

# **INSPECTION REPORT**

## **BLEASDALE C.E. PRIMARY SCHOOL**

Bleasdale

LEA area: Lancashire

Unique reference number: 119520

Headteacher: Miss J Fone

Reporting inspector: Mr R Gill  
4074

Date of inspection: 4 April 2000

Inspection number: 189781

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

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## INFORMATION ABOUT THE SCHOOL

Type of school: Infant and Junior

School category: Voluntary Aided

Age range of pupils: 4 - 11

Gender of pupils: Mixed

School address: Bleasdale  
Nr. Preston  
Lancashire  
Postcode: PR3 1UY

Telephone number: 01995 61307

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Appropriate authority: The Governing Body

Name of chair of governors: Revd. Geoffrey Connor

Date of previous inspection: 21 October 1996

## INFORMATION ABOUT THE INSPECTION TEAM

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## **PART A: SUMMARY OF THE REPORT**

### **INFORMATION ABOUT THE SCHOOL**

This school is a small primary school for boys and girls aged between four and 11 years old. It has 33 full-time pupils on roll. The school has almost doubled in size since the last inspection. Taken together, pupils' attainment on entry is in line with that found nationally. The proportion of pupils with special educational needs is well below the national average. There is one pupil with a statement of special educational needs which is higher than average. No pupils come from an ethnic minority background and no pupils are eligible for free school meals.

### **HOW GOOD THE SCHOOL IS**

Bleasdale Church of England Primary School is a very effective school. Pupils are very well taught by staff who follow the high standards in teaching set by the headteacher. The ethos for learning in the school created by the headteacher, staff and governors, contributes greatly to the high standards, excellent relationships, attitudes and spiritual awareness. The school's expenditure is high, being a small school, but nevertheless, in the context of its very good teaching and high standards achieved, it provides good value for money.

#### **What the school does well**

- Provides very good teaching that is committed to high standards in all aspects of learning.
- Creates a very positive ethos in which attitudes and relationships are excellent.
- Makes very good use of its woodland and the local area to create opportunities for practical experiences in learning.
- Forges productive links with its parents and the wider community.

#### **What could be improved**

- The teaching and learning related to the woodland and other local studies could be improved even further.

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

### **HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION**

The school was last inspected in October 1996 and was left with no key issues for improvement. High standards have been maintained overall. The main text of the last report implied progress was needed in formalising child protection procedures and reducing the number of pupils entering the reception class. These matters have been tackled successfully. The school has also made very good progress in a wide range of other issues that have been fully documented in the school's development plan. For example, facilities for physical education have been improved by using the village hall for gymnastics and indoor games and the old school hall has been successfully converted into a computer suite.

### **STANDARDS**

Standards achieved by eleven-year-olds based on the latest national test for which there is comparative data are usually reported in the form of a table. As very small numbers of pupils were tested in this school the data is not published as individuals may be identified. Standards are high in the work seen and progress is good for all pupils. Standards are high in research, the presentation of research findings and the use of extended writing to communicate information, but could be even higher particularly in the written communication of findings. This is most relevant in the study of the school's woodland and other aspects of local study which are such a central feature of the school's curriculum.

Despite the small groups of pupils taking the national tests for eleven-year-olds, the school has set appropriate targets and is reaching them successfully. Standards are not only high in English, mathematics, science, information technology and religious education, but also in other subjects like music where older pupils compose their own pieces and can assess the musical merits of these compositions well. Standards are also high in Key Stage 1 and for children under the age of five.

## **PUPILS' ATTITUDES AND VALUES**

<b>Aspect</b>	<b>Comment</b>
Attitudes to the school	Pupils' attitudes are excellent. Pupils are extremely positive about their school and are very caring of each other.
Behaviour, in and out of classrooms	Behaviour, in and out of classrooms, is of a very high order. There are no examples of oppressive behaviour and pupils are happy to follow the rules.
Personal development and relationships	Personal development is exemplary and is a key factor in the very good progress pupils make in lessons and the excellent relationships they form with other people. They become mature learners with a high degree of personal responsibility.
Attendance	Good. No incidences of unauthorised absence.

