for everyone. They respond well to adults and can concentrate longer during story time.

71. In language and literacy they enjoy discussion time and always have something positive to say. They respond well at story time and have greatly improved listening skills. The wide range of opportunities provided for the children to develop their listening ability enhances their rate of progress. The children are confident singers and love to tell stories to an audience. The children's enjoyment and understanding are skilfully developed by the teacher and good use of a range of resources, including songs and pictures, is made to enhance their learning.

72. Children handle books well. They understand that books carry meaning and that print is read from left to right. They begin to recognise some familiar words and letters, like their own names and most letters of the alphabet. The teacher makes effective use of big books as a focus for storytelling and children are able to discuss the plot and characters and begin to predict and anticipate making use of the illustrations.

73. In their early writing, children communicate ideas through pictures and some familiar letters and both develop appropriate control of writing tools. Writing tables are provided to encourage independent writing. Children make sound progress overall, in observing and copying letters and words. They are learning to write their own names and understand how the letters are formed. A suitable range of opportunities is provided to encourage children's awareness of the variety of purposes for writing.

74. Early mathematical understanding is sound. The children can sort, match, order, sequence and compare objects. They are able to count objects to 10 and recognise some shapes, such as circle, square, triangle and rectangle. They understand the concept of capacity and use appropriate mathematical language, such as 'empty, full, heavy, light, more and less'. They enjoy working with the teacher and solving mathematical problems, using counting equipment.

75. Children make satisfactory progress overall in their creative development. They explore sound such as in listening to high and low sounds and those made by a range of percussion instruments. After encouragement, the children enjoy singing and using the musical instruments. They use their imaginations and get involved in role-play situations and they enjoy the 'senses' activities on the looking and listening walks. The children like wet sand play and the use of small construction toys. They know their primary and secondary colours and can form recognisable pictures with a variety of media.

76. Children make good progress in their physical development. Large outdoor play equipment is available and supports children's developing control and co-ordination. Children's gross motor skills are good and balancing skills on the climbing frame are improving. They have excellent hand-eye co-ordination. Children use a suitable range of small

equipment to learn skills, such as throwing and catching bean-bags. They can use scissors, pencil and paintbrush with reasonable dexterity.

77. In their knowledge and understanding of the world, children's learning is enhanced by visits around their local environment and they enjoy exploring the area to a greater depth. Children talk about their families and events in their own lives, showing similarities and differences between them. They ask and answer questions with enthusiasm and are eager to learn about other cultures and the wider world around them.

78. The quality of teaching is good. The qualified nursery assistant has good knowledge and understanding of the areas of learning and provides a wide range of experiences for the children. She efficiently monitors and records their progress, which she then uses to inform future work. The nursery assistant and Key Stage 1 teacher collaborate well in planning, organising and developing activities to meet the needs of all the children.

79. Relationships between staff and children are good. A strong feature of the nursery is the information available to parents, which informs them of ways in which activities are used to develop children's learning. Parents' support is valued and their positive views about the care provided are completely justified.

ENGLISH, MATHEMATICS AND SCIENCE

English

80. The performance of the pupils aged 7 and 11 in the 1998 National Curriculum assessments cannot be reported and compared to national averages, due to the small numbers of pupils taking the tests. Taking the three years 1996 and 1998 together, attainment at both key stages can be seen to be good, when the effect of pupils with special educational needs is taken into account.

81. From a broadly average attainment on entry to the school, pupils make good progress in all aspects of the subject. During the inspection levels of attainment in English in both key stages are judged to be above national expectations and pupils with special educational needs also make good progress, supported by good teaching and detailed and realistic individual educational plans. The school successfully teaches a well planned and progressive programme linked to the National Literacy Strategy, effectively meeting the needs of pupils of all ages and abilities. In Key Stage 2 the reorganisation of the wide age band of the class into two distinct teaching groups allows for more direct, effective and focused teaching.

82. In speaking and listening, standards are good in both key stages and pupils listen attentively to their teachers. In Key Stage 1 pupils make suitable responses to questions posed from the class 'big book' and participate confidently in discussion. Good opportunities are provided for pupils to review and evaluate what they have achieved and older children express their opinions clearly. Key Stage 2 pupils are keen, confident and enthusiastic to talk and to listen carefully and comments are always relevant to the task. Older pupils, in their study of 'Macbeth' strive to understand the archaic language of sixteenth century England and most are able to give modern-day equivalents of the words and expressions and make reference to the text when giving their answers.

