

INSPECTION REPORT

Chipping Brabin's Endowed School

Chipping, Preston

Full

LEA area: Lancashire LEA

Unique reference number: 119395

Acting Headteacher: Mrs Glynis Goldsbrough

Reporting inspector: David Cann
20009

Dates of inspection: 17 January 2000 - 19 January 2000

Inspection number: 190483

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Primary
School category:	Voluntary Controlled Endowed
Age range of pupils:	4 - 11
Gender of pupils:	Mixed
School address:	Longridge Road Chipping Nr Preston Lancashire
Postcode:	PR3 2QD
Telephone number:	01995 61596
Appropriate authority:	The governing body
Name of chair of governors:	Mr J Berry
Date of previous inspection:	18 - 21 November 1996

INFORMATION ABOUT THE INSPECTION TEAM

Team members		Subject responsibilities	Aspect responsibilities
David Cann	Registered inspector	Mathematics Science Information and communication technology Design and technology History Physical education	The school's results and achievements How well are pupils taught? How well is the school led and managed
Janet Butler	Lay inspector	Equal opportunities	Pupils' attitudes, values and personal development How well does the school care for its pupils? How well does the school work in partnership with parents
Vivien Wilson	Team inspector	Under fives Special educational needs Art Geography Music Religious education	How good are the curricular and other opportunities offered to pupils?

The inspection contractor was:

TWA Inspections Ltd
5 Lakeside
Werrington
Peterborough
Cams
PE4 6QZ

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33 Kingsway
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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

The school is a primary school for boys and girls 4 – 11 years old, which benefits from financial support from a local endowment trust. The number of pupils on roll has declined over the last three years and there are currently 49 pupils. Pupils' attainment on entry is broadly average. Sixteen pupils are on the special educational needs register, a figure which is slightly above the national average. There are no pupils from ethnic minority backgrounds.

HOW GOOD THE SCHOOL IS

Chipping Brabin's Endowed Primary School is an improving school which offers a good quality of education to its pupils. It works closely and effectively with the community, which it serves well. The school has undergone considerable change over the last 12 months as a result of the ill health and recent retirement of the previous headteacher. The acting headteacher and staff have worked very well together to minimise the disruption of necessary changes and have set realistic targets for school improvements which are being met. Standards of pupils' attainment by the age of 11 are sound or better in all subjects except information technology. Overall, the school provides sound value for money

What the school does well

- Pupils attain good standards in mathematics and science by the age of 11.
- The quality of teaching and learning is often good especially at Key Stage 2.
- The acting headteacher gives the school clear direction and works closely with both the staff and governors who support the school well.
- The assistance given to pupils with special educational needs is good which enables them to progress well.
- The supportive and caring approach of the school staff encourages good attitudes and behaviour among the pupils. Pupils are proud of their school and relationships are very good.
- Attendance is very good.
- The school is good at developing pupils' understanding of spiritual, moral, social and cultural issues. Pupils develop a good understanding of the contribution which they can make to the school and the wider community.
- The school has very good links with parents. They are encouraged into the school and to play an important part in extending their children's learning.

What could be improved

- Pupils' attainment in information and communication technology at both key stages.
- Pupils' writing skills, especially at Key Stage 1.
- The range of learning activities for pupils under five years of age.
- Teachers' understanding of their roles and responsibilities as subject managers.
- The school's plans for ensuring financial stability.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school was last inspected in November 1996 and many recommendations were made in the report. Significant improvements have been made which address most of them. The school has drawn up an effective development plan based on a high quality analysis of its performance and needs. The governing body is well informed and supports the school very effectively. The curriculum is better organised and the quality of teaching has been considerably improved. The school has adopted the national initiatives on literacy and numeracy and the schemes of work available to guide teaching in other subjects. Standards have been improved in mathematics, science, design technology and music. Pupils' attainment in information and communication

technology is still unsatisfactory but the school is currently implementing plans to improve teaching and resources.

STANDARDS

Pupils' attainments by the age of 11 are in line with or better than those expected nationally in all subjects except information and communication technology, where they are below expectations. In mathematics and science, pupils attain levels which are above expectations. By the age of seven, they attain levels which are in line with those expected from pupils of their age nationally in all subjects except writing and information and communication technology. On entry to the school children's skills are broadly average and they achieve appropriate levels of learning by the age of five. There has been a steady improvement in pupils' attainments over the last four years and the school has set itself realistic targets for the future. The small size of the year groups makes comparisons between the school's performance and national data unreliable so no table of results is included.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils are enthusiastic and value the atmosphere of the school.
Behaviour, in and out of classrooms	Very good; pupils are civilised, tolerant and behave well.
Personal development and relationships	Pupils develop a good sense of responsibility towards the community and relationships are very good.
Attendance	Pupils are keen to attend school

TEACHING AND LEARNING

Teaching of pupils:	aged up to 5 years	aged 5-7 years	aged 7-11 years
Lessons seen overall	Satisfactory	satisfactory	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 has improved since the last inspection. Of all the lessons seen, 58 per cent were satisfactory, 30 per cent were good and 12 per cent were very good. At Key Stage 2, 69 per cent were judged to be good or better. Teachers know their pupils well and give them lots of encouragement which helps to build their confidence. At Key Stage 2 teachers are particularly good at giving pupils a clear indication of the quantity and quality of work which they expect and this promotes high attainment. Literacy is taught satisfactorily in all lessons although there are insufficient opportunities for pupils to develop their writing skills. Numeracy is generally well taught both in mathematics and other lessons although mental mathematics activities do not always challenge all pupils in the mixed age classes.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	There is a broad and balanced curriculum for pupils at Key Stages 1 and 2 but children under five do not experience all the desirable areas of learning.
Provision for pupils with special educational needs	Pupils are identified well and given a good level of assistance
Provision for pupils' personal, including spiritual, moral, social and cultural, development	The staff are very good role models and develop pupils' understanding of spiritual, moral, social and cultural issues well.
How well the school cares for its pupils	Staff know the pupils well and provide them with good support.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The acting headteacher provides the school with clear direction. She works closely and effectively with the staff who are committed to improving pupils' attainments and the quality of education.
How well the appropriate authority fulfils its responsibilities	The governors fulfil their responsibilities well. They have recently assumed a much more active role and have given valuable support to the school in reaching important decisions on the school's future.
The school's evaluation of its performance	The acting headteacher, staff and governors have made a good start in evaluating the school's performance and have systems in place for continuing this programme effectively.
The strategic use of resources	The school makes good use of its resources.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
Their children like school Pupils make good progress There is good teaching The school works closely with parents The school is comfortable with questions and comments	Activities which take place outside school

Inspectors agree with parents' positive comments and have reported on parents' concerns to the school.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and achievements

1. Pupils' attainments by the end of Key Stage 2 are in line with or better than those expected nationally in all subjects except information and communication technology. In mathematics and science pupils attain levels which are above expectations. At the end of Key Stage 1 pupils attain levels which are in line with those expected from pupils of their age nationally in all subjects except in information and communication technology and in their writing skills.
2. Pupils' attainment in mathematics and science at Key Stage 2 has improved significantly since the last inspection. It has been maintained at a satisfactory level in English but has not improved in information and communication technology where pupils' attainment is still below expectations. The number of pupils in each year group is generally too small for reliable comparisons to be made with national figures. With a very small base number there are inevitably wide variations in the percentage of pupils attaining nationally expected levels. However, in 1999 tests and assessments in English, pupils' attainment was in line with the national average. Pupils' attainment in mathematics was above average and in science it was very high. Observation of the current cohort during the inspection confirms that attainment in English is in line with national expectations and is above expectations in mathematics and science.
3. In comparison with schools with a similar number of free school meals, pupils' attainment at Key Stage 2 is close to the average in English, above average in mathematics and very high in science. Significantly the number of pupils achieving above the nationally expected Level 4 was well above average in English and mathematics and very high in science. Teaching is successful in meeting the needs of both higher attaining and older pupils within the mixed age class at Key Stage 2.
4. At Key Stage 1 pupils' attainment is in line with national expectations in all subjects except in writing and in information and communication technology where they attain levels below expectations. In tests and assessments in 1999 pupils attained levels in reading, mathematics and science which were in line with the national average. In writing, pupils attained levels which were well below average. Observations of the current pupils during the inspection confirmed that pupils attained average levels in reading, mathematics and science but below average results in writing. In comparison with similar schools, pupils attained levels which were well below average in reading and writing and below average in mathematics. However, with small cohorts the percentage difference between average and below average is often dependent on the attainment of one pupil. Given the average level of attainment of pupils on entry, pupils' attainment is in line with expectations in reading and mathematics.
5. Over the last four years, the levels of attainment at Key Stage 2 have been close to the national average in English, mathematics and science with results improving steadily since 1997. The attainment of pupils at Key Stage 1 over the last four years indicates that pupils attain levels close to the national average in reading and mathematics but below average in writing. The attainment of boys has exceeded the national average overall. The attainment of girls has been below the national average in English and mathematics but above the national average in science. Over the last few years there have been a slightly higher number of girls than boys on the school's special educational needs register. Observations of the current attainment of boys and girls shows no significant gender difference at either Key Stage 1 or Key Stage 2. There are no pupils from ethnic minorities.

