

INSPECTION REPORT

Ireleth St Peter's CE Primary School

Kirkby Road, Ireleth

LEA area: Cumbria

Unique reference number: 112415

Head teacher: Mr C Brooksbank

Reporting inspector: Mr A Smith
18037

Dates of inspection: 26 – 28 June 2000

Inspection number: 190468

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

© Crown copyright 2000

This report may be reproduced in whole or in part for non-commercial educational purposes, provided that all extracts quoted are reproduced verbatim without adaptation and on condition that the source and date thereof are stated.

Further copies of this report are obtainable from the school. Under the School Inspections Act 1996, the school must provide a copy of this report and/or its summary free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

INFORMATION ABOUT THE SCHOOL

Type of school:	Infant and junior
School category:	Voluntary aided
Age range of pupils:	4 to 11
Gender of pupils:	Mixed
School address:	Kirkby Road Ireleth Askam-in-Furness Cumbria
Postcode:	LA16 7EY
Telephone number:	01229 462753
Fax number:	01229 464145
Appropriate authority:	The governing body
Name of chair of governors:	Reverend Canon Sanderson
Date of previous inspection:	November 1996

INFORMATION ABOUT THE INSPECTION TEAM

Team members		Subject responsibilities	Aspect responsibilities
A Smith	Registered inspector	Science	What sort of school is it?
		Information technology	The schools results and achievements
		Art	Leadership, management, efficiency
		Under fives	Accommodation
		Special educational needs	What should the school do to improve further?
T Smith	Lay inspector		Attendance
			Links with the community
			Welfare, health, safety, child protection
			Monitoring of personal development and attendance
			How well does the school work in partnership with parents
J Lafford	Team inspector	English	How well are pupils taught?
		Geography	Pupils' spiritual, moral; social and cultural development
		History	Personal support and guidance
		Physical education	Efficiency
			Resources
D Routledge	Team inspector	Mathematics	Pupils' attitudes, behaviour and personal development
		Design and technology	Curriculum
		Music	Assessment and monitoring of academic performance
		Equal opportunities	Staffing

The inspection contractor was:

Eclipse (Education) Limited
14 Enterprise House
Kingsway
Team Valley
Gateshead
NE11 0SR

Tel: 0191 487 2333

Any concerns or complaints about the inspection or the report should be raised with the inspection contractor. Complaints that are not satisfactorily resolved by the contractor should be raised with OFSTED by writing to:

The Registrar
Inspection Quality Division
The Office for Standards in Education
Alexandra House
33 Kingsway
London
WC2B 6SE

REPORT CONTENTS

	Page
PART A: SUMMARY OF THE REPORT	5
Information about the school	
How good the school is	
What the school does well	
What could be improved	
How the school has improved since its last inspection	
Standards	
Pupils' attitudes and values	
Teaching and learning	
Other aspects of the school	
How well the school is led and managed	
Parents' and carers' views of the school	
PART B: COMMENTARY	
HOW HIGH ARE STANDARDS?	10
The school's results and achievements	
Pupils' attitudes, values and personal development	
HOW WELL ARE PUPILS TAUGHT?	13
HOW GOOD ARE THE CURRICULAR AND OTHER OPPORTUNITIES OFFERED TO PUPILS?	14
HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?	15
HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS	16
HOW WELL IS THE SCHOOL LED AND MANAGED?	16
WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?	19
PART C: SCHOOL DATA AND INDICATORS	20
PART D: THE STANDARDS AND QUALITY OF TEACHING IN AREAS OF THE CURRICULUM, SUBJECTS AND COURSES	24

PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Ireleth St Peter's CE Primary School is a small primary school situated in the village of Ireleth which lies to the north of the larger village of Askam-in-Furness in Cumbria. There is a broad mixture of housing in the village, although the majority is privately owned. The school has no nursery, though most of its pupils receive nursery education at the other primary school which serves the area. The attainment of pupils on entry to the school broadly reflects the national average and represents the full ability range.

There are 43 boys and 48 girls currently on roll. The 91 pupils aged 4 to 11, are taught in four classes, all of which contain pupils from at least two year groups, and one class which contains pupils from three year groups. Two pupils have English as an additional language and this is lower than in most schools. The percentage of pupils from minority ethnic backgrounds (5 per cent) is broadly about the national average. Approximately 19 per cent of pupils are eligible for free school meals which is about the national average. The percentage of pupils identified as having special educational needs (30 per cent) is above average as is the number of pupils with statements of special educational needs (3 per cent). There have been no significant changes in the school's characteristics since the last inspection.

HOW GOOD THE SCHOOL IS

Ireleth St Peter's Primary School is a caring school, which is steadily improving. Pupils enter the school with levels of attainment, which are broadly average. They make steady progress, and by the end of Key Stage 2 their attainment is average. However, it is clear from work seen during the inspection that standards are rising mainly as a result of good teaching and the very good attitudes of pupils. The leadership and management of the school are good. The school provides good value for money.

What the school does well

- The leadership and management of the school are good.
- The quality of teaching is good.
- Pupils are very keen to come to school and learn.
- The school provides a very caring atmosphere; staff and pupils enjoy very good relationships and behaviour is very good.
- The school provides good value for money.
- The quality of information provided for parents is very good.

What could be improved

- The procedures for observing and evaluating teaching and learning in the school.
- The role of the curriculum co-ordinators.
- The adequacy of the accommodation.
- The amount of time available to the head teacher to manage the school.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school has made good improvement since the last inspection, which took place in November 1996. The head teacher and governing body have responded well to the outcomes of the previous inspection. The school has raised standards of pupils' attainments in music throughout the school. It has raised standards in art, information technology and design and technology at Key Stage 2. In addition, in English, mathematics and science, end of Key Stage 2 results show a trend of improvement despite a dip in 1998 which was the result of the high proportion of pupils with special educational needs in that class of Year 6 pupils. The school met its targets in 1999. It has set challenging but realistic targets for the next two years which it is likely to achieve. The head teacher and staff work in a good partnership with the governing body and have established a co-ordinated programme for school development. The current school development plan effectively

identifies areas that need to be improved.

The school now provides a curriculum, which meets all statutory requirements and reflects the aims of the school. There are policies and programmes of work for all subjects. The school provides good support and guidance to pupils through the effective tracking of their academic development. The school has improved the quality of teaching and learning since the last inspection. The school has worked hard to increase and improve the accommodation. During the week of the inspection, the school received news that it has received full financial backing for its plans to expand and improve its accommodation. This expansion, which is planned to begin shortly, will fully remedy current accommodation failings. It is judged that the school has the capacity to maintain this good level of improvement.

STANDARDS

The table shows the standards achieved by 11 year olds based on average point scores in National Curriculum tests.

Performance in:	Compared with				Key
	All schools			Similar schools	
	1997	1998	1999	1999	
English	C	E	B	B	Well above average Above A average B
Mathematics	D	E	D	E	Average C Below average D
Science	C	E*	E	E	Well below average E

The table shows that in the 1999 national tests for 11 year olds, the school's results were well above the national average in English, below the average in mathematics and well below the average in science. When compared with similar schools, pupils performed above average in English, and well below average in mathematics and science. These results show a significant improvement from those of 1998 but it is important to note that the school results over the past three years show considerable fluctuation from year to year. These fluctuations are inevitable in a school in which the year groups are so small. In 1998, for example, poor results were caused by the high proportion of pupils with special educational needs in that class of Year 6 pupils. However, the trend in English, mathematics and science is about the same as the national trend and results show an overall trend of improvement despite the dip in 1998. The school met its targets in 1999. It has set challenging but realistic targets for the next two years which it is likely to achieve.

Most importantly, the work seen during the inspection indicates that standards in English, mathematics and science by the age of 11 are in line with those expected of pupils of this age. In addition, it is clear from work seen in other age groups that standards throughout the school are rising, for example, standards of current Year 5 pupils are likely to exceed those expected of 11 year olds next year. This is mainly the result of consistently good teaching and the impact of the school's strategies for Literacy and Numeracy. Standards are judged to be appropriately high throughout the school.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	The pupils are very keen to come to school to learn. They work and play together very well. Throughout the school, the pupils show very good attitudes to their work.
Behaviour, in and out of classrooms	Standards of behaviour and discipline are very good. The pupils are polite, courteous and friendly to each other and to adults.
Personal development and relationships	The pupils' personal development is very good. Relationships between pupils and adults are excellent and this helps to create a very effective learning environment.
Attendance	Attendance has fallen slightly since the last inspection and is now just below the norm for primary schools. Punctuality is good.

There has been considerable improvement since the last inspection in the very good treatment of serious, individual behaviour problems. No bullying was seen or reported. Older pupils are often seen caring for younger friends and family.