## **TEACHING AND LEARNING**

<b>Teaching of pupils:</b>	<b>aged up to 5 years</b>	<b>aged 5-7 years</b>	<b>aged 7-11 years</b>
Lessons seen overall	very good	very good	very good

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

Teaching throughout the school is very successful in promoting effective learning and progress. Strengths in teaching are evident in both classes. Some excellent teaching in English occurs in Key Stage 1 where the teacher is particularly effective at setting work that is well-matched to the pupils' needs and thereby ensuring that pupils make the best possible progress during the lesson.

The quality of teaching seen on the inspection day was very good. It was very good in five of the six lessons and excellent in one lesson. The teaching of English and mathematics is very effective and pupils generally achieve high results. The National Literacy Strategy and National Numeracy Strategy have been very well introduced into the school and adapted expertly, in some cases, to make the teaching of three or four age groups in one class even more successful than it was prior to these national initiatives. The key-note of literacy and numeracy lessons is excellent organisation and use of other adult help to provide the direct teaching to small groups of pupils. Teachers think very carefully about meeting the needs of all pupils. For example, provision for pupils with special educational needs is strong. Teaching has a strong influence on pupils' learning. Pupils apply themselves very well. They concentrate hard and acquire new knowledge in an enthusiastic fashion.

## OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The school provides a very wide curriculum which meets all statutory requirements. It is very well guided by the national strategies for literacy and numeracy. It also includes a broad provision of practical experiences to complement the National Curriculum through woodland and other local studies.
Provision for pupils with special educational needs	Very good provision is made for those pupils with special educational needs by way of increased support from the classteacher and assistants.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Pupils' personal development is cultivated very effectively, particularly through environmental studies and very good use of the community, including links with the church.
How well the school cares for its pupils	The children's needs and sensitivities are very well understood by the staff who do all they can to help and support pupils and ensure their safety. A particular strength of the school's care for pupils is the very detailed assessment system that helps teachers, parents and pupils know in what aspects they need to make improvements.

## HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The school is very well led by the headteacher, governing body and a highly effectively team of teachers and classroom assistants. The school gives a very full curriculum, but also ensures full use of the school's extensive grounds and close links with its community. The governors' vision for spiritual development, in a non-denominational sense, is realised effectively in the day-to-day running of the school.
How well the governors fulfil their responsibilities	The governors fulfil their responsibilities in a very thorough way. They challenge the school to do better and consult widely about important matters. They obtain resources at the most competitive prices and utilise them in the best possible way to achieve their aims.
The school's evaluation of its performance	This is a key feature of the very good teaching and the management of the school's development plan.
The strategic use of resources	Resources in the form of staffing, accommodation and equipment are used very well to help raise standards and improve achievements.



## PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"><li>• Consistently high standards.</li><li>• Parental involvement in the life of the school.</li><li>• High emphasis placed on environmental education through first-hand experiences.</li><li>• The strength of community spirit shared by the school, church and local residents.</li><li>• The pupils being friendly, very caring, very well behaved and are responsible citizens.</li></ul>	<ul style="list-style-type: none"><li>• Nothing.</li></ul>

The inspectors agree with the parents about the strengths of the school. Parents are extremely supportive of the school and are right to believe that their children have a high quality education at Bleasdale Church of England Primary School. They are whole-heartedly welcome in school and strongly encouraged to get involved in their children's learning and the life of the school which is the focus of this rural community.