6. The improvement in pupils' attainment in mathematics and science reflects improvements in the quality of teaching since the last inspection. The school has effectively adopted the National Numeracy Strategy and is now helping pupils to gain confidence in using number in a range of investigative activities. Teachers make good use of a commercial scheme which places appropriate emphasis on all aspects. They test pupils regularly to monitor their progress and understanding of the work covered. Teachers are also extending pupils' learning effectively through practical activities such as compiling a database of pupils' preferences and in measuring and making articles in design and technology. In science at Key Stage 2 teaching draws on the expertise of a volunteer parent with specialist skills. There are very good practical sessions which help pupils to observe closely and think about the scientific principles which they encounter. Pupils' overall attainment in English has been maintained at a satisfactory level since the last inspection but their skills in writing have declined slightly. The current emphasis on reading and language analysis associated with the Literacy Hour has reduced the amount of time available for pupils to practise their writing skills. There are insufficient opportunities for pupils to write at length in subjects like history and geography and there is little use of information and communication technology for word processing.
7. Pupils attain levels in information and communication technology which are below expectations at both Key Stage 1 and Key Stage 2. Most pupils are confident about how to use the computer and have acquired considerable knowledge from home. However, few have had extensive experience of using computers in their school work recently although the school has many initiatives designed to redress this. During the inspection, pupils were receiving very good guidance from a parent volunteer to develop their knowledge of handling and presenting data in connection with their mathematics work. They are learning to use CD-ROM resources to research aspects of science and history. However, they have little experience of word processing or communication skills, and opportunities for pupils to create or produce fair copies of their work have been limited. Pupils used to produce their own in-house magazine but recent problems with the limited hardware available have prevented this. Pupils' attainment in modelling and control technology is in line with expectations at Key Stage 1 but insufficiently developed at Key Stage 2.
8. In religious education pupils attain levels which are in line with the local agreed syllabus. Pupils, including those with special educational needs, make satisfactory progress. By the end of Key Stage 1 pupils are aware that there are special places of worship for different people. By the time pupils are 11 they know that there are differences in people's understanding of God. They are learning about events in the book of Exodus as part of their programme about the leaders and founders of different faiths. Pupils understand that each set of beliefs has its own special books and objects.
9. In all subjects of the curriculum pupils make appropriate progress except in art where pupils develop above average skills at Key Stage 2. In art, they observe closely and take great care to develop their painting and drawing skills. The quality of the work produced is often very good and reflects the good quality of teaching. Pupils' attainment in music has improved since the last inspection and is now in line with the levels expected. Pupils' attainment in design and technology has improved since the last inspection. The school has introduced a curriculum which gives pupils a balanced experience of both designing and making and this has raised standards successfully.
10. By the time children are five years old, they have made satisfactory progress and most have achieved the early learning goals, which prepare them for the National Curriculum. They respond well to being with older pupils and have positive attitudes to their learning activities. In language and literacy they reach standards similar to others of this age. They make satisfactory progress in mathematics and attain average standards.
11. Pupils with special educational needs make good progress. Those with individual

educational plans achieve the targets set for them and are moved on to further areas of study as appropriate. They are well supported in class and withdrawal sessions. While higher attaining pupils achieve above average levels by the end of Key Stage 2 they are not set a regular programme of challenges in all subjects.

Pupils' attitudes, values and personal development

12. Pupils' standards of behaviour and attitudes to learning have continued to be high since the last inspection. They are keen to attend school and attendance levels are very good. There is no unauthorised absence.
13. They are enthusiastic learners and respond well in lessons, listening attentively, trying hard and taking pride in their work. Despite the wide range of ages found in each class, pupils are tolerant and patient when the needs of a different year group are being addressed.
14. At break times they play together harmoniously across all age groups and organise their own playground games. They are civilised and mature when eating together and relationships throughout the school are good. Pupils value the family atmosphere of the village school, and the way they all know each other well. They understand issues relating to bullying and do not feel that there is any significant problem. They are confident that should anyone feel unhappy it would be dealt with effectively and all know that they can talk to members of staff. They respect property and are polite and helpful. Pupils also respect the need for sanctions and the incidence of one short fixed-term exclusion last year indicates that the school will not tolerate extreme anti-social behaviour.
15. A few parents tend to feel that behaviour in the school is not good but there was no evidence of any inappropriate behaviour during the inspection, nor from interviewing the children. Similarly a few parents tend to feel that the school is not helping pupils to become mature and responsible. Again the inspectors could not uphold this concern.
16. Many pupils demonstrate a willingness to take on responsibility. In both classes they are responsible for a simple self-registration scheme, and most happily undertake classroom chores. In Key Stage 2 the pupils who are dinner monitors and those on the Eco-committee carry out their duties reliably and with an increasing understanding of relevant issues. The recent initiatives towards Eco-school status have demonstrated that the pupils have a very caring attitude towards their environment. All pupils in Years 5 and 6 have a first aid qualification.
17. Throughout the school, pupils' personal development is good. They become increasingly confident, considerate and independent. However, although in lessons pupils sometimes conduct their own research or provide resources like photocopies, they do not have structured opportunities to develop their learning independently.

HOW WELL ARE PUPILS TAUGHT?

18. Overall, 42 per cent of lessons were judged to be good or better with 12 per cent judged to be very good. The quality of teaching has improved since the last inspection when there was a significant minority of unsatisfactory and poor teaching. None of the lessons observed in the current inspection were judged to be less than satisfactory. At Key Stage 1 30 per cent of lessons were good. At Key Stage 2 half the lessons were good and 19 per cent were judged to be very good.
19. Throughout the school, teachers have good relations with pupils. The friendly, positive atmosphere which they create in class ensures that pupils approach their work with enthusiasm and interest. Teachers manage pupils well and maintain their attention. Even young pupils need few reminders about behaviour. Generally pupils support each other and

apply themselves to their work well. This is particularly evident at Key Stage 2 where older pupils are very good at helping others, especially younger ones.

20. Teachers' knowledge and understanding of their subjects is never less than satisfactory and often good. Where teachers lack confidence, as in music and in some aspects of information and communication technology, they are making good use of specialist teachers, volunteer and support staff as well as their own training to compensate for this.
21. The use of specialist teaching in music throughout the school has a very positive impact on the quality of pupils' learning. At Key Stage 2 very good use is made of volunteers to augment the quality of teaching by bringing in experienced and interested adults to stimulate pupils' learning. The school also encourages visitors to classes, such as the local police constable and the warden, a former pupil, from Beacon Fell wildlife park. These have clearly planned roles which assist pupils' understanding of specific areas of the curriculum. Good use is made of visits out of school to extend pupils' understanding of history, science and geography topics.
22. At Key Stage 2 teachers are particularly good at giving pupils clear guidance as to what is expected of them in terms of behaviour and attainment. Teachers explain what the learning objective is in the session and this is effective in helping pupils to become engaged in the activities. At the end of the lesson, teachers are good at leading discussions to identify whether pupils have achieved their objectives. There is often an opportunity for pupils to evaluate their own progress and set targets for themselves for future activities. At both key stages teachers are good at setting appropriate follow up activities which are often the focus of home-work assignments. Homework has been well managed this academic year and has made a valuable contribution to pupils' learning. It is appreciated by many parents as an opportunity to become more involved in their children's work.
23. Since the last inspection, teachers have significantly improved the way in which they set appropriate tasks for pupils of different ages. Where this is particularly successful, pupils progress effectively at their own pace and are stimulated by hearing about the work of others in plenary discussions. Teachers lead discussions skilfully to ensure that pupils of all ages can contribute and that questions are appropriate for all abilities. They generally make good use of support staff to monitor and promote learning in different activities within the mixed age classes. At Key Stage 2, younger pupils participate well in discussions in both English and history lessons and propose explanations as to why Anglo-Saxons settled where they did. At Key Stage 1 younger and higher attaining pupils benefit from following the ideas and activities of older pupils in a science lesson on electricity.
24. Teachers make effective use of the literacy strategy and organise daily lessons which are well planned and presented. There is good quality additional literacy support for pupils at Key Stage 2 who need reinforcement activities to aid their learning. Teachers generally have high expectations of pupils and give them clear indications as to how they can improve. However, Year 2 pupils, especially higher attainers, are not always fully challenged to develop their skills in writing. At both key stages, opportunities to extend pupils' experience of writing for different purposes are not fully exploited in subjects like science, history and geography.
25. Pupils' numeracy skills are satisfactorily developed through daily lessons which include an appropriate balance of written activities and plenary discussions. Teachers provide regular mental arithmetic sessions but do not always pitch questions at a level that challenges all pupils in the mixed age classes. They extend their learning and application of numeracy through practical activities linked to science, design and technology and geography. In handling data for a survey of preferred sandwich fillings pupils make good use of information and communication technology.