TEACHING AND LEARNING

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

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

The quality of teaching was never less than satisfactory during the inspection. In 88 per cent of the lessons, the quality of teaching was good or better. The quality of teaching in English, mathematics, science and information technology is good. The skills of literacy and numeracy are taught well. Teachers have good subject knowledge and understanding. They have high expectations of what pupils can achieve. Learning is enhanced by the very good relationships between teachers and pupils. Teachers place a great deal of emphasis on praise and encouragement, particularly when pupils lack confidence. The school has improved the already high standard of teaching at the time of the last inspection.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The curriculum meets all statutory requirements and reflects the aims and objectives of the school. It successfully promotes pupils' intellectual, physical and personal development and prepares them well for the next stage of education.
Provision for pupils with special educational needs	The provision for pupils with special educational needs is good. These pupils are identified at an early age and given good support.
Provision for pupils with English as an additional language	Provision is good. These pupils are fully integrated into classes and make satisfactory progress.
Provision for pupils' personal, including spiritual, moral, social and cultural development	The school makes good provision for the spiritual, moral, social and cultural development of its pupils and has successfully built on the strengths evident at the last inspection.
How well the school cares for its pupils	The school takes good care of its pupils. Procedures promoting good behaviour and supporting pupils' personal development are good.

Parents are actively encouraged to support their children's learning, both at home and in school. Suitable homework is set regularly, and some parents work regularly in school where they provide valuable help for teachers. The standard of communication with parents is now very high. Parents receive very good information about their children's progress.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the head teacher and other key staff	The leadership and management of the school are good. Any questions or problems that may arise, are dealt with promptly and sensitively. There is a harmonious staff team and working environment. However, curriculum co-ordinators have little influence in their curriculum areas and lack a clear view of how their subjects can be improved.
How well the governors fulfil their responsibilities	The governing body is very supportive and very involved in the life of the school. Governors have specific curriculum support responsibilities, for example, in literacy, numeracy and information technology.
The school's evaluation of its performance	The head teacher is beginning to analyse the school's performance data. However, the information gained is not yet used as effectively as it could be and the school lacks a structure by which it can evaluate its own performance.
The strategic use of resources	The provision of staffing and learning resources is satisfactory. Accommodation is currently unsatisfactory, though this situation will shortly be significantly improved. The school makes very efficient use of resources.

The governors and head teacher, with excellent support from the finance officer, work hard to ensure that the school applies the principles of best value.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • Their children enjoy coming to school. • The standard of teaching in the school. • The school expects children to work hard. • The school works closely with parents. • The way in which the school helps children to be mature and responsible. 	<ul style="list-style-type: none"> • Homework. • The range of extra-curricular activities. • The leadership and management of the school. • The way the school handles questions and problems. • The progress their children make. • The behaviour of children in and out of school. • The information they are provided with about the progress their children make.

Inspectors agree with parents' positive comments but disagree with all the negative comments. Effective use is made of homework to help to consolidate and extend learning. The school provides a good range of extra-curricular activities, including sports, music and residential visits. The leadership and management of the school are good. Parents are welcomed into the school and are actively encouraged to support their children's learning. Pupils make steady progress as they move through the school. Standards of behaviour and discipline are very good. The quality of information provided for parents is very good.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and achievements

1 In the national tests for eleven year olds in 1999, the school's results were well above the national average in English, below the average in mathematics and well below the average in science. When compared with similar schools, pupils performed above the average in English, and well below the average in mathematics and science. These results show a significant improvement from those of 1998 but it is important to note that the school results over the past three years show considerably fluctuation from year to year. These fluctuations are inevitable in a school in which the year groups are so small. In 1998, for example, the poor results were caused by the high proportion of special needs pupils in that class of Year 6 pupils. However, the trend in the school's average points score for all core subjects is about the same as the national trend and the results show a trend of improvement despite the dip in 1998. The school met its targets in 1999. It has set challenging but realistic targets for the next two years which it is likely to achieve.

2 The work seen during the inspection indicates that standards in English, mathematics and science by the age of 11 are in line with those expected of pupils of this age. In addition, it is clear from work seen in other age groups that standards are rising throughout the school, for example, standards of current Year 5 pupils are likely to exceed those expected of 11 year olds next year. This is mainly the result of good teaching and the impact of the school's strategies for Literacy and Numeracy.

3 In the national tests for seven year olds in 1999, the school's results in reading were below the national average and in writing and mathematics, well below the national average. The standards achieved by pupils, when compared with those in similar schools, are below average in reading, well below in mathematics and very low in writing. Teacher assessment in science was just below the national average. The trend over time at the end of Key Stage 1 has been a downward one since 1997. However, the work seen during the inspection indicates that by the end of Year 2, pupils' reading, writing and speaking and listening skills are in line with those expected nationally. Standards in science match the level expected of seven year olds. Standards in mathematics are above expected levels at the end of Key Stage 1. There is a clear discrepancy between test results and inspection findings at both key stages. This is the result of significant numbers of special educational needs pupils within very small year groups which is affecting percentage outcomes in tests, and causing significant variation from year to year. Despite these discrepancies, it is clear from the findings of the inspection, that this is a school which is improving and in which standards are rising in all classes. There were no significant variations in the achievement on boys and girls.

4 Children enter the reception class with a range of attainment, which is typical for four year olds. In personal and social development they make good progress. They grow in confidence and independence through carefully planned opportunities in lessons, for example, when they discuss the differences between life as it is now and as it was in Victorian times. They make good progress in language and literacy. They develop speaking and listening skills well through the many wide-ranging activities planned for them. They respond confidently to stimulating questions which extend their vocabulary and encourage them to speak clearly in sentences, for example when they answer questions in story time.

5 Children make good progress in mathematics. Many are beginning to be aware of addition and subtraction activities and are learning how to tell the time. Children make steady progress in developing their knowledge and understanding of the world. They talk about where they live, their families and events in their own lives. They are able to talk very simply about the progress they make in school, for example when they discuss what they could do when they started in the reception class and what they can do now. In creative development, children make good progress and achieve well. They paint imaginative pictures and investigate well the use of colour. Children make sound progress in their physical development. They hold pencils correctly when writing or drawing and are able to cut accurately with scissors, for example when cutting circle shapes in pattern making.

6 Children make steady, and often good progress in the reception class and by the age of five the majority are likely to achieve the Desirable Learning Outcomes for pupils entering compulsory education in all areas of learning for children under five years of age.

7 In English, pupils make steady progress and by the end of Years 2 and 6, their reading, writing, and speaking and listening skills match the levels expected for their age. By the end of Key Stage 1 pupils read a selection of literature during the literacy hour. They express their opinions about the stories and they use a wide range of strategies when reading, such as phonics and context cues. Most can read competently for pleasure and to obtain information. At the end of Key Stage 2 most pupils read fluently. Pupils in Years 3 and 4 respond well to the teacher's high expectations when they compare works of Roald Dahl for implicit and explicit description. They further their understanding of this by comparing extracts from different authors.

8 Pupils in Key Stage 1 concentrate for long periods and listen to others well while waiting their turn to speak. By the end of the key stage listening skills are well developed and pupils respond well to teacher's instructions. In Key Stage 2 lessons, teachers try to involve as many pupils as possible in oral work and are successful in getting many of them to speak at length. Teachers use question and answer techniques very skilfully to get pupils to speak.

9 By the end of Key Stage 1, most pupils can write simple sentences with the most common words spelt correctly and with basic punctuation. Teachers place great emphasis on writing skills. Pupils' work shows that the highest attainers are capable of sustained, accurate writing. By the end of Key Stage 2 the majority of pupils are able to write fluently, accurately and at length. All pupils write for a wide range of purposes, for example, when they discuss and compare characters such as Wackford Squeers and they compare and contrast descriptive styles in Years 5 and 6.

10 Pupils at both key stages make steady progress in developing mathematical knowledge and understanding through the use of practical and investigative skills. By the end of Key Stage 1 standards in mathematics are above expected levels and are typical of 11 year olds at the end of Key Stage 2. At the end of Key Stage 1, pupils readily answer questions about the three and five times tables. They use correct mathematical names for different shapes and very carefully display black and white tessellating patterns. By the end of Year 6, pupils calculate in fractions and decimal fractions, record temperatures and measure angles accurately. They work out differences between two, three, four and five figure numbers in their heads and calculate the area of simple compound shapes.

11 By the end of both key stages, pupils' attainment in science matches the levels expected for their age and they make consistently steady progress throughout the school. By the end of Key Stage 1, pupils know how to make a circuit and name five appliances, which use electricity. By the age of 11, the majority of pupils recognise the need for fair tests and demonstrate how to alter one variable without affecting the others as when they compared heat retention properties of three duvets. Pupils make steady progress in developing their information technology skills and by the age of seven and 11 their attainment matches the levels expected for their age. The school makes good use of computers to promote learning in other subjects particularly in English, mathematics and science. In both key stages pupils make good progress in developing their skills in art. In design and technology, geography, history, music and physical education pupils make steady progress.

12 In Key Stages 1 and 2 pupils with special educational needs make steady progress. These pupils are identified at an early stage and provided with good support both in their classrooms and when withdrawn in small groups for extra work. They make sound progress towards achieving targets identified in their individual learning plans.

13 Pupils' achievement and progress are satisfactory. Standards are rising throughout the school, particularly because of good teaching and the very good attitudes of pupils. The school has steadily

improved pupils' attainment since the last inspection and has the capacity to maintain this improvement.