## **PART B: COMMENTARY**

### **WHAT THE SCHOOL DOES WELL**

#### **Provides very good teaching that is committed to high standards in all aspects of learning.**

1. Teaching was identified as being very good at the time of the last inspection. Despite a 50 per cent change in staff, the standard of teaching has been successfully maintained and even improved, in some cases, since the introduction of the national strategies for literacy and numeracy.
2. The teaching of literacy and numeracy was very good with excellent aspects. The key-note of this powerful teaching was the way that learning was individually tailored for each pupil. It is characteristic of this small family style school that pupils' individual needs are well established and catered for. Teachers know precisely what the child's next step in learning should be and this is planned for in a detailed way. The very good planning for lessons was greatly guided by detailed tracking of pupils' progress and the helpful targets set for improvement. In addition to this general concern for the development of individual pupils, the teachers used a wide range of effective techniques that encouraged maximum involvement by the pupils in the lessons. For example, in the excellent infant literacy lesson the teacher asked the children to turn to their neighbour and discuss points related to the text they were studying. This was a really effective way of getting the pupils to contribute. This lesson went from strength to strength as the teacher set very appropriately pitched work for different groups and made sure that every child was working to their full capacity. At the end of the lesson the children beamed with pride at the way they had succeeded.
3. Lessons in the junior class were as tightly organised and well executed as those in the infants. The junior literacy lesson was a prime example of how well teaching is organised. This class contains the entire junior age range from Year 3 to Year 6. The subject of study was classical poems like 'The Sounds of Evening' by E. Farjeon. Pupils identified words whose sounds suggested their meanings such as 'creak'. The purpose of the lesson was clearly explained to the pupils, and they were very well supported by well briefed adults. The teacher orchestrated the group work component of the lesson expertly while working in-depth, at the same time, with one group of higher attainers who were studying 'The Listeners' by Walter De La Mare.
4. In both key stages, numeracy lessons were equally effective in helping the pupils to attain high standards. Lessons were appropriately characterised by a high level of practical work and time devoted to mental arithmetic. The junior lesson was typical of the way both teachers make mathematics come alive for pupils. Pupils, in the juniors, were trying to establish a divisibility rule for three figures when dividing by nine. Direct teaching at the beginning of the lesson inspired pupils to accept the challenge and thereafter teaching successfully accentuated pupils' mathematical thinking, drawing out their own reasoning and ways of working.
5. Lessons were well paced, well organised and pupils received expert assistance from very well trained classroom assistants or parents who regularly help in class. The positive impact on learning by small groups of pupils working with assistants or trained parents was a strong feature of the very good teaching. There were examples in both classes of pupils being taught well by these adults. The assistants knew precisely what was required of them and taught valuable skills in a very direct and beneficial way. For example, the nursery nurse in the infants often works separately with the reception children, including those under the age of five, for literacy activities and has a strong positive effect on their reading performance. The assistant for information technology promotes very good learning amongst groups of pupils working in the computer suite in ways that are linked very well to, for example, the mathematics topic that is being studied in class.

6. The children under the age of five are very well catered for. They thrive on being in a class with older pupils and their progress is enhanced by the close attention they receive from the class teacher and the classroom assistants.
7. The teaching of other subjects was very successful as well. The school makes very good use of the locality to make lessons in history and art, for example, more challenging, relevant and interesting for the pupils. Pupils in the infant class have been studying the paintings of L. S. Lowry and attempting their own versions of town life after visiting the local town of Garstang. Their art lesson was extremely successful for a number of reasons: it helped the pupils think about life beyond their village; it linked in very well with teaching related to literacy; the visit to Garstang provided knowledge for history, geography and art; and the way that colour washing and mixing paint was taught gave pupils a better understanding of art techniques. Similarly, the history lesson in the junior class was wide ranging in its appeal to the pupils. They were studying Victorian Bleasdale and were using a superb collection of historical sources with which to make their judgements about the past. They were using: the original research carried out on the Bleasdale National School by their headteacher, which has been written up in local historical society papers; census returns for the 1850s; school log books; copies of old photographs; and well written information cards giving details about the locality. The quality of the materials being used and the level of enthusiasm for the research promoted by the energetic teaching caused learning to be very successful.
8. The high quality teaching helps pupils reach standards, particularly in literacy and numeracy that are above average. This is shown by the high standards in reading, for example, throughout the school. Moreover, high standards are achieved in other subjects as well. In music, for example, pupils compose their own pieces and regularly evaluate their performances and think of ways in which they can be improved. Pupils produce some very powerful writing in both key stages. As well as imaginative work, pupils at this school have been encouraged to write in-depth about their own thoughts and feelings. Older pupils, for example, have produced some very sophisticated pieces of writing in which they talk about their own personal development and what they have contributed to the school. This high quality work results from the excellent example set by all adults in the school and the very beneficial discussions that take place in lessons.