26. Teaching is not always successful in meeting the needs of children under five in reception. In a mathematics lesson, the mental arithmetic tasks set for the class were not understood by all younger pupils. Children do not always have sufficient support to learn at their own pace and gain experience and confidence through play activities.
27. Teachers plan their lessons in detail and respond sensitively to the observations which they make of pupils' understanding. However, staff do not all work to the same common format. While they evaluate their lessons well they do not always identify the criteria by which they will assess pupils' learning to help them to determine the effectiveness of teaching. In the main, teachers carry out informal assessments regularly and augment this by objective tests. Teachers maintain appropriate records of their observations and assessments and communicate effectively with support staff.
28. While teachers are good at encouraging pupils to play an active part in school and community life they do not yet develop independent study skills in a structured fashion. Some questioning sessions at Key Stage 2 are too tightly controlled by the teacher and do not give pupils the opportunity to reflect and make their own suggestions as to how they can solve a particular problem. In mathematics, a data collection task was presented to older pupils without giving them sufficient guidance to tackle the project effectively.

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

29. The school provides a satisfactory range of interesting opportunities for learning within the school timetable and outside the school day. The amount of time allocated to each subject is appropriate, with an hour devoted both to the teaching of literacy and to the development of pupils' numeracy skills every day. Since the last inspection there has been an improvement in the teaching of mathematics and design technology, and a considerable extension of opportunities for practical investigative learning in science as reflected in recent national test results. The curriculum for information technology, has improved but is still only barely satisfactory. The school teaches all subjects of the National Curriculum and religious education. Pupils receive a suitable programme of personal, social and health education, including teaching about matters concerning the misuse of drugs. The teaching is supported where appropriate, by members of the community, such as a police constable talking about bullying to pupils at Key Stage 1. Sex education is not taught directly, but themes related to new life and growth are linked with relevant subjects, such as science, health education and religious education.
30. Teachers organise a satisfactory learning programme overall, which is planned to develop pupils' learning skills according to their different ages and needs. However, teachers' responsibilities as curriculum managers are not fully defined and understood. The pupils with special educational needs benefit from a good level of support from teachers, classroom assistants and the specialist advisory services. Individual learning plans are designed to meet the needs identified by the school or by outside specialist staff. Additional learning support is well used to help these pupils to make the most of their abilities. Higher ability pupils are encouraged to take a full part in all aspects of the life of the school, although there is no structured programme for gifted pupils.
31. The children who are under five are taught in the same class as the pupils in Years 1 and 2. Whereas they benefit from sharing some of the teaching directed at the older pupils, not all of their learning activities have been specifically planned to ensure that they satisfactorily fulfil the needs of this younger age group. This is particularly noticeable in the lack of sufficient opportunities for outdoor play development. The quality and range of these younger children's learning opportunities are not always sufficiently directed to help them achieve the early learning goals.

32. The school has satisfactory arrangements for the teaching of literacy throughout the school, enhanced by the support of a classroom assistant appointed to work with Key Stage 2 pupils in this aspect of the curriculum. In Key Stage 1 the teacher helps the pupils to develop a sound level of basic skills in numeracy and in Key Stage 2 the strategy for teaching numeracy skills is good. Teachers also find opportunities for using other areas of the curriculum in the improvement of pupils' literacy and numeracy skills.
33. There is a suitable variety of out of school activities offered to pupils, including computer club, music, football and netball. The home-school link books explain homework learning targets which parents are encouraged to support and discuss with teachers. The school enjoys good relationships with local schools, sharing sport activities and joining with them in local community productions such as 'Noah' as part of the millennium celebrations.
34. Very good links have been formed with the local community. Parent and pupil representatives are members of the school Eco-committee. The vicar of St. Bartholomew's church talks to the pupils in some of their lessons and acts of worship. Visiting specialists enrich the pupils' learning experiences by sharing their expertise in art, science and environmental knowledge. Key Stage 2 pupils enjoy their interesting and stimulating lessons. Throughout the school pupils have well organised music lessons once a week from a visiting County Music Service teacher. The school also participates in village life by contributing entries to the annual Chipping Show.
35. The provision for spiritual development is good. Teachers promote pupils' awareness of Christian values and beliefs through discussion in class and during daily acts of worship. Bible stories and learning about other faiths make a good contribution to this aspect of pupils' development. In a video lesson about Judaism pupils made thoughtful comments about the sacred objects used by a boy preparing for his Bar Mitzvah, marking the time of his beginning to make his own decisions. Pupils have opportunities for stillness and reflection in music lessons, as seen in their total concentration on a passage of medieval choral music.
36. The school encourages a positive approach to teaching pupils to understand the difference between right and wrong. This is supported by a points system for encouraging good behaviour in the classroom and a simple code for the promotion of responsible playground behaviour. Class discussion and games for the practice of social skills allow pupils to explore ideas about the need for rules, responsibilities and care towards others. An example of this was observed in an exercise where pupils co-operated well in communicating with someone not in their usual playtime group. Bible stories and tales with a moral theme are also used as a focus on which pupils can balance different points of view.
37. The pupils' social development is well supported by giving them opportunities to make a real contribution to both the school and the village community. The issue of countryside conservation is a particular focus for this involvement. Pupils are developing their own wildlife area and a lesson from a Countryside Ranger helped them to understand the inter-dependence of human life and the earth's resources. The good relationships between staff and visiting adults present suitable role models for the pupils. The two small primary schools work well together in combining resources to enhance their pupils' sports experience.
38. This is a school with strong links with its local community. There is a sense of continuity evident in the interest of former pupils returning to help current pupils in literacy and conservation issues. Pupils are aware of traditional local crafts and learn about how their village has changed throughout its history. The Chipping Show is supported by contributions from the school each year. Since the last inspection the school's resources have been extended to include a collection of books and videos about different cultures. A

programme of teaching about the major world faiths is now being developed. Music lessons incorporate the singing of songs from other countries as heard in the rhythmic singing of an African response song by Key Stage 2 pupils.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

39. The school makes good provision for the support and guidance of its pupils by effective monitoring of their academic progress, their personal and social development and their welfare. In this respect the school has made improvements since the last inspection.
40. Several aspects of assessment have been improved including the introduction of a range of tests which give the staff a clearer picture of each child's attainment and progress. There is good day-to-day assessment of individuals and this information is used when planning the next stage of learning. Activities are now better matched to pupils' ages and abilities in Key Stage 2 but some more able children in Key Stage 1 are still not sufficiently challenged. Parents are kept informed on how to assist their children in reaching personal targets in the home-school link books. The revision classes held for last year's Key Stage 2 science National Curriculum test were very effective in helping the children to achieve high standards. The literacy skills of all pupils in Years 3 and 4 have been assessed in order to provide additional support for those in need. A good quality programme has been implemented which is having a significant impact on pupils' progress.
41. All staff know the children very well. They offer continuous daily informal guidance to modify and encourage good behaviour and good effort. Attendance is monitored and absences are followed up. Parents feel that there is very good support for pupils of all abilities. Pupils are rewarded for good work, good behaviour and community service; for example the members of the Eco-committee were presented with badges in recognition of their efforts. Pupils are offered guidance in health education and social issues, such as the talk given by a policewoman to members of Class 1 on the topic of bullying. There is very good support for pupils with special educational needs.
42. The staff, both teaching and non-teaching, are very vigilant in matters of health and safety. All staff hold a valid first aid qualification. The welfare of children is a high priority and the school is actively seeking assistance to address a few on-going concerns. Child protection procedures are secure and follow local area guidelines but have not been the subject of recent training for all staff.
43. Since the last report the need to identify opportunities for assessing pupils' learning has been recognised and procedures have been improved. The school now has good systems for the assessment of pupils' learning, including informal observations, formal testing and national tests at the end of Year 2 and Year 6. The earliest assessment procedures start during the children's first two weeks in school. Analysis of results is used to plan experiences to improve identified areas for development. Planning of learning activities is not consistently linked with knowledge of children's needs, however, particularly in relation to the early learning goals. Key Stage 1 and Key Stage 2 lesson plans show appropriately varied learning tasks planned to develop pupils' different levels of ability, but specific criteria for assessment are not recorded to check whether they have been successful.
44. There is a good system for identifying any pupils who may have special educational needs. This complies with the Code of Practice in assessing levels of ability, learning targets and regular reviews of progress. Support staff are well deployed to help pupils work towards their particular learning targets. During each week teachers monitor how well pupils are attaining their goals by recording their individual stages of progress. All relevant staff are kept well informed of these details.
45. The school is making efforts to compare the achievements of different groups of pupils in