Pupils' attitudes, values and personal development

14 The pupils are very keen to come to school and learn. They work and play together very well. The youngest children in school are very enthusiastic about the many interesting activities, which are prepared for them. Throughout the school, the pupils show very good attitudes towards their work. There is a confident approach to the tasks set by teachers, resulting in improving standards of work. Pupils co-operate very well in group investigations throughout the school. They are proud of their achievements.

15 Standards of behaviour and discipline are very good. No bullying was seen or reported. The pupils are polite, courteous and friendly to each other and to adults. Behaviour is consistently very good in and around the school. This, together with pupils' attitudes, has a very positive effect on teaching and learning in lessons. The pupils respect the teachers and other adults in the school, and they care for school property, including the school adventure playground used by all pupils. They are happy to share equipment and often help each other in investigations. Relationships between pupils and adults are excellent and this helps to create a very effective learning environment. This, in turn, is having a good impact upon standards throughout the school, which are rising.

16 The pupils' personal development is very good. They take advantage of opportunities to take responsibilities. They willingly take on the role of monitors, and older pupils are often seen caring for younger friends. This encourages the older pupils to act as good role models for others. The pupils respond well to the system of rewards in academic, sporting and social aspects of their work. The school has a good range of out-of-school activities, which are an important part of their preparation for citizenship.

17 This aspect of school life has improved considerably since the previous inspection, importantly in the very good treatment of individual behaviour problems. Each pupil has an equal opportunity to work and learn.

18 Attendance has fallen slightly since the last inspection and is now just below the national norm for primary schools. Unauthorised absence remains extremely low. Punctuality is good. Pupils usually arrive on time, and are settled in class promptly at the start of lessons.

HOW WELL ARE PUPILS TAUGHT?

19 The quality of teaching at both Key Stage 1 and Key Stage 2 is good. Good teaching ensures that standards of achievement are maintained and that pupils learn well. During the inspection no teaching was judged to be less than satisfactory. At both key stages teachers' knowledge and understanding are good and the teaching of basic skills is good in all subjects. Teaching ensures that the requirements of the National Curriculum are met in all subjects. The school has improved the already high standard of teaching at the time of the last inspection.

20 Teaching is characterised by very good planning and high expectations of what pupils can achieve. Teachers make effective use of time, for example, in their introductions to literacy and numeracy lessons, which have good pace, gain pupils' attention effectively and ensure that pupils are very well informed about the work they will be doing. In addition, teachers make good use of stimulating resources, particularly when they introduce new books in English lessons. Learning is enhanced by very good relationships between teachers and pupils. Work in the great majority of lessons is closely related to the needs of pupils and teachers prepare work that is well matched to the learning difficulties experienced by some pupils. For example, this results in tasks set for pupils with special educational needs being very well matched to the learning targets identified in their Individual Learning Plan. Learning assistants are well deployed and they give strong support to pupils with special needs. Teachers routinely make a point of sharing the learning objectives for the lesson with their classes. This means that at the start of the work pupils are clear about what is expected of them. Even the youngest pupils are expected to learn the correct vocabulary and terminology. Teaching appropriately meets the needs of boys and girls.

21 Teachers manage their classes well and set clear guidelines as to how pupils are to behave. They are expected to listen, both to the teachers and to other members of the class and to wait their turn to speak. As a consequence pupils learn well in what is usually a calm, well ordered environment. Pupils who present behavioural problems are very small in number but they are dealt with firmly and consistently so that their behaviour has a minimal impact on the learning of others. Teachers use an appropriate range of methods that enable all pupils to learn effectively, for example, in mathematics lessons when pupils may be taught as a whole class, work in groups or on their own in the same lesson.

22 Teaching in English, mathematics, science and information technology is good. The National Literacy Strategy has been adopted throughout the school and teachers make very effective use of the daily literacy hour. Group discussions and attention to spelling and grammar ensure that pupils make good progress in their learning. In mathematics the National Numeracy Strategy is in place. It is clear that in English and mathematics, national strategies are having a good impact upon pupils' attainment. Lessons are rigorous and teachers use a variety of methods to stimulate number skills. In science, pupils' interest is stimulated by an investigative approach at both key stages. Teachers ensure that science contributes appropriately to their numeracy and literacy skills. Pupils are acquiring sound computer skills as they are expected to use information technology to effectively support their work in most subjects.

23 Teachers place a great deal of emphasis on praise and encouragement, particularly when pupils lack confidence. They mark pupils' work regularly and they usually tell them how they can improve their work. They assess their pupils' day to day progress well. Effective use is made of homework to help to consolidate and extend learning. All pupils regularly take home reading books and extension activities to support learning, particularly in English, mathematics and topic work.

24 Throughout the school, pupils show very good attitudes towards their work. They display a confident approach to the tasks set by teachers, resulting in improving standards of work. Pupils co-operate very well with each other, for example, when they carry out investigations in science. They show good application of intellectual, physical and creative effort in their work. Lessons are productive and pupils work hard at a good pace, for example, when they make very good use of the Internet to support their studies in Geography. They show good interest in their work and sustain concentration well, as when they sing with enjoyment in music lessons.

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

25 The school provides an effective curriculum, which meets statutory requirements in all subjects except physical education where the range of physical activities is restricted by the present unsatisfactory level of accommodation. The curriculum effectively reflects the aims and objectives of the school. The curriculum for children under five is good and based on the nationally recommended areas of learning. The children benefit from a rich variety of first hand experiences, both within and beyond the classroom.

26 The curriculum in Key Stages 1 and 2 is good. It covers all the areas of the National Curriculum, and the school has succeeded in maintaining a good subject balance despite an increased emphasis on literacy and numeracy. The planning and staff training for literacy and numeracy has ensured the effective introduction of these strategies, with teachers using them in practice in an effective manner. Trends shown in the national tests at 11 indicate that standards are rising in both subjects. Inspection findings show that this improving trend can be seen throughout the school.

27 In Key Stage 1, work is often successfully linked to the pupils' own interests and experiences. Lessons are given added relevance by imaginative cross-curricular links. For example, when pupils in Year 1 make effective use of the Internet to support their study of frogs in science. In all subjects teachers are making good use of the new guidance in the Qualifications and Curriculum Authority (QCA) documents. These are focusing and improving the range of opportunities presented to the pupils. While subject co-ordinators generally give sound leadership to developments to their curriculum area, their individual subject expertise is being insufficiently exploited through both key stages. They have limited opportunities to observe, evaluate and improve teaching and learning in their subjects throughout the school

28 The curriculum successfully promotes pupils' intellectual, physical and personal development and prepares them well for the next stage of education. Children under five move securely and confidently into National Curriculum work. Links with the local secondary school ensure a smooth transition between Key Stages 2 and 3. Year 6 pupils experience full induction days in advance of their transfer. There are joint programmes of work for less able pupils, which enable them to move from one school to another with confidence.

29 The governors have a suitable policy for sex education, and drugs awareness is well planned in personal, social and health education lessons. The school nurse and the local police liaison officer make valuable contributions to the life of the school when they visit to talk with the older pupils on sex education and to increase their awareness of drugs.

30 Equality of access to learning is taken as an important curriculum entitlement in school planning. The needs of pupils on the register for special educational needs are fully met. As a result of good assessment procedures, these children, including gifted and talented children are identified early and there are effective procedures in place to provide very well for their needs. Individual education plans are detailed, with clear targets for improvement.

31 There are policies and programmes of work for all subjects. These are closely linked to the National Curriculum and local education authority guidance. Teachers in parallel classes work effectively to ensure similar provision for all pupils in year groups. Planning for all subjects and years is good with all teachers using a common short-term weekly form. The school has mapped out a long-term plan of its curriculum to ensure that there is an ordered sequence to pupils' learning and that topics are not repeated. On this base teachers effectively plan the work for each class. This is an improvement on the previous inspection report, and ensures that pupils' curricular needs are appropriately and effectively met. The governors have established an effective staffing and curriculum sub-committee. Individual governors are linked to core curriculum subjects, special educational needs and information technology. They visit the school to observe how these subjects are planned for and taught.

32 The school provides a good range of extra-curricular activities, including sporting, musical and residential activities. Experiences have been enriched by theatre groups visiting the school, and a parent artist visits school to give effective support to the teaching of art. Visits are made to Manchester Science Museum and Oasis Wildlife Centre, and pupils stay away from home at Windermere and St John in the Vale. These allow opportunities for a range of exciting outdoor pursuits that develop pupils' skills, initiative and confidence.

33 Close links have been maintained with the church and good links, which have a beneficial effect on pupils' learning, have now been developed with the local community. Educational visits to places of interest and visitors to the school, such as theatre groups and sports professionals extend the work pupils do in class and provide first-hand experiences for them. Older pupils gain confidence from residential visits. Pupils regularly compete in various sporting competitions and also take part in a local music festival. Their awareness of the needs of others is enhanced through generous support for charity. Whilst there are no educational links with business and commerce, the school has successfully attracted donations towards the costs of building a new hall as well as sponsorship for its football and netball teams' sports kits. There is good liaison with the local secondary school, and transfer arrangements of pupils in Years 6, are effective.