**Creates a very positive ethos in which attitudes and relationships are excellent.**

9. The excellent ethos in the school is underpinned by a strong emphasis on personal development through individual response and involvement. Each pupil is carefully nurtured into a state of independence and maturity that is, by the time they reach Year 6, quite marked. The work undertaken on the behalf of individuals is not to the detriment of groups and classes. Pupils develop a strong sense of collective identity within the school and often talk about the school as pupils in other schools might talk about their group or class.
10. The ethos of the school is determined from the outset by governors. The governors hold the strong conviction that the school should be a spiritual place in which pupils grow in confidence, gaining an understanding of the world and their place within it. This belief is encapsulated in their mission statement and the school's aims. However, these aspirations do not remain on paper, they are demonstrated throughout the day. For example, the act of collective worship is a very lively gathering and pupils become fully involved in the theme of the day. They sing with great gusto, hold hands to say the Grace and volunteer thoughts and feelings in a most relaxed and mature fashion. For example, one group of pupils offered that, 'Happiness was like a blast of light'. The joyful energy of the headteacher is infectious and the staff and pupils respond wholeheartedly. Good ideas offered in an assembly on one day are often posted on notice boards for everyone to reflect on during

the day. One pupil said that, 'Enemies were like lions all around me.' This was displayed for others to comment on. Pupils take this sort of activity very seriously which is a hallmark of the ethos in the school.

11. The full involvement of the governors, parents and staff in the life of the school sets an example that adds an extra dimension to the ethos. The governors talk about 'us' and 'our school' and the many parent helpers in the classrooms exhibit the same high standards of care that are found elsewhere in the school. Relationships are excellent throughout the school. This feature is as strong outside lessons as it is within them. At lunch-time the kitchen staff and mid-day supervisors work in unison with the teaching staff to create harmonious relationships. The effect of this good work is carried over into the afternoon lessons because mid-day supervisors stay on and work with the pupils on their reading in the first half-hour after lunch.
12. Attitudes shown by pupils in lessons were never less than very good and often excellent. Pupils' attitudes were strongly influenced by the very good teaching that they receive. The collaboration and communication involved in the historical research in Key Stage 2 are very good examples of the way that pupils worked together. Likewise, pupils in the infant class, including those under the age of five, talked very positively about their reading and could exemplify their comments by pointing to particular passages that they had enjoyed.
13. The new information technology suite has had a further effect on the ethos of the school and the way in which pupils can develop their independence when learning. Pupils of all ages are confident to use computers and are trusted to work independently, at times. The level of direct support and teaching they get is very good. Moreover, older pupils can talk with great insight and enthusiasm about how computers have influenced the way they learn and communicate their findings. One group of older pupils, for example, explained with complete confidence the use of the digital camera and how they could now create a page of information with text, pictures and photographs.
14. The ethos of the school is readily acknowledged by parents and greatly appreciated. One hundred per cent of parents, who responded to the questionnaire, or came to the pre-inspection meeting, praised the school for the way in which it helped their children to become more mature and responsible.

**Makes very good use of its woodland and the local area to create opportunities for first-hand experiences in learning.**

15. An exceptional woodland area has been created in the school grounds which provides a unique resource for learning. This piece of land has been transformed from a wasteland into an outdoor classroom by the headteacher who has worked very closely with governors, staff, parents, pupils, the countryside rangers and the Wyre Borough Council. This work represents a real community achievement and one which has had a profound impact on the way pupils learn and think about their school.
16. The headteacher and staff have demonstrated very good skills in learning as they have transformed the woodland. Few adults in school had much knowledge of flora and fauna before the project began, but now after years of observation and research their knowledge is deep and can influence positively the way that lessons are conducted. The latest task is to turn the butterfly house into a fernery in which pupils will grow all the different types of fern that are native to the Bleasdale area. This unusual project is much talked about by the pupils and well led by the headteacher.