83. Pupils' reading skills are carefully developed throughout the school. Pupils have a range of reading scheme books to extend their skills and enjoyment of stories and by the end of Key Stage 1 pupils read a variety of texts accurately and make suitable use of the context to

predict and anticipate. They have a good recognition of familiar words and use a range of methods to gain understanding of the plot and characters. Most are able to use phonics skills to read unfamiliar words. Within the literacy hour, pupils show great enjoyment and interest in shared reading and recognise the conventions used in books, such as the information given about the title, author and illustrator. They understand the use of the contents and index pages in books to help them locate information.

84. At Key Stage 2, most pupils read fluently, accurately and with some expression, as in the class reading session of the extract from 'Macbeth'. Pupils continue to use a variety of reading resources, including books, worksheets and text in computer software. The variety of texts experienced by the pupils during the literacy hour have succeeded in widening pupils' horizons in their choice of reading materials and also the range of vocabulary. Pupils read for a range of purposes, across the curriculum in order to locate information for projects or individual interests. They read a good range of fiction from the books provided in the school and from the travelling library. Many pupils make use of the library in the town of Keswick. However, few pupils understand the use of the Dewey decimal system for the classification of non-fiction books and are restricted by the school's lack of space for this facility. Plans have been put into motion to remedy this deficit by considerably increasing the area of the hall to develop a more appropriate library, containing an extended book selection and also computer assisted learning.

85. In writing, younger pupils in Key Stage 1 recognise most letters of the alphabet and develop good pencil control. Most pupils attain well by the end of Key Stage 1, in maintaining a well-formed, legible script which is in some cases fluent and joined. Although there is no policy for pupils to be taught joined-up writing in Key Stage 1, most exhibit correct letter formation and would benefit from the opportunity to practise an appropriate script. Pupils have a good understanding of simple punctuation and spellings are generally accurate. At Key Stage 2 younger pupils standards of handwriting is unsatisfactory. However, they make good progress and by the age of 11 standards of handwriting are satisfactory. Good opportunities are provided for all pupils to write for a range of purposes, such as in writing letters, descriptions and accounts of events and imaginative stories. In particular, a word processed magazine, the 'Borrowdale Bugle' contains interesting articles about sports fixtures with other schools and an account of the survey of a local archaeological site, by the older pupils. Pupils also used their literacy skills in compiling local geography projects, an item on the Seathwaite graphite mines and the pupils own 'authentic' weather forecasts.

86. Pupils with special educational needs make good progress in all aspects of English in accordance with their prior attainments. Their individual education plans show clear and realistic targets and work is carefully adapted to meet their needs.

87. Pupils respond well. They enjoy fiction and the shared reading times provided within the literacy hour. Younger pupils enjoy the challenge of finding rhyming words and are keen and enthusiastic to extend their knowledge, whilst older pupils in the school concentrate and persevere with more difficult, unfamiliar text. They are well behaved and listen intently whilst others speak. When tasks are understood, the pupils' written response is good, indicating a good level of motivation.

88. The quality of teaching is good and sometimes very good in both key stages. The literacy hour is in place and all components are included in the planning and are well taught. Lessons are planned appropriately for pupils of differing prior attainment and support staff are very effectively deployed. Objectives are clearly explained to pupils and a brisk pace is maintained. Teachers know their subject thoroughly and employ several strategies, where

appropriate, to make their teaching effective. They have high expectations of their pupils, in both behaviour and in standard of work and good questioning and class discussions are a feature of most lessons. Marking is very constructive and teachers also make use of ongoing assessment to plan the future work of their pupils.

89. The school uses the literacy hour objectives to ensure progression and continuity throughout both key stages. There is an appropriate policy which takes account of the programmes of study for English and aims to include opportunities for pupils to see live drama and also to take part in live performances themselves in order to preserve the breadth and balance of the subject. The provision for pupils with special educational needs is very good, with capable and experienced support within the class and with work which is well matched to their abilities. Because of the quality of this support, all pupils have equal access to every aspect of the English curriculum. There is ongoing assessment of pupils in the classroom, using a mixture of formal and informal methods, enabling pupils to make further progress as appropriate. There are formal assessments of spelling, writing and reading each year and national assessments in Year 2 and Year 6. The performance of pupils is evaluated and the information is used in target setting in future years.

90. Resources for English are good. Additional books and materials have been purchased to support the teaching of the literacy hour and are of good quality. There is a reasonable range of fiction and non-fiction which is available in class libraries and the cramped school library. The accommodation is satisfactory overall, with the exception of the library, for the teaching of English. Good use is made of the hall area next to class 2 for the literacy hour.