34 The school makes good provision for the spiritual, moral, social and cultural development of its pupils and has successfully built on the strengths evident at the last inspection. Spiritual development is well promoted in the school's assemblies. These take the form of a collective act of worship in which pupils learn from stories, prayer, song and reflection and there is often the focus of a lit candle. Religious education lessons contribute strongly to the spiritual dimension.

35 Pupils, moral development is well promoted. The school teaches clear and consistent moral values which, contribute to the pupils' personal development and adults provide good role models for the pupils. School and class rules are clearly understood. Pupils are rewarded with praise and encouragement and academic, sporting and other achievements are celebrated. The staff are very effective in ensuring that pupils know what constitutes unacceptable behaviour and that they know right from wrong. The school's strong ethos promotes good relationships, care and consideration for others.

36 There is good provision for the social development of pupils. Teachers provide opportunities for them to work in groups and pairs and they respond well to this by working productively. Pupils are given a range of opportunities to take responsibility. For example, they collect registers and help the lunchtime assistants. They also help younger pupils when they are new to the school. Social development is also well promoted through a variety of trips one of which is residential. Teachers make good use of science and geography lessons to ensure that pupils consider environmental issues.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

37 Pupils' general welfare is promoted satisfactorily. They are supervised carefully and lunchtime routines are managed well. As a result the school functions smoothly. There are clear procedures for dealing with accidents and illness, and these are followed closely. Effective child protection arrangements are in place, with a member of staff having designated responsibility for liaising with outside agencies if cases of abuse are ever suspected.

38 Procedures for monitoring pupils' personal development are mostly informal, but effective. There are, however, informative comments about pupils' general conduct on their annual reports, and significant achievements are recorded in the Gold Book. The head teacher also keeps records of any incidents of serious misbehaviour. Attendance is monitored thoroughly. Registers are completed properly at the start of sessions and any absences that are not explained promptly by parents are investigated.

39 The school provides good support and guidance to pupils through effective monitoring of their academic development. Assessment information is being well used to guide curriculum planning and learning objectives are clearly identified. Planned assessment tasks form an effective part of this process and

individual pupil targets in Key Stage 2 benefit greatly from being related to assessment results.

40 Good use is made of the local authority baseline assessment and throughout the reception year assessments are made to chart children's progress. In all other classes, teachers have adopted consistently good procedures for assessment. The effective evaluation of Individual Education Plans aids short term planning for pupils with special educational needs. Significant improvement has taken place since the last inspection. The school has implemented target setting for individual pupils and short term planning is more focused on pupils' needs. In addition, a self-review and evaluation process has been established. Assessment is focused on the new curriculum action plan and assessment and marking are regularly reviewed.

41 The school provides an orderly, caring and safe environment for its pupils. Relationships between the pupils and the staff are very good. Pastoral care is the responsibility of the class teachers who, together with the learning support staff and lunchtime supervision staff, know the pupils and their families well. They are sensitive to the pupils' needs and are able to provide good personal support and guidance. Pupils with special educational needs are well supported and monitored by staff who ensure that the targets in their individual education plans are satisfactorily attained. Procedures for promoting positive behaviour are good and they are effective in dealing with rare cases of harassment and bullying. Pupils are aware of the standards of behaviour expected and usually conform to them. This creates a happy environment in which pupils are keen to learn.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

42 Parents express mixed views about the school. The greater majority indicate that they would feel comfortable approaching teachers if they had any worries or concerns, but a significant number consider that the school does not work closely with them. This is contrary to inspection findings. Parents are actively encouraged to support their children's learning, both at home and in school. Suitable homework is set regularly, and some parents regularly work in school where they provide valuable help for teachers, with music for example, or with extra curricular activities, such as football and netball. Others provide transport for sporting fixtures. Response to the home school agreement has been very good. The Friends Association remains active and provides generous support to the school through organised social and fund-raising events. Parents of new starters are introduced to the school with understanding and given clear guidance about its routines and expectations.

43 Parents also raised concerns about the behaviour of pupils at the school, the progress their children make and the leadership and management of the school. This is also contrary to inspection findings. Standards of behaviour and discipline are very good. The leadership and management of the school are good and pupils make steady progress throughout the school.

44 The standard of communication with parents has improved significantly since the last inspection and is now very high. Parents receive very good information about their children's progress, and those who raised concerns about this have no need to worry. Annual reports are very thorough and comprehensive. They give a clear indication about how pupils are getting on in all subjects as well as identifying areas where improvements could be made. Parents are also kept fully informed about life generally in school through various forms of correspondence and are regularly sent details to let them know what is being taught in class. The governors' annual report fully meets requirements, but the prospectus does lack the level of authorised absence. Parents of pupils with special educational needs are properly involved from the time the teacher has an initial concern, and are invited to all subsequent review meetings.

HOW WELL IS THE SCHOOL LED AND MANAGED?

45 The leadership and management of the school are good. The head teacher cares strongly about the school, the staff and the pupils. He has been very effective in creating a harmonious staff team and school environment which reflects most strongly the school aims as they are stated in the mission statement. As a result, relationships within the school are very good. This contribution of the head teacher has been achieved

with a near full teaching timetable.

46 This combination of a teaching and leadership role places excessive demands upon the head teacher which the governors may seek to reduce through a reduction in his teaching workload. This will, in turn, enable the head teacher to balance his time more equitably between school leadership and management and actual teaching.

47 The school has a clear set of aims and values that are shared by pupils, staff, parents and governors. The head teacher adopts a management style which ensures that the views of all staff are heard and valued and, as a result, all staff work together well as a team and the day-to-day management of the school is effective. They are well supported by a most efficient and very influential finance officer/school secretary who makes an excellent contribution to the life of the school. The head teacher manages and monitors the school's finances well, thereby ensuring compliance with the principles of best value. Grants given to the school, for example to support pupils with special educational needs are used well.

48 The head teacher is beginning to analyse the results of national tests well. These results are compared both to schools nationally and to schools with a similar proportion of pupils eligible for free school meals. From this analysis the head teacher and staff have identified areas for improvement and set realistic and challenging targets for the next two years. However, there is a clear, shared commitment to school improvement and to the raising of standards. This area has improved steadily since the last inspection.

49 Governors are very interested in, and supportive of, the school. They effectively meet their statutory requirements. An effective committee structure is in place and some governors have specific curriculum support responsibilities, for example in literacy, numeracy and information technology. Governors visit the school and talk with co-ordinators about teaching and learning in their subject. This has improved significantly since the last inspection and is now a strength of the school. The governors are fully involved in the construction of the school development plan and have a good understanding of the strengths and weaknesses of the school. In addition, governors play an active part in the daily life of the school, for example, the chair of governors takes school assembly. The school development plan identifies areas that need to be improved or developed. Time scales and the staff responsible for the improvements are identified. In addition, resource implications are indicated and success criteria shown. This is a significant improvement from the last inspection.

50 Most co-ordinators monitor teachers' planning but they have little influence in their curriculum areas and lack a clear view of how their subjects can be improved. There have been limited opportunities for some co-ordinators and members of the senior management team to monitor the work of colleagues. The school has no consistent, rigorous strategy for monitoring and evaluating teaching and learning with a view to raising the standards of attainment of pupils. In addition, co-ordinators have little participation in the decision making processes that affect their subject areas and are not fully aware of the part their subject can play in overall school development.

51 The school makes satisfactory provision for pupils with special educational needs. These pupils are identified at an early age and are provided with good support.

52 Although the school is managed well, its accommodation is unsatisfactory and there has been little improvement from the last inspection when the limitations of accommodation were a key issue. There are still severe limitations to the physical education curriculum and the day-to-day running of the school. The school has no hall or large space to serve as an assembly area, dining room or gymnasium. Whole school assemblies involve the daily disruption of two adjoining classrooms and the moving of furniture and resources. However, during the inspection, the school received long-awaited news that financial support has been given to their plans for significant expansion and improvement to the accommodation. This should enable the school to deal comfortably with the problems highlighted above.

53 The overall number, qualifications and experience of teachers and classroom assistants match the demands of the school's curriculum, including the needs of children under five and pupils with special educational needs. The pupil-teacher ratio is broadly average, and the school makes effective use of limited specialist teaching. New teachers have a good induction programme and receive good support from the Local Education Authority. The number of midday supervisors available to supervise the pupils during the lunchtime period is sufficient. Staff appraisal has been put on hold until formal performance management arrangements are in place. Staff development is a school strength and is well supported by well planned in-service training. The school receives very good quality administrative and financial support in good, well-established daily routines.

54 The provision of learning resources is satisfactory in all subjects. Since the last inspection the school has improved the number of fiction books available in classrooms. Books in the library are up to date in their content but insufficient in number. The school makes very good use of the local authority library service to ensure that pupils have access to the widest possible range of books. Facilities for the use of information technology are good.