17. All pupils are deeply involved in the development of the woodland and the adjacent garden area. Every child from reception to Year 6 is made to feel that the woodland is theirs. They have their own tree to look after, for example, and in this way learn to respect the natural world. One older pupil said that, 'We all look after it together, we all share the woodland, it is ours, it is our outside classroom and we are proud of it'. Each pupil is given a small plot in which to grow plants of their choice. It is their job to tend them and lend a hand in keeping the rabbits out of the plot. Pupils speak very animatedly about the wood carvings and sculptures that have been created by a local artist and the woven willows that form such attractive archways in and around the woodland. They get regular hands-on experiences. Pupils have helped with the willow weaving, painted the tool shed, tended the gardens in gardening club and suggested improvements to the pond and the butterfly house. They talk about the woodland in a way that shows that they care passionately about it and the wildlife that lives within it. Written work and drawings in the classrooms show that pupils learn a great deal about pond-life, for example. One pupil wrote about a creature after observing it for sometime, 'I think it's a sludgeworm because it eats a lot and uses its horns to push itself along in the water'. The combination of first-hand observation and the careful use of textbook material produced this clear, simple and powerful piece of writing. A study of the trees has allowed pupils to use their imaginations and write with feeling about bark. For example, 'I used to see bark as damp, bad, mean and slimy and down in the dumps. Now I see bark as a beautiful protective home...'. This and other pieces of writing were part of the award-winning batch sent to The British Naturalist Association's Blake Shield Awards. The school regularly receives high commendation from this association.
18. The village of Bleasdale, its church, Bleasdale National School site, iron age remains and farm buildings are used very well to teach history and geography. The pupils enjoy researching for information and making models of the various buildings that are important in their lives. Further afield, the town of Garstang is used well in field study to provide a very good contrast to the rural environment in which the school is situated.
19. The religious and spiritual aspect of the woodland is not lost on the pupils. The current idea of creating a religious education trail around the wood has caught their imagination, just as the literacy one did when the wood sculptor carved animal characters from books for them to enjoy. Pupils are currently marking out the religious trail and deciding which stories should be depicted and where. They have even gathered natural material and made three-dimensional pictures in the style of the artist, Andy Goldsworthy, to explain their ideas. The woodland has been used for religious services which is another practical way in which spiritual development is enhanced in the school.
20. Overall, this use of the woodland and the locality in general has a very positive impact on the standards of work undertaken by the pupils. Standards in reading and writing in particular are high as a result of the work completed.

**Forges productive links with its parents and the wider community.**

21. This school is the focal point of the community that it serves. At the centre of its work are two very able teachers and several talented assistants who are greatly assisted by very many willing volunteers all of whom ensure that the pupils get a well rounded education both in Bleasdale and further afield.
22. Sixty three percent of all parents replied to the pre-inspection questionnaire which meant that most, if not all, families were represented in the poll. The results show just how well the school is regarded amongst its parents. Every reply shows that the school has the overwhelming support of parents. There were a few replies that showed that children do not get the right amount of work to do at home. When this was put to parents at their pre-inspection meeting, the opinion was that the work

given was just about right and could be, on a very few occasions, too much, given that the children were so involved in other out-of-school activities. The inspectors agree that the amount of homework is about right and helps the pupils maintain high standards in their work. The vast majority of parents agree that the school is meeting their needs and the needs of their children. This support from parents is an indication of how much work the headteacher, staff and governors have put into creating productive links with parents. They are, for example, invited into school at any time of the day. They can, under these arrangements, just turn up and observe lessons if they wish. This is a real mark of confidence on the part of the staff.