Mathematics

91. Due to the small number of pupils in Year 2 and Year 6 in 1998 it is not appropriate to report pupils attainment against national averages and the averages for similar schools. A study of results over the previous three years indicate that when the impact of pupils with special educational needs is taken into account, there has been an improvement in attainment at both key stages. Progress for all pupils, including those with special educational needs, in all aspects of mathematics is good. The school successfully follows a well planned and balanced programme linked to the National Numeracy Strategy which covers, and regularly reinforces, all the required areas of mathematics. It effectively meets the needs of all the pupils with differing levels of attainment, including those with special educational needs.

92. During the inspection, levels of attainment in mathematics, for the majority of pupils, was broadly in line with the national expectation. The pupils with special educational needs make good progress towards the appropriate targets identified for them.

93. There is clear evidence of improvement overall when compared to the results of National Curriculum assessments from previous years. The school has set clear targets for improvements in pupils' attainment and has developed strategies, particularly in numeracy, to help achieve these targets.

94. By the end of Key Stage 1, pupils make good progress in acquiring skills of mental recall and have a secure understanding of number bonds to 20. They have a good understanding of tens and units and add two-digit numbers together, showing a sound understanding of place value. Higher attainers count competently in multiples. Lower attainers add numbers together which total less than 20. Pupils' ability to recall number facts is satisfactory and some can competently and accurately make predictions about number patterns. Pupils draw and

understand the differences between different shapes and most know how many sides and corners certain shapes have. The majority know and use appropriate mathematical vocabulary with regard to shape.

95. By the end of Key Stage 2 high and average attainers have a good and secure understanding of place value and use their knowledge to perform calculations with large numbers and percentages related to decimal fractions. They have good skills in recalling number facts accurately. Pupils with average attainment calculate competently using simple percentages and fractions, and higher attaining pupils use these skills in context to solve problems. Higher attainers measure length accurately and identify the symmetries of two-dimensional shapes very effectively. They calculate areas and perimeters accurately and use tabulation and data handling skills effectively. Pupils' work in mathematics is supported by the use of information technology, for example, in creating graphs of the different pets children have.

96. Progress throughout the school is consistent in the development of mental skills and recall of simple number facts. Younger pupils move securely from calculating using cubes to support their work, to pencil-and-paper activities, and they improve their speed of calculation by applying their knowledge of number facts well, particularly during sessions of mental work at the start of numeracy lessons. Pupils make good progress in their use and application of mathematics and in the accurate presentation of information. Progress is good in data handling by the end of Key Stage 2, often linked to work in different subjects such as science and geography. Higher attaining pupils make good progress improving their understanding of percentages and fractions through practical activities. Across both key stages progress in shape, space, measurement and number is good.

97. Pupils' attitudes to their work are very good. The older pupils show positive interest in mathematics, they are enthusiastic, listen carefully and are eager to answer questions. They concentrate well on all types of activities, including reinforcement, and investigative or problem solving tasks. Their very good behaviour allows for a brisk pace in lessons and they persevere and concentrate. Pupils take a pride in producing a good standard of work and enjoy discussing their work with each other. Pupils work well, both individually and in pairs and are able to move easily from one task to another. They share equipment, help one another and are good at taking turns.

98. The quality of teaching is always good and at times for Key Stage 2 pupils excellent or very good. Teachers have a good knowledge and understanding of the subject and teach it confidently. Teachers give clear explanations and demonstrations and use time effectively, often timing activities carefully. In the best lessons work reflects the abilities of the pupils through differentiated tasks and there are clear learning objectives. In these lessons the teachers demonstrate an awareness of the common weaknesses in skills development and teach good techniques to help the pupils to improve their competence in handling number. Teachers' planning is good and clearly linked to the National Numeracy Strategy. Objectives and aims are attainable and detailed lesson notes identify the work to be covered and examples of extension or consolidation work. There is a strong element of class teaching or introduction, followed by group work. Teachers expect and gain pupils' attention during whole-class introductions to activities. Explanations are clear and this enables pupils to make a prompt start to tasks and make good progress. Teachers expect pupils to work quickly and accurately. Praise and encouragement are used effectively and pupils respond positively. Teachers check pupils' understanding by discussion and by highly effective marking which includes good advice and challenge for pupils as well as informing future planning. Good use is made of routine assessment tasks to monitor pupils' progress. National Curriculum and

standardised tests are also used to assess attainment and progress. Targets have been identified for individual pupils and progress towards these targets is carefully monitored.