55 The unit cost per pupil is high when compared with all primary schools but not when the requirements of a small school are taken into account. Arrangements for the administration of finances are good and expenditure is subject to checks for value for money. Money provided through specific grants is used appropriately. Long term financial planning is good and is linked to realistic development planning. The school's management has applied for and provisionally received a capital grant to expand the accommodation. Recent budgeting has made provision for this as the school retains a substantial amount of money from its budget to support this project. Present accommodation and resources are very efficiently used. The school has very good and efficient administrative support.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

56 In order to further improve the quality of education, standards and progress of the pupils the head teacher, staff and governors should;

- (1) Develop and implement a structured, consistent approach to the improvement of teaching and learning in the school by;
 - giving curriculum co-ordinators time to work alongside all their colleagues to observe, support and evaluate teaching and learning in their subject areas; (Paragraphs 50, 71, 80, 90, 94, 102)
 - ensuring that the head teacher and the senior teacher regularly observe, support and critically evaluate the work of teachers; (Paragraphs 46, 50)
 - establishing clear links between this strategy and subject and school improvement. (Paragraph 50)

- (2) Develop the role of curriculum co-ordinators by;
 - allowing them to participate in all the decision-making processes that affect their subject areas. (Paragraph 50)
 - giving time for co-ordinators to gain a clear view of how teaching and learning in their subject can be improved, and the standards of pupils' achievements raised; (Paragraphs 50, 71, 80)
 - making sure that co-ordinators are aware of the part their subject can play in overall school development. (Paragraph 50)

In addition to the above issues for action, the following issues should also be considered when the action plan is being written ;-

- increase the amount of time available to the head teacher to manage the school. (Paragraph 46)
- ensure that the problems regarding accommodation are finally resolved. (Paragraph 25)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	32
Number of discussions with staff, governors, other adults and pupils	27

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
3	19	66	12	0	0	0

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

Information about the school's pupils

Pupils on the school's roll	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	91
Number of full-time pupils eligible for free school meals	10

FTE means full-time equivalent.

Special educational needs	YR – Y6
Number of pupils with statements of special educational needs	3
Number of pupils on the school's special educational needs register	26

English as an additional language	No of pupils
Number of pupils with English as an additional language	2

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	9
Pupils who left the school other than at the usual time of leaving	2

Attendance

Authorised absence	%
School data	5.6
National comparative data	5.4

Unauthorised absence	%
School data	0.2
National comparative data	0.5

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

Attainment at the end of Key Stage 1

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	1999	5	9	14

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	3	2	3
	Girls	9	8	8
	Total	12	10	11
Percentage of pupils at NC level 2 or above	School	86% (87%)	71% (87%)	79% (100%)
	National	82% (71%)	83% (81%)	87% (84%)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	2	3	3
	Girls	8	9	9
	Total	10	12	12
Percentage of pupils at NC level 2 or above	School	71% (87%)	86% (100%)	86% (100%)
	National	82% (81%)	86% (85%)	87% (86%)

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

Attainment at the end of Key Stage 2

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	1999	9	6	15

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	8	5	5
	Girls	5	5	5
	Total	13	10	10
Percentage of pupils at NC level 4 or above	School	87% (60%)	67% (40%)	67% (33%)
	National	70% (65%)	69% (59%)	78% (69%)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	8	6	9
	Girls	5	5	5
	Total	13	11	14
Percentage of pupils at NC level 4 or above	School	87% (67%)	73% (67%)	93% (67%)
	National	68% (65%)	69% (65%)	75% (71%)

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

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	0
Black – African heritage	0
Black – other	0
Indian	0
Pakistani	0
Bangladeshi	0
Chinese	0
White	78
Any other minority ethnic group	4

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	4	0
Other minority ethnic groups	0	0

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

Teachers and classes

Qualified teachers and classes: YR – Y6

Total number of qualified teachers (FTE)	4
Number of pupils per qualified teacher	22.8
Average class size	22.8

Education support staff: YR - Y6

Total number of education support staff	2
Total aggregate hours worked per week	44

Financial information

Financial year	1999 - 2000
	£
Total income	237,708
Total expenditure	219,001
Expenditure per pupil	2,434
Balance brought forward from previous year	56,694
Balance carried forward to next year	75,401

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	91
Number of questionnaires returned	48

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	52	38	10	0	0
My child is making good progress in school.	44	33	17	6	0
Behaviour in the school is good.	25	46	21	6	2
My child gets the right amount of work to do at home.	28	46	13	11	2
The teaching is good.	53	33	9	2	2
I am kept well informed about how my child is getting on.	53	28	13	6	0
I would feel comfortable about approaching the school with questions or a problem.	71	15	2	12	0
The school expects my child to work hard and achieve his or her best.	52	27	19	2	0
The school works closely with parents.	40	44	6	8	2
The school is well led and managed.	34	40	6	19	0
The school is helping my child become mature and responsible.	40	40	10	4	6
The school provides an interesting range of activities outside lessons.	17	35	28	11	9

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

AREAS OF LEARNING FOR CHILDREN IN THE FOUNDATION STAGE

57 The children are admitted into the Reception class at the start of the year in which they reach five years of age. Most of the children entering Reception have attended the nursery in a nearby primary school or have attended playgroup. They join a mixed age class which includes children from Reception and Year 1. The results of the baseline assessments indicate that children enter the Reception year with a wide range of attainment which is typical for four year olds. At the time of the inspection, most of the children in the class were five. The inspection findings indicate that the large majority of children are likely to achieve the Desirable Learning Outcomes for pupils entering compulsory education in all the nationally recommended areas of learning for children under five years of age. Most of the children are ready for the early stages of the National Curriculum before the end of the Reception year and, in this respect their attainment is above average. They make steady, and often good progress because the teaching is mainly good and, on occasions, very good or excellent. There are very effective procedures in place to ensure that the planning matches both the needs of children under five and the needs of those children who have started the early stages of the National Curriculum. In these respects, the school has maintained and in some areas improved on the outcomes of the previous inspection.

58 The children make good progress in their personal and social development. They grow in confidence and independence through carefully planned opportunities in lessons, for example, when they discuss the differences between life as it is now and as it was in Victorian times. The children confidently ask and answer questions in front of others and demonstrate independence when dressing for physical activities. They move around the school in an orderly manner and know what is expected of them when tidying up after practical activities. The teacher is a very good role model for the children in terms of attitudes, values and relationships. She creates a secure and orderly atmosphere and helps children appreciate the need for rules and to develop a sense of right and wrong. As a result, children enjoy very good relationships with the teacher and classmates. They play together sensibly, for example, when they share equipment in a variety of play activities.

59 The children make good progress in language and literacy. They develop speaking and listening skills well through the many wide-ranging activities planned for them. They respond confidently to stimulating questions which extend their vocabulary and encourage them to speak clearly in sentences, for example when they answer questions in story time. They listen carefully to the teacher and to each other and respond readily to instructions about their chosen story book. The children develop a good interest in books and an enjoyment of reading. They learn early reading skills effectively and make good use of picture stories to help them recognise words. They talk well about events and characters in stories. More able pupils read fluently and suggest how stories might end. The majority of children are establishing secure writing skills, which they practise frequently. They know how to hold pencils and crayons and write letters with increasing accuracy. Some children write complete sentences. The teacher has very good knowledge of the literacy and language curriculum for the under-fives and of how young children learn and develop language. As a result of this and the high expectations of the teacher, the children make good progress in developing their speaking and listening skills as well as their reading and writing.

60 The children make good progress in mathematics. By the age of five, the majority have reached the recommended learning outcomes for five year olds and most are ready for the early stages of the National Curriculum. The children count up to twenty using alternate numbers. They buy goods from the class shop using 1p, 2p and 5p coins. They make effective use of mathematical language such as 'in front of' and 'bigger than'. They are familiar with number rhymes and counting games, for example, 'One, two button my shoe'. Children recognise, match, order and arrange numbers up to 10, and most recognise larger numbers in their everyday lives. Many are beginning to be aware of addition and subtraction activities and are learning how to tell the time. The quality of teaching is good and the teacher builds on what has previously been learned. Learning resources are used imaginatively to support childrens' learning.

61 Children make steady progress in developing their knowledge and understanding of the world. They talk about where they live, their families and events in their own lives. They are able to talk very simply about the progress they make in school as when they discussed what they could do when they started in the reception class and what they can do now. Children have a simple knowledge of the school and its layout and how to get to the school office or the dining area. They develop confidence in using a range of basic computer packages, mainly to develop their language and literacy skills. They work independently moving the cursor sideways and upwards across the screen to successfully match groups of objects to numbers.

62 The children make good progress and achieve well in creative development. They use a variety of art materials well, for example when they draw self-portraits with charcoal. Children make very good use of playdough and work with great enthusiasm to create a variety of imaginative shapes. The children create patterns in crayons to resemble African prints. They paint imaginative pictures and investigate well the use of colour. The children sing with enthusiasm and they have learned a wide range of songs during collective worship in assemblies and in class. They can vary the pitch and rhythm of the songs with accuracy and sing in time very tunefully.

63 The children make sound progress in their physical development. They hold pencils correctly when writing or drawing and are able to cut accurately with scissors, for example when cutting circle shapes in pattern making. Fine manipulative skills are being well developed as the children use pencils, felt-pens, brushes, scissors, needles and a range of materials. They make good use of construction kits or easily assembled materials. Children undertake physical education outdoors, although the absence of a school hall places a severe restriction upon the physical activities available to them. However, they make good use of the challenging outdoor play area and, as a result, the levels of attainment in balance and their ability to use apparatus with confidence have improved greatly.