23. Parents and prospective parents are involved in the life of the school in many other ways. The Bleasdale 'Little Learners' group meets in the school every week and this helps prospective parents to appreciate the ethos of the school. The school's Friends' Association is a thriving organisation that has developed significantly since the last inspection. It not only organises social events but joins with the governors regularly to think about curricular issues. Very many parents have volunteered to help in classes as part of the local education authority's drive to encourage the 'Parents as Educators' principles. Parents are now using their talents to help pupils in: European awareness and learning French; food technology; information technology; numeracy; literacy; science; art; and club activities related to the school grounds. The school receives a remarkable level of support given that there are so few families in total.
24. The headteacher and staff take every opportunity to get the pupils involved in activities that take them away from Bleasdale to broaden their education. The curriculum is designed to ensure that pupils are not limited by being so far from galleries, theatres, towns and cities, for example. They get as much as they can from studying their own surroundings, but also see how other people live. The whole school has travelled, by train, to London to receive their Blake Shield Award. They met David Bellamy and took the opportunity to see some of the sights. Children still speak about this trip with fond memories as being a highlight of the school year. There are annual residential trips to cities like Edinburgh or Durham that give the pupils a larger perspective beyond their regular excursions to Garstang. The trip to Grizedale forest, with its sculpture trails, in the Lake District, was of particular significance in the light of the school's woodland carvings and sculptures. The pupils saw, at Grizedale, some stunning works of art by famous artists who use natural materials. They were able to see just how successful their woodland is, but on a smaller scale. Some pupils have also taken part in helping to design the Bible Garden at the Hampton Court Flower Festival.
25. The pupils are very well integrated into the life of the church and these links have a strong influence on the way that they work in school. The current project is for the school to play a leading part in the diocesan links with a parish in Germany. This project is yet another example of a school that is constantly seeking to extend its horizons.
26. The regular curriculum is peppered with visitors to school who engage the pupils in exciting activities. Beyond the wood carvers and willow workers, the school has played host to African artists who taught the pupils how to create large-scale art in a farmyard. As part of their environmental science lessons, the junior class have set about inviting a committee of local adults to help them compile an Eco-Code that will ensure that they look after their woodland, and their village, in an even more caring way.
27. The links with parents and the community, in general, have a strong effect on the quality of work undertaken and the standards achieved throughout the school.

## **WHAT COULD BE IMPROVED**

**The teaching and learning related to the woodland and other local studies could be improved even further.**

28. Work associated with the woodland and the locality around Bleasdale has been built up over a period of about ten years. The long term plan of activities, that have been undertaken, can be found within successive school development plans and in old planning sheets, but there is, as yet, no written curriculum that links all of this exciting work together. The headteacher, who has been instrumental in devising most of the work, sees the formulation of a written curriculum as the next logical step in the process of development. It is more important to write it all down now given the breadth of work that has been undertaken and the imminent introduction of the new National Curriculum to which much of this work will be intrinsically linked.
29. Despite the very high standards in pupils' work, they could be even better at communicating their research findings. For example, in the very good history lesson in Key Stage 2, the junior pupils, who were researching Victorian Bleasdale, found it relatively more difficult to communicate their findings in writing than to research them in the first place. Pupils are most successful at imaginative writing and could do even better when it comes to the non-fictional writing, that results from comparing information from several different sources. There is good work to be seen in this respect, but it could be even better presented and communicated.
30. It is timely for the school to think in terms of even better presented work now that so many pupils have mastered the art of creating pages using computers. Many can now research using CDROMs and the internet and present information using different lay outs and fonts, incorporating photographs from the digital camera. The woodland and the Bleasdale locality would provide ideal opportunities to use these skills.
31. Many of the activities designed to be undertaken using the woodland or pond, for example, are tasks that could be completed by the youngest children or the oldest. This way of working is very good in that it accentuates the collegiate ethos within the school, but can sometimes underestimate what the highest attainers could produce and not provide enough guidance for the lower attainers. A coherent curriculum could rectify this effect by providing an indication of how activities could be altered or extended to present a more appropriate level of challenge. The current open-ended approach also provides no indication of what might be done in the next key stage to further the work undertaken in the one before. Thus a child studying water boatmen at the age of seven might go no further into the topic when they reached the age of 11.
32. The quality of much of the work produced by the pupils is high and rightly recognised as being so by the British Naturalist Association, for example. The work undertaken as a result of a more coherent curriculum would be designed to make the standards even higher.