99. The mathematics curriculum meets all statutory requirements. It has a policy and uses a commercial scheme that covers all attainment targets. All pupils have equal access to the curriculum and pupils with special educational needs are identified and given support in the classroom by special educational needs assistant. Planning for continuity throughout the school is good. Procedures for assessing pupils' attainment are good, using a range of tests and teacher assessments and collecting samples of pupils' work.

100. The subject is well co-ordinated and the documentation is of a good quality, providing a firm basis from which to develop further. There is clear understanding on how information technology can be used to support mathematics and this is an ongoing development. There are enough good quality practical resources and these are used very well throughout the school to develop understanding through first-hand experience.

Science

101. Due to the small numbers of pupils aged 7 whose performance in science was measured by teacher assessments and those aged 11 who sat the national assessments, these results cannot be published. However, if the effects of pupils with special educational needs is taken into account, then attainment in science over the three years 1996 to 1998 can be seen to be good.

102. The attainment on entry to the school is broadly average with some variations either side. Evidence gained from lesson observations, from scrutiny of work, displayed work and from teachers' planning, shows that attainment in science is good and above the national average in both key stages.

103. At Key Stage 1, pupils study life processes and living things. Younger pupils undertake a range of practical investigations and understand the process of growth in plants, animals and humans. They begin to recognise the variety of ways in which results from their investigations can be recorded, such as developing a 'growing line' of drawings from birth to maturity. By the end of the key stage pupils are able to recognise and name external parts of the human body. They co-operate in their work in art to create skeletons on black paper and contribute to a large collage of felt, wool, cloth and card, illustrating features such as feet, legs, fingers, head, eye and nose. Higher attaining pupils are able not only to identify and place major organs within the body, but to discuss and agree on their functions. They know that the lungs take in oxygen to help them breathe and that muscles are attached to bones to help them move and keep the skeleton intact.

104. At Key Stage 2, pupils also study life processes and living things, using a good variety of seeds and fruits. By careful observation, discussion and practical work in pairs, pupils are able to classify seeds or fruit by type, for example, berry or nut. By means of practical investigations pupils have a thorough understanding of the principles of classification and have improved their skills of scientific observation. All pupils are developing their knowledge of methods of seed dispersal, of explosion, wind blown or carried by attachment. In their study of materials and their properties, pupils appreciate the need for 'fair testing' when investigating the thermal insulation properties of several materials. Pupils are able to select and use suitable equipment and materials and conduct controlled experiments, make careful observations and record their

findings. Graphs are made of the temperature decreases over time so that comparisons can be drawn of the efficiency of the various materials. In their written work, pupils make use of their literacy skills to write detailed and precise accounts of the investigations and draw clear and attractive annotated diagrams to illustrate their work.

105. Pupils' progress in science, in both key stages is good, with some pupils in Key Stage 1 achieving higher standards in their knowledge of life processes and living things. Pupils with special educational needs also make good progress in relation to their prior attainment. Pupils improve their knowledge and skills of observation and the need for fair testing, whilst working collaboratively and methodically with others. There is good progress over time through the programmes of study for science and their quality of work is often enhanced by the links with other subjects.

106. Pupils' attitudes to work in science are always good throughout the school. Younger children are keen to talk about what they know and to find out more. They maintain concentration and stay on task, producing good quality work. The older pupils work well in pairs or groups and are attentive and co-operative. They are enthusiastic and animated, with a strong desire to please and to produce thorough, well-written and annotated science work.

107. The quality of teaching is good overall, at both key stages, with some very good teaching in Key Stage 2. Teachers have a thorough knowledge and understanding of what they wish to teach and how they will achieve it. Learning objectives are clear and explanations and discussions lead the children easily through the stages of work. In the very good lesson pupils are very well managed and safety procedures are pointed out and adhered to. A wide range of natural resources are handled safely and in a manner which allows the pupils to gain the utmost educational value from their study. The use of effective questioning techniques, aimed at pupils of all abilities, is a feature of the teaching in the school and assists in the organisation of work which is well matched to the needs of all groups of pupils. Tasks are suitably open-ended to provide challenge to those with higher prior attainment. Marking and ongoing assessment is of a high standard and gives pupils clear and constructive advice about what they have done well and how they can improve.

108. Leadership and management of the subject is good. In this small school all staff work closely together, with guidance and support given informally when necessary. There is a suitable policy and scheme of work that gives good guidance on the relevant aspects of the programmes of study. The school sees investigative science as the key to all science work in the school and teaches a structured way of investigating, often using cross-curricular themes to engage pupils' interest. Assessments are made of samples of investigative work and are evaluated to provide information on progress of individual pupils. End of year assessments are also made by means of approved testing materials and help in formulating targets for pupils in the following year. The accommodation for the teaching of science is satisfactory and is used well. The level and range of resources through the school is good.