national tests so that effective provision may be made to meet their needs. Teachers' assessment of pupils' ability in writing is inconsistent with the actual results. Standards are not as high as teachers have estimated. The acting headteacher takes an active role in monitoring pupils' learning and results are well channelled into planning to help pupils make further progress, particularly in Key Stage 2. Comments in home-school link books share this information with parents and invite comments on progress.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

46. All parents feel that the school works closely with parents and feel comfortable about approaching the school should they have a problem. They are generally very supportive of the school and value the school's promotion of the home-school partnership. However, a small but significant number of parents tended to feel that the school is not always successful in achieving its aims although some of these indicated that they are aware of recent improvements.
47. The quality and quantity of information provided for parents by the school are good. The home-school link book has introduced an opportunity for weekly dialogue and, although somewhat technical in style, it does give parents a very thorough coverage of targets for achievement, their child's weekly progress, and where improvements are necessary. Very frequent newsletters keep parents well informed of school activities. The redesigned prospectus is very attractive and friendly in style. The pupils' annual progress reports are thorough but tend to concentrate too much on what has been covered and sometimes contain educational jargon. In some sections there are clear details of attainment, progress and things to improve but these are not consistent. This may explain why some parents do not feel they are well informed about their children's progress
48. The school welcomes parents at the end of the day to discuss any problems or concerns with the teachers. There are also two parents' consultation evenings held each year.
49. There is some very effective work done in school by parent volunteers, notably in science and information technology. The recent initiative of Partners in Reading also promises to raise standards by parent- and grandparent-led groups giving children more opportunities to read to an audience, and to become more aware of style. Parents also support their children's learning at home, through taking an active interest in homework for which there is generally clear guidance in the link books. The parent-teacher association is an active body which provides a valuable forum for discussion, fund-raising for educational resources, and social activities which follow local village traditions.
50. Overall the impact of parents' involvement with the school is very positive. Through support for reading and other homework tasks, and in school through specialist input into certain subject areas, parents help to promote good standards of achievement. Their generous support for fund-raising activities also helps to provide better educational resources like the overhead projectors and computer recently purchased.

HOW WELL IS THE SCHOOL LED AND MANAGED?

51. The acting headteacher provides the school with clear educational direction and is well supported by staff and governors. There have been considerable changes in the last 12 months as a result of the ill health and subsequent retirement of the previous headteacher and the financial effects of the school's falling roll. The acting headteacher, appointed in May 1999, completed a thorough evaluation of the school and accurately identified areas in need of development. She has worked effectively with staff and governors to agree a manageable programme with clear targets and realistic deadlines. The acting headteacher and governors are aware of several issues which require attention, but have rightly preferred to address the more urgent matters first.

52. The governors now fulfil their responsibilities effectively as recommended in the last inspection report. There have been important changes in their approach over the last 12 months as they have appreciated the need to play a more assertive role. They have attended courses and become better informed about their duties and powers and new members have joined the board to extend the available expertise. A continuing programme has been established to help them participate actively in school evaluation. They work closely with the acting headteacher and give the school an appropriate level of support. They make a valuable and important contribution to maintaining good links between the school and the community.
53. The school is effectively coping with the impact of recent staff changes but has not yet agreed plans to ensure its financial stability. Largely as a result of demographic changes, the school roll has declined by 20 per cent since 1997. Although there was a reduction in income, staffing levels were not changed. As a result the school has run into deficit and has been financially supported by the local education authority and a local charitable trust. Governors have agreed that staffing changes were necessary to balance the account. These have been properly discussed with staff, explained to parents and implemented with effect from January 2000. Given the current numbers on roll, the school now has the minimum number of teachers with which it can operate effectively. Through the hard work of teaching, non-teaching staff and volunteers the school has minimised the potential adverse effects of staff changes and has maintained a good quality of education. However, while the school has drawn up outline plans for balancing the budget in consultation with the local education authority, there are still elements to finalise such as the appropriate period for repaying its loan, agree funding from the local charitable trust and ensure that staffing levels are adequate to maintain the quality of education for pupils of all ages.
54. The acting headteacher has agreed appropriate actions to improve the quality of teaching and learning with appropriate consideration of the recommendations made at the last inspection. Improvements have been made in nearly all aspects of teaching and good use is made of the national initiatives in literacy and numeracy as well as in the schemes of work available for other subjects. The acting headteacher is keen to share the responsibilities of subject management with all staff but with new appointments this has not yet been fully implemented. The precise roles of co-ordinators are not yet agreed and while some training requirements have been identified, staff need time and support to assume their roles effectively.
55. The school is currently well supported by the local education authority to help it set targets for improvement. These targets are appropriately reflected in budget setting and the school takes advantage of all available funding to help it maintain staffing levels and improve the quality of education. Financial administration is good and the school makes appropriate use of the local education authority to advise it on budget setting and monitoring. Grants for staff training and pupils on the special educational needs register are properly accounted for. The governors' finance committee meets regularly and properly fulfils its responsibilities.
56. The school makes proper use of its learning resources and applies best value principles to purchases and service contracts. While the quantity and quality of its computer equipment is adequate the school is seeking funding to improve it further which will have a positive impact on pupils' learning. In all subjects, resources are satisfactory and well used. Teaching staff are well deployed and the school is reviewing the deployment of support staff to ensure that their time is used most efficiently. The school makes very good use of volunteers, which has a significant impact on maintaining the quality of education. It also benefits from generally spacious accommodation which is well used and maintained to create a stimulating learning environment. The small hall limits physical education activities

but this is compensated by good sporting facilities outside where the school is also effectively developing pupils' understanding of conservation issues.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

57. In order to build on the improvements which the school is making the governors, headteacher and staff should:

- raise pupils' attainment in information and communication technology at both key stages by:
 - identifying where pupils' skills can be developed in every subject and incorporating these into teaching ;
 - improving the resources available;

(Paragraphs 1, 7, 56, 99-102)

- improve pupils' writing skills, especially at Key Stage 1, by:
 - providing more tasks which develop pupils' understanding of different styles, broaden their use of vocabulary and give them experience of extended writing;
 - meeting the needs of higher attainers;

(Paragraphs 1, 6, 24, 30, 72-74)

- provide regular opportunities for children under five to develop their learning and confidence through outdoor play and structured play activities;

(Paragraphs 26, 31, 60-65)

- clearly define teachers' responsibilities as subject managers and provide them with the training and time to perform their duties;

(Paragraphs 30, 54)

- agree the school's budget plans for the next three years in order to ensure financial stability without impairing the quality of education which the school currently offers.

(Paragraph 53)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	26
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
0	12	30	58	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	No of pupils
Number of pupils on the school's roll	49
Number of full-time pupils eligible for free school meals	3

FTE means full-time equivalent.