64 The level of attainment noted in the last inspection report has been maintained and in some areas, improved. As a result of this, the early years provision is a strength of the school.

ENGLISH

65 The proportion of pupils reaching Level 2 or above in the 1999 tests in reading for the end of Key Stage 1 was below the national average. It was also below average when compared to schools of a similar type. This percentage shows a falling trend over the last few years despite a rise in 1997. On the basis of teacher assessments of speaking and listening skills pupils' scores were well below the national average. In writing the proportion achieving required levels was well below the national average and again, well below average when compared to similar schools. This also shows a fall over the last few years after a rise in 1997. In both reading and writing girls attained more satisfactory and higher levels than boys. This also applies on a national scale but the difference is more pronounced in the school's test results. In the Key Stage 2 national tests in English 1999 the percentage of pupils obtaining Level 5 or higher was well above the national figure and also well above average when compared with similar schools. Boys and girls performed equally well. The trend is one of improvement except for a fall in 1998. Fluctuations in attainment from year to year are inevitable in a school in which the year groups are so small. For example, it is currently higher in Year 5 than in Year 6. Similarly, discrepancies in attainment between girls and boys are more likely to occur because of the small numbers. However, inspection findings are that the overall trend is one of improvement.

66 Current levels of attainment match national expectations in both key stages. The evidence includes observation of literacy lessons in all year groups and a scrutiny of present and past work as well as discussions with pupils. Pupils in all year groups were also heard reading. Standards in reading and writing in both key stages are in line with those expected. Pupils enter the school with a wide range of language skills and experiences but testing shows that these are similar to those found among reception pupils in most schools. Pupils in Key Stage 1 demonstrate that they are able to concentrate for long periods and they are able to listen to others while waiting their turn to speak. By the end of the key stage pupils show very good

self control despite their enthusiasm. Listening skills are well developed and pupils respond well to teachers' instructions. In a Year 1 lesson, for example, they are expected to speak clearly to the rest of the class. In Key Stage 2 lessons teachers try to involve as many pupils as possible in oral work and are successful in getting many of them to speak at length. Teachers use question and answer techniques very skilfully to get pupils to speak. For example, in a lesson about the stories of Roald Dahl, almost all want to say something and showed a good deal of knowledge about the characters.

67 By the end of Key Stage 1 pupils read a selection of literature during the literacy hour. They express their opinions about the stories and they use a wide range of strategies when reading, such as phonics and context cues. Those who are not yet fluent readers cope well by using these methods. Most can read competently for pleasure and to obtain information. In a Year 2 literacy lesson, for example, they successfully find answers by reading a text. In another Year 2 lesson most pupils show that they are confident readers. They have sound understanding of basic punctuation. At the end of Key Stage 2 most pupils read fluently. Although a minority have difficulties they are able to self-correct using appropriate strategies and are able to read with understanding. There is much enthusiasm for reading as demonstrated in a Year 4 lesson when pupils were palpably keen to talk about the characters in Roald Dahl's stories. In another lesson pupils in Years 5 and 6 respond well to the teachers high expectations when they compare works of the same author for implicit and explicit description. They furthered their understanding of this by comparing extracts by different authors.

68 Standards of writing at the end of Key Stage 1 are in line with those expected nationally. Most can write simple sentences with the most common words spelt correctly and with basic punctuation. Teachers place great emphasis on writing skills. This means that pupils get sustained handwriting practice and are encouraged to write at length. Their work shows that the highest attainers are capable of sustained accurate writing. Most pupils make good progress in their spelling and in their understanding and use of punctuation. A minority still have difficulty with basic words but they achieve well because of the encouragement and guidance they receive from teachers and classrooms support assistants. By the end of Key Stage 2 the majority of pupils are able to write fluently, accurately and at length. All pupils write for a wide range of purposes. For example, they discuss and compare characters such as Wackford Squeers and they compare and contrast descriptive styles. They produced interesting and imaginative advertisements for a teacher at Dotheboy's Hall and discussed the arguments for and against the death penalty. In some cases the presentation of pupils' work is unsatisfactory. In the absence of a clear policy on presentation they use a variety of colours of ballpoint pen and often pencil.

69 The quality of teaching in English is good. No unsatisfactory teaching was observed during the inspection. The school has built upon the already satisfactory teaching at the time of the last inspection. This improvement is in part because of the more rigorous approach required by the National Literacy Strategy but also as a result of higher expectations of pupils' attainment. An example of this is a Year 1 and 2 handwriting lesson when all pupils worked enthusiastically throughout and made noticeable improvement in their joining of letters. In a combined class of Year 5 and 6 pupils they are required to compare the descriptive styles of authors while pupils in Years 3 and 4 successfully discuss conflicts between the characters in Roald Dahl's stories. Pupils learn well also because of teachers' very good planning. This results in a sequence of activities which engage the pupils throughout the lessons and ensure that they are suitably challenged. As a consequence, good use is made of the available time. In a class with both reception and Year 1 pupils for example, they are very keen to take part in the stimulating class reading activity and in the group work which follows. They improve their reading and writing skills through carefully thought out tasks.

70 Teachers have secure knowledge and understanding of both the subject and the requirements of the National Literacy Strategy. Pupils' learning is enhanced because teachers are good at assessing their attainment as a lesson progresses. They do this through careful monitoring of activities and through skilful use of questioning. Teachers manage their classes well and they set high standards of behaviour which they usually achieve. Occasional bad behaviour is dealt with well and has minimal impact on the pace of a lesson and on the learning of other pupils. The good, often excellent behaviour in lessons combined with the

positive attitudes of the overwhelming majority of pupils ensure that lessons are able to move at a brisk pace with a minimum of interruptions. Pupils work well both alone and collaboratively. Teachers are aware of the special educational needs of some of their pupils and ensure that they achieve well. Satisfactory use is made of information technology in English, usually for word processing. Homework is well used to support learning in English. The very good relationships between teachers and pupils make for a very stimulating learning environment.

71 The English curriculum meets the requirements of the National Curriculum. The National Literacy Strategy is in place and teachers are familiar with its structure. There is a range of procedures to assess pupils' attainment. The policy and schemes of work provide good structure and ensure continuity. There is a need for a whole school policy on presentation to ensure that some older pupils take pride in the appearance of their work. The subject is well managed and has strong leadership, though the co-ordinator has no time allocated to observe, support and evaluate teaching and learning in the subject. However, there is a clear vision of the way the subject is to develop. These combine with the good teaching and positive attitudes of pupils to provide good capacity for improvement. The quality and range of resources for English are satisfactory. Library provision is small and reflects the low number of pupils but the school has endeavoured to provide a satisfactory range of both fiction and non-fiction books by using the local authority library service.

MATHEMATICS

72 Inspection findings show that standards in mathematics are above expected levels at the end of Key Stage 1 and are at the level expected of 11 year olds at the end of Key Stage 2. This is an improvement on the 1999 results of statutory examinations, when results were well below national averages at the end of both key stages. Standards have varied annually since the previous inspection report and this is due to the differing abilities of small groups of pupils as they move through the school. Standards in mathematics are improving steadily as the numeracy strategy is being successfully introduced and pupils' skills are improved. A new confidence in mathematics is seen. The use of the local education authority support strategy has proved to be invaluable in teachers' planning.

73 At the end of Key Stage 1, pupils readily answer questions about the three and five times tables and count together in each value. They confidently add amounts such as 20p to larger and smaller sums and add and subtract money in shopping situations like, 'What is my change from 20p after spending 17p?'. They use correct mathematical names for different shapes and very carefully display black and white tessellating patterns. Daily sequences of work are correctly identified, and number sequences like 3, 6, 9 and 12 are easily recognised. The favourite colours of pupils are attractively graphed.

74 By the end of Year 6, pupils' displays of reflection and Rangoli patterns enhance the quality of the classroom environment. Pupils calculate in fractions and decimal fractions, record temperatures and measure angles accurately. They show good awareness of symmetry, know acute and obtuse angles and use prime and squared numbers. Pupils work out differences between two, three, four and five figure numbers in their heads, and calculate the area of simple compound shapes. They are confident in the use of number operations and have a good understanding of place value.

75 Pupils at both key stages make steady progress in developing mathematical knowledge and understanding through the use of practical and investigative skills. The youngest pupils follow the actions of wiggly worms, and match words to shapes very well. They tell the time and know about the quarters and halves of real things like cakes. Most can estimate the height of doors and the weight of parcels in centimetres and kilograms. By the time they are in Year 3, pupils work with equal fractions, tally traffic frequency and have made pictograms of car types. Venn diagrams illustrate favourite clothes, and considerable effort is represented in the design of a new school garden area. Progress in Years 4 and 5 mirrors the activity of other groups in mixed-age classes;

76 At both key stages, pupils with special educational needs whose attainments are below those typical

for their ages make sound progress in mathematics.

77 Mathematics is used effectively in a number of different subjects. In design and technology, pupils use their knowledge of shapes and measurement when designing, shaping and cutting. In history, they develop a sense of the passage of time and identify events on timelines. Co-ordinates in geography are used to locate different places and areas.