OTHER SUBJECTS OR COURSES

- Information technology

109. Since the previous inspection information technology has received considerable development, both in terms of equipment and in the establishment of suitable programmes of work. Skills are taught systematically and are then reinforced in other areas of the curriculum.

110. Pupils throughout the school make good progress and their attainment is in line with levels expected nationally, by the end of both key stages. The younger pupils in Key Stage 1 learn how to assemble text, whilst pupils in Year 2 learn how to edit their writing, using the mouse to highlight the text. Pupils understand how to create pictures, using the program with increasing confidence. By the end of Key Stage 2, most pupils have secure understanding of a range of functions. Some older pupils access information from CD-ROM linked to their work in other subjects such as history and geography. They have experience in creating their own newspaper and arranging the text and graphics. Most recently, older pupils have learned about spreadsheets and can discuss their purposes.

111. Pupils respond very well in information technology. The good number of computers ensures all have regular access. The systematic teaching supports their learning and ample time is provided for pupils to practise what they have learned. They work well, as individuals or in small groups.

112. The quality of teaching is good. Training opportunities have been provided and most teachers have secure subject knowledge. The policy provides suitable guidance for teaching skills. The use of information technology across the curriculum has yet to be fully developed. Teachers give clear instructions and manage pupils well. Activities are planned carefully, to ensure progression. Pupils' progress is regularly recorded and is reported in the annual written report to parents.

113. Information technology has held a high priority in the school's development plan. The school has resourced the subject well, in terms of computers and software. These are accommodated efficiently and are easily accessible to staff and pupils. A successful information and communication technology bid will further improve resources. Some good use is made of information technology to support learning across the curriculum and the school recognises the need for this to be developed further. Display captions are often prepared, using the word processor, whilst many examples of pupils' printed work are exhibited throughout the school.

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Art

114. Only one lesson of art was seen during the inspection. From work seen, from teachers' planning and of displays it is judged that pupils' progress, including those with special educational needs, is at least sound overall.

115. Pupils learn an appropriate range of art techniques, including painting, printing, sketching and collage and develop a sound understanding of two and three-dimensional work. Throughout the school, pupils show good observational skills, reflected in younger pupils' paintings of faces they see in their class, whilst the older pupils draw and colour the views they see from a window.

116. In Key Stage 1, pupils develop appropriate skills in printing. They have many ideas of their own and are keen to experiment. Some pupils remember they can make a print from their finger. By the use of different paints, colours and shapes pupils are able to create interesting and pleasing compositions. Older pupils use string or wool, coated in paint and pressed between two sheets of paper to form symmetrical shapes. Others can combine techniques to create pictures of trees.

117. In Key Stage 2, pupils have combined their improving sketching abilities and

observational skills with their work in science, history, geography and English. They have produced large scale pictures of the planets, black and white drawings and plans of archaeological sites, coloured maps of their locality and large scale portraits of their favourite characters in fiction.

118. Pupils enjoy art and are interested in and appreciative of each other's work. The school displays pupils' work and they are pleased to talk about it to adults. They are well motivated, observant and able to select and use appropriate resources sensibly and to good effect. They are keen to see how different techniques can change the look of a piece of artwork.

119. In the lesson observed teaching was good. Clear objectives are outlined and the pupils are motivated. There is good organisation and use of resources over the lesson. Advice and praise is given frequently. There is a policy and scheme of work and the staff work closely together to give support and guidance where necessary. The range of resources available for art is satisfactory, whilst the satisfactory accommodation is used well.

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Design and technology

120. No lessons were seen during the inspection. However, evidence from discussions with pupils and staff, indicates that all pupils, including those with special educational needs, make at least satisfactory progress throughout the school.

121. At Key Stage 1 pupils' skills in design and technology are appropriately developed in the areas of designing, making and evaluating. Pupils develop skills in investigation and apply their knowledge in mathematics, science and information technology. Younger pupils enjoy working with construction kits. They are able to select materials and cut and shape, for example, when making greeting cards at Christmas and Easter. They learn to use apparatus and tools sensibly, making appropriate selections of materials to be used and cutting and fixing with relative accuracy and precision. The majority are able to reflect on their ideas and suggest improvements to their models. By the end of the key stage, most pupils, including those with special educational needs, have a sound understanding of designing, making and evaluating.