Special educational needs	Nursery	YR– Y6
Number of pupils with statements of special educational needs		1
Number of pupils on the school's special educational needs register		15

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

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	6
Pupils who left the school other than at the usual time of leaving	11

Attendance

Authorised absence	%
School data	3.7
National comparative data	5.4

Unauthorised absence	%
School data	0.0
National comparative data	0.5

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

Attainment at the end of Key Stage 1

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	1999	6	7	13

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	4	3	4
	Girls	7	7	7
	Total	11	10	11
Percentage of pupils at NC level 2 or above	School	85 [71]	77 [71]	85 [71]
	National	82 [80]	83 [81]	87 [84]

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	4	4	5
	Girls	7	7	7
	Total	11	11	12
Percentage of pupils at NC level 2 or above	School	85 [71]	85 [71]	92 [71]
	National	82 [81]	86 [85]	87 [86]

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

Attainment at the end of Key Stage 2

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	1999	3	4	7

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	3	2	3
	Girls	2	3	4
	Total	5	5	7
Percentage of pupils at NC level 4 or above	School	71 [55]	71 [73]	100 [64]
	National	70 [65]	69 [59]	78 [69]

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	3	2	3
	Girls	2	2	2
	Total	5	4	5
Percentage of pupils at NC level 4 or above	School	71 [64]	57 [64]	71 [64]
	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	49
Any other minority ethnic group	0

Teachers and classes

Qualified teachers and classes: YR – Y6

Total number of qualified teachers (FTE)	2.2
Number of pupils per qualified teacher	22
Average class size	25

Education support staff: YR – Y6

Total number of education support staff	3
Total aggregate hours worked per week	66

FTE means full-time equivalent.

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	1	0
Other minority ethnic groups	0	0

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

Financial information

Financial year	1998 -1999
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Total income	118,994
Total expenditure	126,634
Expenditure per pupil	2,146
Balance brought forward from previous year	-2,089
Balance carried forward to next year	-9,729

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	49
Number of questionnaires returned	16

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	44	50	6	0	0
My child is making good progress in school.	25	62	13	0	0
Behaviour in the school is good.	19	50	25	6	0
My child gets the right amount of work to do at home.	13	62	25	0	0
The teaching is good.	38	43	19	0	0
I am kept well informed about how my child is getting on.	13	47	0	0	0
I would feel comfortable about approaching the school with questions or a problem.	53	47	0	0	0
The school expects my child to work hard and achieve his or her best.	44	31	25	0	0
The school works closely with parents.	25	75	0	0	0
The school is well led and managed.	44	43	13	0	0
The school is helping my child become mature and responsible.	56	19	25	0	0
The school provides an interesting range of activities outside lessons.	0	50	44	6	0

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

58. Children start school at the beginning of the term in which they are five. They enter the infant class with the Year 1 and Year 2 pupils. At the time of the inspection there were four reception children. Standards of attainment on children's entry to school are average. By the time they are five, children have made satisfactory progress and most have achieved the early learning goals, which prepare them for the National Curriculum.

Personal and social development

59. The children enjoy coming to school and their behaviour is good. They respond well to being with older pupils and have positive attitudes to their learning activities. The children listen well to each other and to the teacher, the nursery assistant and to parent helpers. They learn to look after classroom equipment and to take responsibility for themselves, such as changing for physical education lessons. The children co-operate very well when left to work on a shared task with little supervision.

Language and literacy

60. By the time they are five children have made sound progress and reached standards similar to others of this age. They listen attentively to their teacher and respond well to her sense of humour. They talk confidently about what they are doing and happily join in games with rhyming words, such as the song about 'a hen called Jen' led by the nursery assistant. They recognise the sounds of some letters and practise writing them carefully. The children can read and talk about characters and events in their simple reading books. They know that their own names start with a capital letter and can usually write them correctly. During the morning sessions when the teacher has the support of the nursery nurse, children make better progress in their learning than when they have to wait for the teacher's attention while she is working with the older pupils.

Mathematical development

61. Children make satisfactory progress and attain average standards by the time they are five. They recognise number symbols and can count everyday objects. They enjoy number rhymes and games and match pictures to numbers in their workbooks. Learning activities are not always of a sufficiently practical nature for the development of a secure basis for mathematical understanding at this age.

Knowledge and understanding of the world

62. Standards of attainment are average by the time children attain five years of age and they make satisfactory progress. They talk about where they have been on holiday and discuss some of their Christmas presents. They know that some land is surrounded by sea and that fish swim, boats sail and people swim in the sea. They make their own choices of junk materials when making models and know of some ways to join things together. The children are sometimes given rather limited means with which to express ideas, and some activities can lack real value without the support of an extra adult.

Physical development

63. The children reach standards which are appropriate to their age and make satisfactory progress. They follow instructions well in physical education lessons, jumping off a bench and onto a mat. They use arm movements well to help them to jump higher and try to land on their toes. Children are aware of the need to work safely and are aware of others in the space around them. Sometimes they have opportunities to use the large play apparatus, but children are not given appropriate experience of outdoor play as part of their daily routine.

Creative development

64. Children reach satisfactory standards by the time they are five and make sound progress. They enjoy acting out well known stories and using their own ideas to illustrate them. They use pencils, coloured pens and crayons and paints for making pictures. The children like their music lessons where they listen to music, sing and play percussion instruments. There are two areas for role-play but the use of these is not sufficiently well developed to stimulate children to fully extend their imagination and learning.
65. The quality of teaching in the foundation stage is satisfactory. The Key Stage 1 teacher works well with the nursery nurse to plan learning activities for the children. Lessons are clearly organised with a variety of tasks provided and they are planned to be different from those of the other year groups. The challenge of teaching three year groups in a single class at the beginning of a child's education is one which needs full time support. This would ensure that the under-fives receive the kind of help and practical activities necessary for the fullest development of children in this younger age group.
66. The teacher makes an appropriate initial assessment of children's ability following a carefully planned induction into the life of full time education. The school has made sound progress since the last inspection in maintaining the attainment and quality of education for children under five

ENGLISH

67. Pupils' overall attainment is broadly in line with national expectations at the end of both key stages. In comparison with similar schools attainment is below average at Key Stage 1 and close to the national average at Key Stage 2. Standards of reading observed at Key Stage 1 are higher than those attained in the 1999 national tests. At Key Stage 2 standards observed are similar to those reached in 1999. Test results show that over the last three years there has been steady progress. The school is making sound progress towards its targets at Key Stage 1 and good progress at Key Stage 2. The school has effective guidelines for literacy based on the National Literacy Strategy which are now having a positive effect on reading development.
68. By the end of Key Stage 1, pupils' attainment in speaking and listening is in line with national averages. Pupils speak clearly and are eager to take part in discussions in class lessons and assemblies. Pupils listen with interest to their teacher but do not always wait for their turn to speak. They enjoy joining in rhymes and poems and take part confidently in an enactment of *The Three Bears*, led very well by a narrator from Year 2. Progress throughout Key Stage 1 is satisfactory.
69. Standards of progress continue to be maintained at Key Stage 2 and attainment in speaking and listening is sound. Pupils develop the ability to listen for longer periods to an adult or a video lesson, but are not always given the opportunity to develop their thoughts verbally in teacher led discussions. They talk confidently to adults about their work, using suitably descriptive vocabulary.
70. Pupils' standards in reading are average at Key Stage 1, but books are not always suitably matched to their level of reading ability. Although some Year 2 pupils are reading fluently their books do not present sufficient challenge to extend their reading skills. Most pupils enjoy reading and regularly take books home. They learn to recognise letter sounds, whole words and use the sense of what they are reading to understand the text. By the end of Key Stage 1 pupils have learned about how books are planned. They understand that the 'contents' and 'index' help them to discover what a book is about. By clapping the rhythm of words they have learned that words contain a different number of syllables and can identify some of them in newspapers.