### **WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?**

33. Strengthen the teaching and learning related to the woodland and other local studies even further. To do this they should:

- produce a written curriculum that ties all the previous initiatives together; and
- design activities that offer appropriate challenges to each pupil's level of attainment.



## PART C: SCHOOL DATA AND INDICATORS

### *Summary of the sources of evidence for the inspection*

Number of lessons observed	6
Number of discussions with staff, governors, other adults and pupils	5

### *Summary of teaching observed during the inspection*

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
17	83	0	0	0	0	0

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

### *Information about the school's pupils*

#### **Pupils on the school's roll**

	Nursery	YR – Y 6
Number of pupils on the school's roll (FTE for part-time pupils)	N/A	33
Number of full-time pupils eligible for free school meals	N/A	0

*FTE means full-time equivalent.*

#### **Special educational needs**

	Nursery	YR – Y 6
Number of pupils with statements of special educational needs	N/A	1
Number of pupils on the school's special educational needs register	N/A	1

#### **English as an additional language**

	No of pupils
Number of pupils with English as an additional language	0

#### **Pupil mobility in the last school year**

	No of pupils
Pupils who joined the school other than at the usual time of first admission	0
Pupils who left the school other than at the usual time of leaving	1

### ***Attendance***

#### **Authorised absence**

	%
School data	5.0
National comparative data	5.4

#### **Unauthorised absence**

	%
School data	0.0
National comparative data	0.5

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

### ***Attainment at the end of Key Stages 1 and 2***

The numbers of pupils are too small for the data to be published.

### ***Ethnic background of pupils***

	No of pupils
Black – Caribbean heritage	0
Black – African heritage	0
Black – other	0
Indian	0
Pakistani	0
Bangladeshi	0
Chinese	0
White	33
Any other minority ethnic group	0

*This table refers to pupils of compulsory school age only.*

### ***Exclusions in the last school year***

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

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

**Teachers and classes****Qualified teachers and classes: Y R – Y 6**

Total number of qualified teachers (FTE)	2.2
Number of pupils per qualified teacher	15
Average class size	12

**Education support staff: Y R – Y 6**

Total number of education support staff	2
Total aggregate hours worked per week	33

**Qualified teachers and support staff: nursery**

Total number of qualified teachers (FTE)	N/A
Number of pupils per qualified teacher	N/A

Total number of education support staff	N/A
Total aggregate hours worked per week	N/A

Number of pupils per FTE adult	N/A
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*FTE means full-time equivalent.*

**Financial information**

Financial year	1998/99
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	£
Total income	94090.57
Total expenditure	93637.00
Expenditure per pupil	3601
Balance brought forward from previous year	15409
Balance carried forward to next year	15862

## ***Results of the survey of parents and carers***

### **Questionnaire return rate**

Number of questionnaires sent out	62
Number of questionnaires returned	39

### **Percentage of responses in each category**

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	62	38	0	0	0
My child is making good progress in school.	79	21	0	0	0
Behaviour in the school is good.	79	21	0	0	0
My child gets the right amount of work to do at home.	64	26	5	2.5	2.5
The teaching is good.	77	23	0	0	0
I am kept well informed about how my child is getting on.	72	28	0	0	0
I would feel comfortable about approaching the school with questions or a problem.	72	28	0	0	0
The school expects my child to work hard and achieve his or her best.	85	15	0	0	0
The school works closely with parents.	77	23	0	0	0
The school is well led and managed.	82	18	0	0	0
The school is helping my child become mature and responsible.	82	18	0	0	0
The school provides an interesting range of activities outside lessons.	59	41	0	0	0