122. At Key Stage 2 an increasing range of tasks is provided. Good links are made between science, art, history, information technology and design and technology, which enhance pupils' knowledge in the subject. By the end of the key stage, most pupils make realistic suggestions about how they can achieve their intentions and begin to recognise that there are different preferences which need to be taken into account. For example, when planning a large tapestry, using different fabrics, to create a pictorial representation of life in Borrowdale for display in the school hall. Most identify the main stages in design and making and show good understanding of the tools, materials and processes required.

123. Pupils make satisfactory progress in their designing and making skills throughout both key stages. They consolidate and practise relevant skills as well as refining their design ideas and evaluating more constructively. They explore and use with increasing skill different techniques for cutting, joining and shaping materials. As pupils get older they become more aware of the suitability of the materials they select for their models.

124. Pupils enjoy solving problems created by design and technology tasks. They collaborate well, valuing each other's ideas. They work independently with the minimum need

for supervision. Pupils take pride in their achievements and suggest some ways in which their ideas could have been improved.

125. Pupils enjoy their design and technology lessons. They discuss their achievements enthusiastically and many describe the processes involved in designing, making and evaluating. Attitudes to work in design and technology are good. Pupils work well in groups and individually. They co-operate with, and support each other, to complete their work. Pupils with special educational needs enjoy the practical aspects of this subject and are well supported by teachers. They handle tools safely and well and use different materials and other resources appropriately.

126. The quality of teaching is satisfactory. Links are made between subjects to reinforce pupils' understanding. Subject knowledge is sound and work is matched appropriately to pupils' levels of attainment. Teachers ensure that resources are easy for pupils to locate. Opportunities to extend pupils' vocabulary are taken and appropriate terms explained. The long term plan identifies the focus of a topic and plans for each term provide a sound base for pupils' work. Teachers maintain records on the work pupils have covered but there are no systematic procedures for assessing pupils' progress. Resources are adequate, used well and easily accessible for pupils.

127. The policy for design and technology clearly details the main components of the programmes of work. Resources for design and technology are satisfactory. There is an adequate range of books, materials and equipment. Parental help is valued, particularly in practical activities.

- **Geography**

128. No lessons were seen during the inspection. However, evidence from discussions with pupils and staff, indicates that all pupils, including those with special educational needs, make good progress overall throughout the school.

129. The youngest pupils are given a sound introduction to ways of looking at where they live and this builds into a good programme of local geographical studies in the infant and junior classes. The use of correct geographical terms is encouraged in all classes. The infant pupils are able to name significant countries on maps. They recognise the location of the school and local landmarks and write confidently about what they discover. By the time they are 7, pupils show a satisfactory understanding of the similarities and differences between their own and other places further afield.

130. By the time they are 11 the pupils write appropriately about what they have learned. They analyse information and categorise their results from their informative comparisons between varying environments in the United Kingdom. They have a sound understanding of how the natural character of an area influenced its development during their study of the Eden Valley. They develop their knowledge of the world by locating places from which postcards have been received on a map of the world. During a visit to Bradford they experience a range of experiences linked to lives of people from Asia.

131. Throughout the school, pupils make satisfactory use of maps and photographic records of events and localities. The younger pupils successfully follow routes, such as the route a piece of fruit takes from start to stop, while older pupils understand scale in mapwork, use grid references and co-ordinates correctly. Pupils in Years 5 and 6 make appropriate use of numeracy skills as they analyse data and record their findings. Their correct use of geographical terms and literacy skills are satisfactorily developed throughout the subject.

132. The pupils enjoy the subject. They respond positively to tasks given and take an active part in lessons. They show good concentration and perseverance for extended periods. The majority of pupils present their work neatly and take a pride in their work.

133. The teachers are secure in their knowledge of what is to be taught and are well supported through effective in-service training. The planning offers a proper balance between knowledge, understanding and the development of geographical skills. There are high, but realistic, expectations of what the pupils will achieve. The well planned and managed programme of visits and associated fieldwork provides the pupils with an effective range of experiences and plays a significant part in the development of the pupils as independent learners.

134. The school has a satisfactory policy but there is no scheme of work to ensure continuity and progression of pupils' learning throughout the school. The well planned and managed programme of visits to such places as Eden Valley provides the pupils with an effective range of experiences, and plays a significant part in the development of the pupils as independent learners. Good use is made of the local library service to provide an appropriate and adequate range of books linked to the different topics.

- **History**

135. Only one lesson was seen during the inspection. However, evidence from discussions with pupils and staff, indicates that all pupils, including those with special educational needs, make good progress overall throughout the school.