71. By the age of 11 most pupils have made satisfactory progress and are reading with confidence. They can summarise a plot, identify the main character and discuss favourite authors, such as Dick King-Smith and Roald Dahl. In the shared reading of a science-fiction story they are able to use terms such as 'episode', 'expression' and 'emphasis'. Pupils are encouraged to write book reviews consisting of description, opinion and criticism and these help to consolidate their reading skills. They show real interest in their willingness to answer questions and offer suggestions in their lessons. In tasks requiring the co-operation of a partner or group they are able to work together well. They use the library for research to support their learning in other subjects, such as their individual projects about birds. Pupils with special educational needs are well supported by school staff and by outreach teachers. They make good progress in achieving the targets identified by their individual education plans.
72. In writing, attainment is below average by the end of Key Stage 1. Pupils progress satisfactorily in their recognition and writing of letters and words. They practise exercises involving plurals, word endings or sentence completion, and try to form letters correctly. However they have insufficient opportunities to fully develop confidence in their writing skills. They do not write on a wide enough range of activities and the vocabulary of some pupils is limited. They make satisfactory use of full stops, capital letters and some speech marks.
73. At Key Stage 2, pupils develop their literacy skills through the practice of a wide range of grammar and punctuation exercises. Dictionaries and word lists are used to broaden the use of vocabulary. Pupils write stories, rewrite myths and legends and give accounts or descriptions for other subjects. They have experience of writing initial drafts and then making improvements to their writing. Although they are taught appropriate writing strategies and given helpful support, the quality of their imaginative writing is below average and the amount produced is insufficient. Pupils are given enough time and constructive guidance in the preparation stages but not for the active writing stage. Handwriting in both key stages is progressing well through the teaching of a clear joined up style.
74. Opportunities are taken to develop pupils' literacy skills in other areas of the curriculum but these do not include extended writing activities in subjects like history, geography and science. A wall display about a visit to a country park showed good use of adjectives for woodland. Pupils described it as 'dark', 'silent', 'dense' and 'lonely'. Teachers draw the attention of pupils to relevant writing conventions, such as the 'speech bubbles' used in an assembly about the quality of patience. There is little imaginative writing in history and geography and few examples of structured descriptions of science experiments or work in design and technology.
75. The quality of teaching is satisfactory at Key Stage 1. The teacher has a lively, enthusiastic manner and provides an environment in which pupils feel confident and secure. She uses interesting visual aids to capture pupils' attention, such as the special Millennium bear, which was displayed during the introduction of *The Three Bears* role-play exercise. A range of learning experiences is planned for the different age groups but these are not sufficiently challenging to develop the work of the Year 2 pupils to the standards expected of this age group, particularly in writing. At Key Stage 2 the quality of teaching is good. The teacher's careful use of questioning focuses on what is to be learned and establishes how well pupils are progressing, but lengthy introductions to the learning activity sometimes reduce time available for pupils' active responses. Teachers are clear about what the pupils are to learn and in assessing what they have learned. This is not always taken into account, however, in their expectations of pupils' imaginative writing. Some good use is made of information and communication technology although this has been restricted recently by problems with computer hardware.

MATHEMATICS

76. Attainment has improved significantly since the last inspection and pupils' attainment is now in line with the national expectations at Key Stage 1 and above expectations at Key Stage 2. In 1999 tests and assessments at Key Stage 1, pupils attained levels which were in line with the national average and just below those attained in similar schools. At Key Stage 2 pupils attained levels which were well above the national average and above those attained in similar schools. With small cohorts there are significant variations in the test and assessment results which pupils achieve at both key stages. However, the trend over the last four years indicates that at Key Stage 1 pupils' attainment has been generally above average and at Key Stage 2 attainment has been generally in line with the national average. The number of pupils attaining the higher levels in tests has been average at Key Stage 1 and above average at Key Stage 2.
77. At Key Stage 1 pupils count on and back in tens and units in mental arithmetic activities. Younger pupils are confident in using number lines and squares to help them calculate addition and subtraction. Older pupils recall number facts up to 50 and can carry out simple sums in their heads. In Year 1 pupils understand the patterns of numbers and order odd and even correctly, sequencing patterns by shape, colour and by addition. Pupils in Year 2 have a good understanding of place value in number up to 100 although some struggle to carry out operations involving three-digits. In lessons about time, pupils understand the significance of both analogue and digital expressions and in Year 2 most pupils can convert one to another. Pupils know how many minutes there are in an hour and are competent at dealing with halves and quarters in time and simple fractions. Pupils are good at simple money problems. They calculate the cost of items added together as well as the change they should expect using small denominations. Pupils have a satisfactory knowledge of shape and space and measure in non-standard and standard units. They apply their knowledge of number to making and solving their own simple problems. They use their understanding of shape and space to carry out simple experiments on forces and measure and record their results in tables. These they convert into block graphs to present their findings. Pupils also extend their numeracy skills in designing and making models, conforming to criteria set by the teacher.
78. In Year 6, most pupils are confident in using and applying their knowledge. They investigate the patterns of number which occur when calculating percentages. Several pupils create their own methods of working out and presenting their results. Pupils have a sound understanding of place value including decimals. They calculate fractions and percentages and convert one to the other. Some have a good understanding of the relationship between these expressions, and their number skills are good. Pupils have a well-developed understanding of shape and space. They know the names and properties of the most common two-dimensional and three-dimensional shapes. They measure and calculate angles in triangles and polygons. They know and use the names of parts of a circle. Pupils learn to use their numeracy skills in a number of practical activities linked to science, design and technology and geography. In constructing an experiment on birds' feeding habits pupils use their measuring and construction skills. They are developing good standards in handling data. In carrying out a survey of favourite sandwich fillings, Years 5 and 6 pupils understood the principles involved but lacked the necessary organisation to record their answers reliably. They are learning the importance of establishing clear systems. Older pupils employ information and communication technology to tabulate and present their data in graphs. They have a good understanding of the way in which different graphs help them to communicate information. Pupils make sound progress in all aspects of the subject. Pupils' number skills are satisfactory although older pupils are not always confident about mental calculations.
79. Teaching makes good use of the commercial scheme, which is closely linked to the National Numeracy Strategy. Additional tasks are set at an appropriate level to meet the needs of pupils of all ages. Pupils take regular tests to help them and their teachers

monitor their learning. However, mental arithmetic activities at both key stages do not always challenge all the pupils in the mixed age classes satisfactorily. At Key Stage 1 questions are not sufficiently demanding to hold the attention of older, higher attaining pupils and yet are often too difficult for the very young to understand. At Key Stage 2 mental arithmetic sessions are not always sufficiently focussed to ensure that pupils develop specific skills over a period by having regular opportunities to revisit them and build up their confidence. Pupils with special educational needs are well supported in lessons and usually make progress that is in line with their prior attainment, although some make better than expected progress and fully achieve the targets set for them in their individual education plans.

SCIENCE

80. Pupils' attainment has improved significantly since the last inspection. The attainment of current pupils is in line with national expectations by the end of Key Stage 1 and above national expectations by the end of Key Stage 2. The results of Key Stage 1 assessments in 1999 indicated that pupils attained levels which were in line with the national averages although below those achieved in similar schools. At Key Stage 2 tests in 1999, pupils achieved levels which were well above both the national average and the levels achieved by pupils in similar schools. The results over the last four years indicate that pupils have attained levels close to the national average at both key stages.
81. Since the last inspection the school has improved pupils' attainment through more effective teaching, especially with a greater emphasis on practical observations and investigations. At Key Stage 1, pupils observe the uses of electricity by observing what equipment is heated or powered, including items in the school kitchen. They understand the difference between mains electricity and battery power and they learn about the need to use both safely. Younger pupils record their work appropriately using pictures and simple text. However, older pupils do not have the opportunity to develop writing skills by using an extended vocabulary or by writing up their findings in a systematic manner. Pupils have a good understanding of the differences between living things and what animals and plants need to survive. They observe how well plants grow in different conditions and note the changes in the seasons. Pupils measure how far cars travel off a ramp at different heights and use block graphs to present their findings. They apply their numeracy skills in collecting and recording data about food ingredients. Pupils have a good knowledge of the different materials used in the school and in building. They describe the properties of materials and how they can be changed by heating. Pupils respond well to their teacher's lively manner and questions. In discussions, pupils learn to express their ideas well and think carefully about the problem which she sets.
82. At Key Stage 2 pupils examine how their teeth are different and identify what purpose they serve. They have a good understanding of human biology developed through their work in science and by undergoing first-aid training. Pupils successfully apply their learning from one activity to the other. Pupils generally work very well together in carrying out their observations and use an appropriately advanced vocabulary to describe their findings. They understand the principles of a fair test and can devise systems for testing their hypotheses in investigating the need for oxygen in combustion. They are familiar with the types of diets in animals and what constitutes a healthy diet for humans. They know and correctly use terms like proteins, carbohydrates and vitamins. Teachers are very good at promoting discussions which help to deepen pupils' thinking and understanding. Plenary sessions are well managed to help pupils compare their findings and theories. Pupils sensibly use resource sheets to help them and also develop good research skills by consulting books and data available on the computer. The progress of pupils with special educational needs is sound

83. Teaching is satisfactory at Key Stage 1 and has improved since the last inspection. There is good questioning and an appropriate emphasis on building on pupils' own observations and ideas to involve them in the topic being studied. The challenges for older and higher attaining pupils are not yet sufficiently demanding to develop their thinking. At Key Stage 2, there is very good teaching with the support of the parent volunteer. Lessons are well planned and prepared and teachers maintain a brisk pace. The objectives are well established and pupils are drawn into valuable discussions within their groups and with adults as they explore the topic under review. There are very good relations between staff and pupils and between pupils. Teachers organise lessons very well and make good use of resources. This gives lessons a brisk pace which challenges pupils to do well. Some teachers use key words as part of good quality displays. These provide a very good visual stimulus to help pupils in their language development but this is not evident in all classrooms.