78 Pupils' responses to mathematics are very good. Their attitudes and hard work help to improve understanding and performance. They respect what others are saying when activities are explained and share practical equipment with care. Their behaviour gives very good support to the quality of learning in the subject.

79 Teaching in mathematics is good at both key stages. At times it is very good. Lesson preparation is very good, and teaching styles extend pupils' understanding and enable them to choose interesting investigative activities. Rewarding and reinforcing comments are based on good knowledge and understanding of the subject. The pace of lessons is sustained effectively, and realistic expectations are set for pupils of different ability. The use of computers is emphasised in policy and practice.

80 The management of mathematics is good and the subject meets the requirements of the National Curriculum. However, the co-ordinator has no opportunity to observe, support and evaluate teaching and learning in the subject. The policy and schemes of work for both key stages ensure that mathematical knowledge and understanding is developed through investigation and exploration. Resources are mainly based in classrooms and good use is made of them to increase the effectiveness of pupils' learning. Displays of mathematics across the school improve the appearance of the building and give good support to pupils' progress.

SCIENCE

81 In 1999, teacher assessments for pupils aged seven showed the performance in science to be slightly below national expectations in the percentage of pupils reaching the expected level 2. The percentage of pupils reaching the higher level was well above national expectations. When compared with similar schools, teacher assessments showed the percentage of pupils reaching level 2 to be slightly below the average. The percentage of pupils reaching the higher level was well above the average, when compared with similar schools. In the national tests for eleven year olds in 1999, the percentage of pupils reaching level four and level five was well below the national average, and well below average when compared to similar schools. On the basis of teacher assessments the percentage of pupils reaching level four was well above the national average and at level five, close to the national average.

82 Girls performed slightly better than boys. The trend is one of improvement except for a fall in 1998. Fluctuations in attainment from year to year are inevitable in a small school in which year groups are so small. It is, for example, higher in the present Year 5 than in Year 6. However, inspection findings are that the trend is one of improvement. By the end of both key stages, pupils' attainment in science matches the levels expected for their age and they make consistently steady progress throughout the school.

83 Pupils in the reception/Year 1 class make a sound start to an investigative approach to science when they explore what happens when a flower is placed in coloured water. They recognise and correctly name the main parts of the body. Pupils describe the main features of objects, for example, when they correctly list the objects which a magnet can, and cannot attract. They visit a pond to investigate the creatures that live there and can describe the main features of a water scorpion. By the end of the key stage, pupils know how to make an electric circuit and name appliances, which use electricity. They set up an experiment to study the effect of water and light on plants. Most pupils recognise and explain how the tests they carry out are fair and can explain what they have discovered from their work.

84 At Key Stage 2 this investigative approach to science is maintained. Pupils in Years 3, 4 and 5

study light and demonstrate how shadows are formed. They carry out a study of rocks and stones and describe how rocks can be broken down by nature. Pupils investigate how sugar dissolves in tea and make good use of a thermometer to experiment with hotter and cooler liquids. They investigate how the sound produced by blowing through a straw can be changed by varying its length. Pupils investigate organisms in a field and show good observation skills for example, when they identify food sources and chains. By the age of 11, the majority of pupils recognise the need for fair tests and demonstrate how to alter one variable without affecting the others, for example, when they test to compare heat retention properties of three duvets.

85 The quality of teaching in science is sound. Teachers plan activities well so that pupils are clear about what they are expected to learn. Lessons have good introduction, well chosen tasks and a plenary to enable the teacher to check what pupils have learned. Teachers circulate effectively to ensure that pupils stay on task and to provide them with help. Pupils learn well as a result of their positive attitudes towards science lessons. They behave well and maintain concentration for long periods.

86 The science curriculum covers the essential demands and range of the National Curriculum. Health and drug issues are incorporated into the programmes of study. The co-ordinator makes good use of a policy based on the national scheme of work. She plans work with a teacher colleague but has no opportunity to observe and evaluate teaching and learning in her subject. Resources in science are satisfactory and the school makes good use of the local environment to support pupils' learning. The school has made sound improvement since the last inspection.

ART

87 Very few art lessons were seen. However, sufficient evidence was available through the scrutiny of pupils' work, examination of classroom displays and discussions with pupils and teachers to enable judgements to be made. Pupils make good progress throughout the school in developing a range of artistic techniques and as a result attainment by the end of both key stages is good. This represents very good improvement from the previous report when a key issue for action was to raise the standards of pupils' attainments in art. This improvement has been the result of good teaching and a broad, balanced art curriculum.

88 Pupils in the reception and Year 1 class create patterns to resemble African prints. They use waste materials to make Chinese dragons and make effective use of charcoal to draw self-portraits. Years 1 and 2 use different fabrics to create a sunflower collage in the style of Van Gogh. They make clay tiles as part of a class mural to represent their school. They show good skills when they use pointed tools to engrave shapes, patterns and textures. Many pupils are able to evaluate their tile and make changes to their work based on their evaluations. In the Year 5 and 6 class, pupils make effective use of a picture framing technique to represent climatic styles in pastels. They study the techniques used by Picasso and make good use of charcoal to sketch facial expressions in the style of the artist.

89 The teaching of art is good. Teachers have a secure knowledge of art and teach skills and techniques well. Pupils have positive attitudes to art. They enjoy art lessons and work enthusiastically. When pupils in the mixed Year 1 and 2 class worked on clay tiles they maintained concentration for long periods.

90 The art curriculum is broad although it places more emphasis on the development of skills than on other aspects of art. The art co-ordinator is developing a policy and scheme of work that is based on the national scheme of work. The co-ordinator has no opportunity to observe teaching and learning in the subject. Resources are adequate.

DESIGN AND TECHNOLOGY

91 Though only one design and technology lesson was seen during the inspection, discussions with the co-ordinator, pupils and staff, and the scrutiny of previous work and displays enable the judgement to be

made that strengths in the subject are being improved since the previous inspection report. Pupils at both key stages show thoughtful design and evaluation in their work. They are proud of original constructions and much of their work gives strong support to cross-curricular learning, such as in constructions in the Kenya project. Displays of finished objects enrich the quality of the school's learning environment. A good variety of materials is used and equipment is arranged with increasing skill. This is a result of the good quality staff development provided by the school. Resources are well organised and deployed in a central store. Information technology is used well, particularly when teachers develop activity books for this subject area. Pupils' completed work is shown to the whole school in achievement assemblies.

92 By the end of Key Stage 1, pupils are designing and making attractive 'Growing flowers'. They are making careful instruction guidelines and evaluating their effectiveness. Additionally, some pupils are designing and making stick dragons. At the end of Key Stage 2, pupils are using mature, making skills and selecting appropriate resources to make models in the style of Picasso, "Lady reading a book". Very effective musical instruments are made and evaluated. Toys, which might have been used at the end of the Second World War are being designed.

93 Progress in design and technology is sound for all pupils. In Year 1, they are making cloth, thread and tissue cats and spiders. Their designs and resources for rainbow fish are dramatically alive. Pupils are deeply engrossed in selecting interesting tasks and appropriate resources.

94 Pupils are keenly interested in the practical experiences of design and technology, and cheerfully discuss their completed work with visitors. The little teaching seen is good. The subject is very well managed by a very good co-ordinator who maintains an oversight of teachers' planning. However, she has no opportunity to observe teaching and learning in design and technology.

GEOGRAPHY

95 No geography lessons were observed during the inspection but the scrutiny of pupils' work shows that they are achieving expected levels at the end of both key stages. By the age of seven pupils recognise natural and man made features on a map and name the countries of the United Kingdom. Most pupils can name and use the points of the compass and can give directions. They use their numeracy skills when they conduct a traffic survey. They learn the names of the different kinds of vehicles and they then go on to consider the impact of traffic on the environment. Pupils have learned about the importance of comparing and contrasting different life styles and environments. They do this successfully when they do a sample study of a Jamaican village.

96 By the age of eleven pupils acquire satisfactory knowledge and skills in geography. Most are able to interpret maps of different scales and can estimate distances. They have good appreciation of map symbols and are competent at using a key. They can collect data using tally charts and are then able to present it in the form of bar charts. Pupils demonstrate that they are familiar with the positions of the oceans, continents and key mountain ranges of the world. They apply the skills they have learned when they study overseas locations such as Brazil and Kenya. These topics contribute strongly to pupils' understanding of other cultures and give rise to good written work. Evidence from written work also shows that pupils develop good appreciation of contentious environmental issues. They write about which forms of waste can and cannot be recycled and they weigh up the arguments for and against the building of a by-pass.

97 Although no geography teaching was observed pupils' work shows that teachers have high expectations of what pupils can achieve and that they have sufficient expertise in the subject to ensure that pupils learn well. They took the opportunity to further pupils' literacy skills when they wrote a letter to complain about fly-tipping and when they considered the arguments for and against the building of a by-pass. Vocabulary learning is further supported when pupils do some work on the derivation of place names. Lessons support numeracy when pupils collect data and draw and interpret graphs and charts. An example of this was when pupils collected weather data and compared climatic statistics. Since the last inspection teachers have endeavoured to ensure that work is well matched to pupils' attainment levels. Satisfactory use

is made of information technology to support learning in geography.