136. Pupils in the infant class make good progress in history. They have a sound knowledge of a range of historical facts and can compare aspects of life in the past with conditions in the present day. They are aware that there are different ways of finding out about the past, from written or spoken records, photographs and other pictures as well as artefacts. Pupils examine major differences between their present lives and past times such as the childhood of their grandparents. They learn about famous people such as Robert Peel and Florence Nightingale and make comparisons with modern day policemen and nurses. By the age of 7, they have gained a sense of chronology and a secure understanding of what history means.

137. At Key Stage 2 pupils study the invaders. They benefit from well planned visits to places such as Birdoswald Roman Fort, during a whole day excursion linked to their study of the Romans, including a visit to Tullie House Museum and a re-enactment of life as a Roman

soldier. In their work on Britain since the 1930s they gain a good understanding of life as an evacuee. Good use is made of resources and the immediacy of the work planned and undertaken gives an excitement to the pupils' experience so that they develop an understanding of chronology related to their own lives, homes or families. This is well supported by the use of artefacts brought from home or lent by grandparents or friends of the school linked to their study of life in Victorian times.

138. Throughout the school at appropriate levels, the pupils learn and confidently use the skills of using evidence to propose and then test hypotheses, becoming 'history detectives'. For example, during their investigation of a local archaeological site supervised by the local warden of the National Trust as part of its partnership with the school.

139. The pupils write careful accounts of the work they have done in history. That produced by the older, highest attainers is of a high standard. It demonstrates their ability, not only to describe events, but also to link causes and effects in changes they have considered between the past and the present day, for example, the impact of mass production on living and working conditions through a visit to the Calderdale Industrial Museum. The pupils enjoy their studies in history, they work well together, listen courteously to each other's opinions and are sensitive to the beliefs and feelings aroused by studies in history. Carefully planned visits and links with other subjects provide added interest and bring history to life, for example, through a planned visit to a performance of "A Christmas Carol" as part of their study of life in Victorian times.

140. Teachers are enthusiastic and plan their lessons carefully. The balance of teacher input and individual tasks or group work is well planned. Teachers are confident in their subject knowledge. Their knowledge of history includes a familiarity with the local traditions, places and people. The planning is thoroughly done and soundly based upon historical skills and knowledge. This indicates that the National Curriculum requirements are being met.

141. The school has a satisfactory policy but there is no detailed scheme of work to ensure continuity and progression throughout the school. The teachers have a high but realistic expectation of the pupils' capabilities in history. The pupils catch their enthusiasm and become independent learners increasingly assuming responsibility for aspects of their own learning as they move through the school. The marking of pupils work in all classes is carefully done and often, where appropriate, includes particular targets for the pupils to improve the quality of their work. The resources provided for history are very well selected and imaginatively used.

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Music

142. Only one formal lesson in music was observed during the inspection, but from discussions with staff and pupils, the scrutiny of planning and other observations of singing or instrumental work it is judged that progress in music is satisfactory. Pupils with special educational needs make good progress in relation to their prior attainment.

143. In a mixed literacy and music lesson, younger pupils learn new songs and improve and refine old ones. They sing five or six songs from memory, all with movements or body actions, to reinforce language knowledge. Pupils control sound and pitch. They sing with good concentration and diction and include simple mime and drama. In the one lesson with older pupils, there is a strong element of appraisal of pieces of music by different composers. The pupils are familiar with listening to and analysing music. They begin to recognise some of the different techniques composers use to achieve their desired effects. Pupils are encouraged to move in time with the music. In assemblies, pupils enjoy singing. They sing in tune, with good

diction and with a good understanding of pitch.

144. In the music lessons observed most pupils have positive attitudes to the subject. Pupils are generally enthusiastic, listen well and co-operate with each other. In the one lesson with older pupils the poor behaviour of a minority leads to interruptions in the flow of the lesson. However, the majority of pupils behave well and concentrate on their singing.

145. The quality of teaching overall in all aspects of teaching seen, are judged to be good. Teachers have good subject knowledge and are well prepared and use time and resources well. There is a good pace to lessons and singing, including in assemblies, is fluent and well rehearsed. Management of the subject is sound, with a newly drafted policy and guidance in teaching activities. The new subject co-ordinator is enthusiastic and has good plans to give guidance and support to other teachers. The quality of resources for the teaching of music is good and the accommodation is satisfactory. Suitable opportunities for extra-curricular activities in music and in attending local festivals or concerts are provided. There are informal assessment opportunities built into planning.

- **Physical education**

146. Due to the organisation of the curriculum, it was only possible to observe a few lessons of physical education during the period of the inspection.