ART

84. No art lessons took place during the inspection and judgements are based on a scrutiny of displays of work and planning documents and discussion with staff and pupils. Pupils make sound progress at Key Stage 1 and achieve the levels expected of pupils of their age. At Key Stage 2 they achieve work of a high standard and are making good progress, as do pupils with special educational needs.
85. Throughout Key Stage 1 pupils have opportunities to express themselves using a variety of tools and media. They use modelling clay and junk materials to make three-dimensional models. Pupils have made interesting rod puppets, which they used for a performance during a special puppet making day led by a visiting specialist.
86. By the end of Key Stage 2 pupils have well developed skills in observational drawing, expressive painting, textiles, mosaics and three-dimensional model making. An attractive, colourful display of pattern work based on pupils' close observational drawings of feathers shows very good development of line, tone, texture and colour. Pupils enjoy their work, as is evident from their enthusiastic descriptions of their intentions and achievements. The school makes good use of a volunteer retired teacher who works with the pupils on a weekly basis and extends their learning most effectively. Decorative work seen in other aspects of the curriculum reflects the pupils' skills and interest. Visual work based on the school wetland area and on a visit to a country park shows how pupils use appropriate colours and collage materials to represent atmosphere and texture. They look at the work of some famous artists and have discussed the effects achieved by Impressionist painters and L.S. Lowry.
87. Although no direct teaching was observed, evidence of past work shows that teaching is planned carefully in Key Stage 1 for pupils to develop their drawing, painting and modelling and skills in other subjects too. Evidence of work in Key Stage 2 demonstrates that pupils benefit from very good teaching based on the required programme of study for pupils of this age.

DESIGN AND TECHNOLOGY

88. Pupils broadly attain the levels expected from pupils of their age at the end of both key stages. No teaching took place during the inspection but judgements are based on a scrutiny of pupils' work, teachers' plans, video recordings of lessons and pupils' comments plus discussions with pupils and teachers. Pupils' attainment has improved since the last inspection with the introduction of a more balanced curriculum which develops pupils' skills effectively across all aspects of the subject.

89. At Key Stage 1, pupils make basic designs of models in order to clarify their intentions. They have a good understanding of the properties of different materials both in manufactured articles like bags, packaging and in buildings. They know how to join card and paper in a variety of ways and complete their models to a reasonable degree of finish. Pupils are used to working with a range of construction kits and reclaimed materials when making their models. They explain their ideas well and evaluate the processes and designs in discussion with their teachers and other pupils. Pupils have a satisfactory knowledge of how to prepare cooked food and work safely and hygienically. At Key Stage 2 pupils are introduced to a wide range of materials linked to their work in other subjects such as science, geography and history. They have worked with a specialist puppeteer analysing the materials used and considering ways of solving problems in completing their own designs. Pupils observe the way manufactured articles are made and reflect this in creating their own designs. In designing model items for a fairground they take into account the need for pivots and gears and include them in their planning. Pupils attain good standards of construction in making boxes out of card and wood. They finish their articles well and decorate them to their own designs. Pupils are enthusiastic about their work and co-operate effectively on projects. They develop their speaking and listening skills well in planning their work, discussing processes and evaluating it at the end.
90. Teachers maintain a satisfactory balance of activities in the course of study which pupils follow. Good use is made of parents and visitors to extend pupils' learning. Teachers encourage pupils to talk about their work but there is insufficient written work to help them develop writing skills and provide a record of what they achieve. Teachers encourage pupils to develop their numeracy skills through measuring accurately. The use of video recording is, however, very useful in maintaining exemplars of pupils activities.

GEOGRAPHY

91. One lesson at Key Stage 1 and one lesson at Key Stage 2 on conservation led by a Lancashire Countryside Ranger took place during the inspection and were observed. Together with an examination of work and discussions with pupils, these indicate that pupils are achieving standards appropriate for their age at both key stages. They are making satisfactory progress in each aspect of the curriculum. Pupils with special educational needs make sound progress in their understanding of the subject.
92. From their study of a large globe the younger pupils understand that the earth has a greater proportion of sea to land. They can correctly identify the North and the South Poles. The Year 2 pupils are able to arrange letters representing the points of the compass in the appropriate order. Most of them understand that an island is surrounded by sea and that the United Kingdom consists of several islands.
93. Pupils at Key Stage 2 use their map making skills to draw plans of the village and of the wetland area in the school field. Younger pupils particularly enjoyed examining maps and pointing out the different countries. They are able to represent different parts of the land using suitable symbols, mark locations, label them and make an appropriate key. They make good use of the local area for fieldwork. They understand the importance of caring for our world and take part in practical exercises about conservation issues. They are very interested in the environmental aspects of the subject. They listen well to descriptions and are keen to answer questions and contribute their own ideas on a topic. They willingly take part in practical activities as when identifying all the links in an eco-system. Pupils are enthusiastic members of the school's Eco-committee and give serious consideration to the issues of conversation which are raised. Teaching is very effective in linking pupils' learning inside the classroom to everyday issues outside.
94. Overall teaching is satisfactory. In Key Stage 1 different learning tasks and resources are provided for pupils according to their year group. The youngest pupils would develop their

understanding better with more teaching support for their independent activities. Evidence from pupils' work displayed around the school shows that pupils receive a variety of suitable learning experiences, including discussion, map making skills and fieldwork. The subject makes a satisfactory contribution to literacy in the development of pupils' speaking and listening skills. However, there is scope for the further development of writing, particularly in Key Stage 1. Pupils' numeracy skills are satisfactorily developed through practical activities such as measuring with maps and compiling data on the weather.

HISTORY

95. Pupils attain levels appropriate for their age at both key stages. During the inspection only one lesson took place and was observed. Judgements are also based on discussions with pupils and teachers and a scrutiny of pupils' work and teachers' plans.
96. At Key Stage 1 pupils develop a satisfactory understanding of then and now. They acquire a basic appreciation of chronology through studying the history of their own families as well as famous people and events. Pupils appreciate the way their own school and village have developed over the last 150 years. They respond enthusiastically to the evidence of history around them and teaching makes good use of this level of interest. Pupils know that the foundation stone visible in a school corridor indicates that the school has been in existence for many years and that parents of current pupils attended when they were young. The millennium celebrations have underlined the way that time is calculated and have given pupils an awareness of the passage of time. Teaching is good at linking pupils' learning to other subject areas such as the study of materials in science or the learning of nursery rhymes in English. Pupils learn about the ways in which houses have been constructed in different periods and the meaning of 'a ring of roses'.
97. At Key Stage 2 pupils study the themes required in the National Curriculum programme of study. They respond particularly well to their study of local history through the wealth of connections available. Many families have had links with the village for several generations and pupils draw effectively on memorabilia and photographs which their families have kept. Many have completed good quality projects on aspects of local and family history in which they have learned of the many different sources of information available to the historian. Pupils also study aspects of Roman life and culture and extend their skills in designing and making models of villas and armour. They examine life under the Victorians and recreate a school day using clothes and artefacts to heighten the experience. Teaching is enhanced by visitors such as a "Roman soldier" who brought with him examples of his equipment, local personalities who describe life when they were children and good use of video material to illustrate conditions in Anglo-Saxon Britain. Pupils develop their research skills well in consulting books and computer based references. They explain the reasons why people acted as they did in the past and are beginning to produce structured work, making appropriate use of dates and terms. They are becoming more aware of measuring time, especially in connection with the millennium which extends their numeracy skills satisfactorily.
98. Teaching is well planned and effective in setting different tasks to match the needs of the year groups and abilities of the pupils. Teachers are good at creating the right sort of atmosphere which aids discussion and draws on pupils' natural enthusiasm and high levels of interest. Pupils are encouraged to participate and develop their speaking and listening skills well. At both key stages, however, opportunities to extend pupils' writing skills are not fully developed. There are many well-written short articles within the projects but few examples of extended or imaginative writing.