98 The subject has good leadership and is well managed. The schemes of work ensure that there is a broad and balanced curriculum and that there is continuity across the year groups. Procedures for the assessment of pupils' attainment in geography are still unsatisfactory but the new schemes of work will incorporate opportunities for assessment. Good use is made of the local area for investigative field-work and all older pupils take part in a residential course, which has a geographical component. The quality and range of learning resources for geography are satisfactory.

HISTORY

99 In history pupils are working at levels which match those of pupils of the same age. By the time they reach the end of Key Stage 1 they appreciate that things change over time. They understand that children in the past played with different toys and that clothes were different. They develop an appreciation of how peoples' daily lives have changed. For example, in a Year 1 lesson on a Victorian washday, pupils contrast modern methods of washing with those of Victorian times. They are able to name the implements and say what they were used for. They also learn that styles of building are associated with certain periods of history, such as Norman or Tudor.

100 By the age of 11 pupils understand the importance of source materials and that they often need to be treated with caution. With guidance most are able to sift through accounts of people and events and extract the relevant information. They have developed a good appreciation of chronology. They have good understanding of life and of the important events in Britain in the 1930s and their writing shows that they understand about many of the changes which have taken place, particularly those in social conditions and technology. Pupils' work shows that they acquire sound knowledge of the Ancient Greeks and they study the local area and understand how it has changed over time.

101 The quality of history teaching is good. Teachers plan activities well so that pupils are clear about what they are expected to learn. Their learning is good because of teachers' high expectations. For example, in a Year 4 lesson they were required to read some challenging texts and find relevant information. Pupils in Years 5 and 6 write at length about Britain in the 1930s. Teachers make good use of the literacy hour to further pupils' understanding of changes over time. For example, in a class with reception and Year 1 pupils they read about and compared a Victorian schoolroom with their own as part of their introduction to non-fiction books. Classes are well managed. Teachers circulate effectively, ensuring that pupils are on task and give help. There is strong emphasis on listening and speaking skills. The youngest pupils learn that it is important to express themselves clearly and that they must listen when others are talking. Pupils learn well because they have positive attitudes to lessons, behave well and are able to concentrate for long periods.

102 The subject has good management and leadership. However, the co-ordinator has no opportunity to observe, support and evaluating teaching and learning in history. The schemes of work provide a broad and balanced curriculum and ensure that there is continuity across the key stages and year groups. Procedures for the assessment of pupils' knowledge and understanding are unsatisfactory because they record what they have covered rather than what they have learned. However, schemes of work planned for September will have opportunities for assessment built into them. Resources for history are satisfactory and the school makes good use of local supplies of artefacts to support pupils' learning. Since the last inspection the school has succeeded in providing greater challenge for higher attaining pupils.

INFORMATION TECHNOLOGY

103 Pupils make steady progress in developing their information technology skills and, by the age of 11, their attainment matches the level expected for their age. This represents a significant improvement from the findings of the previous report when a key issue for action was to raise the standards of pupils' attainment in the subject. This improvement is the result of good curriculum leadership, improved teacher knowledge and understanding and good teaching. The school has substantially updated its computing resources and this has

given pupils increased access to computers. In addition, the school is making good use of information technology to promote learning in other subjects, particularly in English, mathematics and science.

104 The teacher in the reception class ensures that all pupils have good opportunities to use a computer to support their learning. Pupils use the keyboard and mouse to control what happens on the computer screen. They control a cursor effectively to move sideways and upwards, for example, when they use a program to dress a teddy bear. Pupils use the computer to write their own names and use the 'paint brush' effectively to make their own pictures. In Year 1, pupils make good use of the Internet to support science work on frogs. They make effective use of the keyboard, for example when they work on speech marks in English. By the end of Year 2, they use word-processors to write simple stories, and correct their mistakes. They use word banks effectively to extend their vocabulary. Pupils use art packages to draw simple pictures. They make good use of E-mail to maintain communications with another primary school.

105 In Key Stage 2 pupils continue to make steady progress. In Year 3, pupils make good use of computers to support their study of the Greeks, for example, when they use the Internet to find pictures of Greek vases. Year 4 pupils use a computer to provide graphics for science work packs and, in English use a storyboard template when they write stories. Year 5 pupils create their own table to collate information on poetry writing. They make very good use of the Internet to support their study of the weather. By the age of 11, most pupils effectively use information technology to organise, re-organise and analyse ideas and information, for example when Year 6 pupils use computers to support mathematical investigations in shape. Pupils with special educational needs make effective use of information technology and make steady progress.

106 The quality of teaching in information technology is good. Teachers make good use of the computer equipment, plan their lessons well and have improved subject knowledge. They clearly identify what they expect pupils to have learnt. Pupils have very good attitudes to information technology. They are very enthusiastic, enjoy working with computers and work well in pairs, supporting each others learning. Pupils listen well and pay good attention when teachers introduce and demonstrate new skills. They are keen to answer questions and contribute well to discussions. Pupils treat equipment sensibly and safely.

107 The head teacher, as co-ordinator, is developing a school policy and scheme of work that is based on the national scheme of work. He is seeking to provide a whole school approach to information technology. All staff have benefited from recent good quality in-service training provided by the Local Education Authority. Recent up-dated computer equipment provides a good level of resource to support this training. The co-ordinator has no opportunities to observe and evaluate teaching and learning in information technology, though he does monitor teachers' planning. No structured assessment is made of pupils' progress, but a portfolio is maintained of their work. This enables teachers to keep a check on the progress pupils are making.

MUSIC

108 Despite only two lessons being seen in music during the inspection, discussions with the co-ordinator and staff, and listening to pupils singing in collective worship enable the judgement to be made that standards in the subject have improved considerably since the previous inspection report judged them to be below expectations at the end of both key stages and that the curriculum did not meet National Curriculum. Good use is being made of local education authority skills and the co-ordinator and staff put considerable effort into the teaching of the subject. Good, new resources are in place, including the commercial scheme, "Sounds of music". Computer programs are used regularly, and music now features importantly in cross-curricular work. The subject's contribution to collective worship is valued highly by staff and pupils, and includes the playing of classical and modern music as pupils enter and leave assemblies.

109 Progress in music is clearly seen during singing in collective worship. Songs like, 'My shepherd and my friend' and 'God is love' are shared by all pupils in the school with enthusiasm and improving diction and pitch. The youngest children in the school revel in the much enjoyed and lively singing of nursery and

number rhymes like, 'Tommy thumb' and 'One, two, button my shoe'. Years 5 and 6 pupils are totally involved in the 'Sounds' poem and the rhythm of 'Jabber, jabber, gobble, cackle'. They understand crotchet, quaver and minim, and develop their own rhythmic patterns. Pupils' musical experiences are extended by opportunities to play recorders, brass and violins. They can identify the sounds of a variety of different instruments and can suggest how they express different moods.

110 Throughout the school all pupils respond to music with great enjoyment. They sing with enviable enjoyment in assemblies.

11 In the few lessons seen, the teaching was good and teachers enjoy their work in the subject. Their praise has a positive impact in improving pupils' performance. The co-ordinator does well to share personal expertise with colleagues as they come to terms with the commercial scheme.

PHYSICAL EDUCATION

112 By the end of Key Stage 1 pupils reach expected standards in physical education. They acquire skills and good co-ordination in running jumping, skipping and turning. They understand the importance of warming up before activity and respond well to the teachers' instructions. They have learned to make the best use of space. Most show that they can catch, throw, bounce and dribble a ball with reasonable accuracy.

113 By the end of Key Stage 2 at the age of 11 pupils attain standards which are in line with those expected nationally. In games most have acquired satisfactory basic skills in throwing, catching and in footwork. They can use these effectively to play small sided games. They show that they have developed good control of their movements and they can work imaginatively with others. They have sound knowledge of how to prepare for an activity. The pupils' strong motivation and ability to work with others contributes well to learning in this subject.

114 The quality of teaching in physical education was good in the small number of lessons observed. Teachers have good subject knowledge and this enables them to plan tasks which motivate pupils and allow them to achieve well. They use a variety of methods to sustain the interest of pupils and they make effective use of intervention to improve performance. This also helps to keep up the brisk pace of lessons. Teachers enhance learning by giving good individual encouragement and support to pupils of all abilities. Teachers manage their classes well and require high standards of behaviour. They stress the importance of warming up before activities and are strongly aware of safety needs.

115 Physical education has good leadership and management. The current curriculum for both key stages has severe constraints placed upon it by the unsatisfactory accommodation. The consequence of this is that provision for dance and gymnastics is very limited. However, pupils benefit from greater emphasis on ball skills and team games and all children in Years 2, 3, 4, 5 and 6 go swimming. Pupils' learning is well supported and enhanced by lunch-time and after school activities which enable them to apply and improve their skills in football, cricket and short tennis. Pupils compete successfully against other schools in football and short tennis. Recent plans and decisions about the expansion of the school's accommodation indicate that there is good capacity for broadening the curricular provision in physical education.