147. At Key Stage 1 pupils develop a sense of awareness and space in playground games. In lessons, they have good co-ordination between hand and eye. In gymnastics they can balance and are able to devise successfully a short movement sequence and using their own ideas.

148. By the end of Key Stage 2 the majority of pupils have good ball control skills in a range of games. They can throw and catch a ball with control, and some pupils show a good level of skill. Pupils show an awareness of space when moving around outdoors. Pupils develop a sense of fair play when competing against each other in small groups. They make good progress in the development of skills and in their ability to apply them in support of one another as members of a team.

149. Pupils make at least satisfactory progress at both key stages. At Key Stage 1, pupils receive good support from the teacher and are encouraged to demonstrate their achievement to others. In Key Stage 2 this progress is steadily built upon and by the end of the key stage have developed sound hand to eye co-ordination and the facility to move at speed with a good awareness of space and each other. They develop their ability to evaluate and refine their own performance.

150. Pupils' attitudes to physical education are very good. All pupils change quickly and quietly for physical education lessons, and pupils take responsibility for getting out and putting away equipment. Across the school pupils are well behaved and follow instructions, having due regard for safety. They work well together in groups, for instance when devising a series of movements or practising skills. They show interest and enthusiasm and they are generous in their appreciation of the efforts of others.

151. Teachers plan lessons well, including a range of activities to practise skills or giving pupils an opportunity to demonstrate, evaluate and refine their performance. They have very good relationships with pupils. They control lessons well and pay appropriate attention to

safety when pupils are using apparatus. Good use is made of small groups to give pupils opportunities to learn about teamwork. Teachers use the available equipment and resources well to ensure that all pupils are able to practise skills in the hall.

152. There is sound documentation and guidance for the subject which ensure that all areas of the National Curriculum are covered. The school makes good use of the facilities available locally to ensure all pupils receive swimming lessons during their time at school. The school offers a good range of extra-curricular sporting activities which give many pupils an opportunity for further participation. The school has sufficient apparatus and equipment to enable all pupils to practise skills. The size of the hall restricts some indoor activities but together with the use of the hard area, facilities are satisfactory.

PART C: INSPECTION DATA

SUMMARY OF INSPECTION EVIDENCE

153. The school was inspected over three days by three inspectors, and a preliminary visit was made to the school. In total, six inspector days were spent making observations of 20 lessons, assemblies or parts of lessons. All classes were seen and a sample of the pupils' work over the previous year was examined. The inspectors listened to the reading of a representative sample of pupils. Discussions were held with all the teachers, governors and the headteacher. Nine parents contributed their views at a meeting with the inspector and 28 responded to a questionnaire.

DATA AND INDICATORS

154. 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 | 48 | 0 | 5 | 6 |

Teachers and classes

Qualified teachers (YR – Y6)

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

| |
|----------|
| 2.5 |
| 21.7 : 1 |

Education support staff (YR – Y6)

Total number of education support staff
Total aggregate hours worked each week

| |
|----|
| 3 |
| 43 |

Primary schools

Average class size:

| |
|----|
| 24 |
|----|

Financial data

Financial year:

| |
|---------|
| 1998/99 |
|---------|

| | £ |
|--|---------|
| Total Income | 102,857 |
| Total Expenditure | 106,378 |
| Expenditure per pupil | 2,216 |
| Balance brought forward from previous year | 3,492 |
| Balance carried forward to next year | - 29 |

PARENTAL SURVEY

Number of questionnaires sent out:

| |
|----|
| 48 |
|----|

Number of questionnaires returned:

| |
|----|
| 28 |
|----|

Responses (percentage of answers in each category):

| | Very good | Good | Reasonable | Not very good |
|---|-----------|------|------------|---------------|
| Teaching values and attitudes | 76 | 24 | 0 | 0 |
| Setting good standards of behaviour | 65 | 24 | 11 | 0 |
| Encouraging involvement of parents | 71 | 18 | 11 | 0 |
| Communicating well with parents | 48 | 29 | 18 | 5 |
| Welcoming parents in school | 59 | 29 | 12 | 0 |
| Being involved in the community | 59 | 41 | 0 | 0 |
| Involvement with the church | 59 | 29 | 12 | 0 |
| The standards of work achieved by your child(ren) | 59 | 41 | 0 | 0 |
| Informing parents about classroom work | 36 | 28 | 31 | 5 |
| Giving pupils help and guidance with class work | 40 | 46 | 14 | 0 |
| Providing suitable work to do at home | 40 | 33 | 10 | 17 |
| Keeping your child happy | 77 | 19 | 0 | 4 |