INFORMATION AND COMMUNICATION TECHNOLOGY

99. At both key stages attainment and progress are below expectations. Pupils have not yet acquired the knowledge and skills in all the aspects expected in the National Curriculum programme of study. During the inspection direct observations of teaching and pupils' activities were limited. Judgements are augmented by a scrutiny of pupils' work at both key stages, observation of displays and resources, discussions with pupils and discussions with teachers.
100. At Key Stage 1 pupils learn elementary keyboard control but have little experience of word processing or the use of graphics. They are good at simple control technology and direct a programmable robot accurately, a task which all pupils enjoy. Pupils extend their knowledge and respond well when they have opportunities to work with adults but these are not sufficiently frequent for all pupils to learn the expected skills. Many pupils do not have a satisfactory knowledge of how to use computers and the potential applications available to them. At Key Stage 2 older pupils are acquiring a good understanding of how to handle data and how to present it in different forms. Throughout the key stage pupils are learning to make good use of the computer to research subjects like healthy foods in science and the Romans in history. They benefit from clear instruction from a parent volunteer and are developing their confidence in overcoming problems. Pupils learn from working in pairs and groups where those with a good level of knowledge can share this with others. Pupils are keen to practise what they learn by using the computers at lunch-time and this is stimulating the interest especially of the older ones.
101. As a result of problems with hardware and a general lack of resources until this term, older pupils have had insufficient access to computers to help them apply their skills across the curriculum. Pupils understand the potential of word-processing but have had only limited experience of putting it into practice. Their understanding of how to communicate and handle information is, therefore, not as well developed as is expected. In addition pupils' knowledge of control technology and modelling is insufficiently developed. Pupils with special educational needs are generally satisfactorily supported and are able to make appropriate progress.
102. Both full-time teachers are undertaking training to improve their knowledge and understanding of the subject. The school has ambitious plans to improve its use of computers which include upgrading hardware which, while adequate, has given major problems in the recent past. Currently, very good use is made of a parent volunteer at Key Stage 2 which has a very positive impact on pupils' progress. Learning objectives have been identified which seek to develop pupils' skills appropriately across all areas of the subject, linked to the curriculum. These are not yet in place and need to be incorporated into lesson plans on a regular basis. The recently introduced system of recording pupils' activities provides a useful basis for monitoring their progress.

MUSIC

103. Pupils make satisfactory progress and their attainment is similar to that of other pupils of their age at both key stages. Standard have improved significantly since the last inspection as a result of bringing in a specialist teacher who takes three sessions per week.
104. The younger pupils sing simple songs and rhymes in the classroom and during assemblies. They sing tunefully and know how to hold and play their percussion instruments. By the end of Key Stage 1 pupils are able to listen to a tune and talk about its pitch and rhythm. They can vary the volume and the tempo when accompanying some 'rain' music.
105. By the end of Key Stage 2, pupils understand and talk about differences in pitch, rhythm and volume when listening to voice, percussion instruments and recorded music. They work in pairs to compose simple tunes and choose their own means of writing them down, using musical notation or their own ideas. Pupils recognise and discuss simple musical

form, such as 'sandwich' music, when the beginning and end parts are the same. They concentrate closely when listening to recorded early choral music or Celtic music played on the bodhran and accompanied by the voice of Enya. They co-operate very well when working in pairs to compose and play their own work. They sing well in unison and are lively and expressive in their singing of responses in an African song.

106. Teaching is good in terms of planning, implementation and class management. The teacher chooses a variety of interesting music from different times for pupils to hear and describes its historical context. She demonstrates clearly so that pupils understand and have confidence in what they are to do. She is good at encouraging and responding to pupils' contributions. A good balance of listening, playing, singing and composing is planned for each lesson, ensuring that pupils receive a balanced music curriculum.
107. Some pupils take part in a lunch-time group organised by a peripatetic music teacher. They are learning to play keyboard and small guitar and present a wide range of skills within the small group. These pupils have a basic understanding of time and notation and most have a good sense of rhythm.

PHYSICAL EDUCATION

108. Pupils achieve the levels expected of their age by the end of both key stages. During the inspection two lessons of gymnastics were observed, one at both key stages, where pupils achieve appropriate standards. There is provision in the scheme of work for pupils to achieve the expected levels in all the other areas of the National Curriculum. Pupils take an active part in a range of games, working with pupils from another local primary school both as part of the curriculum as well as in after school clubs.
109. At Key Stage 1, pupils work safely on equipment and take turns sensibly. They understand the importance of moving in a controlled manner and have an appreciation of space. In gymnastics, pupils work well independently and in groups. They respond willingly to the enthusiastic directions of their teacher and strive to meet the appropriate challenges which she sets for them. They listen well and follow instructions accurately, improving the quality of their jumping and positions as they move on and off equipment. The teacher varies the activities well to maintain pupils' interest and makes good use of individuals to demonstrate good practice. This has a stimulating impact on pupils' attention and is effective in encouraging them to think about their movements and how they can improve.
110. At Key Stage 2, pupils approach their work co-operatively and apply themselves well. They work hard to achieve symmetrical shapes in floor work and in using small apparatus. Working in pairs, most work imaginatively to develop sequences of movements in which they maintain a good sense of balance and self-control. Pupils are happy to demonstrate their ideas to others and respond willingly to requests from their teacher. While learning is satisfactory overall, it could be strengthened by a greater concentration on the specific skills which pupils need to develop. There are opportunities for pupils to observe others but there is insufficient discussion of what is good or what could be improved. Sessions begin with an appropriate warm-up and strenuous activities are included but there is not always time for an effective cool-down at the end of the lesson.
111. Teaching is well organised to make best use of the school's facilities and the available expertise on the staff. By combining games sessions with the local Catholic primary school, pupils benefit from the opportunity to practise skills with others of a similar age. Visits to the local swimming pool and residential trips introduce pupils to the full range of activities required in the National Curriculum. Teaching is at least satisfactory and sometimes better and teachers have a good knowledge of the subject. Lesson plans do not always define the precise teaching points which are to be the focus of the session with the result that pupils are not encouraged to reflect in sufficient depth on how they can improve their attainments.

The arrangement of teaching the Key Stage 2 class in two sections ensures that limited space in the hall can be used safely. However, the space in the hall is further restricted by moveable equipment which does not need to be stored there and represents a potential hazard to pupils' safety.

RELIGIOUS EDUCATION

112. Attainment at both key stages is similar to the standards expected of pupils in the Lancashire Agreed Syllabus. Pupils make satisfactory progress, including those with special educational needs.
113. By the end of Key Stage 1 pupils are aware that there are special places of worship for different people. They learn about people in their own area and know that everyone has a part to play in the community. Pupils take part in celebrating special personal celebrations, such as birthdays, and major Christian festivals, which often take place in church, together with parents. By the time pupils are 11 they know that there are differences in people's understanding of God. They are learning about events in the book of Exodus as part of their programme about the leaders and founders of different faiths. Pupils understand that each set of beliefs has its own special books and objects. In a video lesson they were interested in seeing a rabbi explain the use of the Torah in services for Jewish people in a synagogue. Pupils make satisfactory progress in their understanding of responsibility and decision making. They know that the beginning of this stage is recognised as a time for special celebration in the life of a Jewish boy. Pupils understand that they too have a duty of responsibility and care towards each other and practise this in classroom communication games. Through Bible stories, 'circle time' and playground games they learn that people must live by sets of rules.
114. Pupils have satisfactory attitudes to their learning. Most of them listen well and are keen to answer questions and offer observations about stories or illustrations. Following a story from Exodus, Key Stage 2 pupils enjoyed the exercise of sequencing the ten plagues in the story from Exodus, discussing and comparing their decisions. Written work is neatly presented and drawings are carefully labelled. The contribution of this subject to literacy, however, could be improved. There is little difference between the extent of written work seen in Year 3 and that produced by Year 6 pupils.
115. Teaching is satisfactory. Teachers prepare lessons carefully, planning appropriate tasks according to pupils' ability. In a Key Stage 2 lesson, several classroom assistants gave useful advice to the younger groups in their understanding of the task, and specific help about plurals to a pupil in need of extra teaching support. The vicar also talks to the pupils on matters related to their learning about religious themes and has offered diocesan material to support the planning of the school's new scheme of work for religious education. The co-ordinator for this subject is currently attending in-service training to support this initiative.
116. An improved supply of library books and videos is now provided as a satisfactory beginning to the collection of resources necessary for implementation of work about different faith communities.