

# **INSPECTION REPORT**

## **ALLONBY PRIMARY SCHOOL**

Allonby, Maryport

LEA area: Cumbria

Unique reference number: 112100

Headteacher: Gwen Blackshaw

Reporting inspector: Susan Walker  
21678

Dates of inspection: 21<sup>st</sup> – 23<sup>rd</sup> February 2000

Inspection number: 191128

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

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## INFORMATION ABOUT THE SCHOOL

Type of school:	Infant and Junior School
School category:	Community
Age range of pupils:	4-11
Gender of pupils:	Mixed
School address:	Allonby Primary School Allonby Maryport Cumbria
Postcode:	CA15 6QG
Telephone number:	01900 881324
Fax number:	01900 881205
Appropriate authority:	Governing Body
Name of chair of governors:	Mrs Denise Davies
Date of previous inspection:	10-12 <sup>th</sup> December 1996

## INFORMATION ABOUT THE INSPECTION TEAM

Team members		Subject responsibilities	Aspect responsibilities
Susan Walker	Registered inspector	English, Religious education, Geography, History, Music	What sort of school is it?  How high are standards?  Results and achievements,  How well are pupils taught?  How well is the school led and managed?  What should it do to improve?
Caroline Webb	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?
Clive Lewis	Team inspector	Mathematics, Science, Information technology, Design and technology, Art, Physical education, Special educational needs, Under fives	How good are curricular activities?

The inspection contractor was:

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The Registrar  
Inspection Quality Division  
The Office for Standards in Education  
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## **PART A: SUMMARY OF THE REPORT**

### **INFORMATION ABOUT THE SCHOOL**

Allonby Primary School is much smaller than other primary schools, with only 42 boys and girls aged 4-11. The school is smaller than at the time of the last inspection. The school is situated in a small coastal community with few facilities. Although the area is socially diverse, it is overall average. Many houses are privately rented, and approximately a third of pupils moved in and out of the school in the last academic year. Pupils in the reception class have received some limited nursery education. At the time of the inspection, five of the eight pupils were under five years of age. Attainment on entry is broadly in line with what would be expected nationally. All the pupils are of white ethnic origin. Approximately twenty per cent of pupils are eligible for free school meals, which is broadly in line with the national average. Twenty six per cent of pupils are on the register of special educational needs, which is above the national average and one pupil has a statement of special educational need. The school has a stable staff. However, despite recent improvements to the building, there is still no school hall, which limits opportunities for physical education. The school takes six student teachers every year as part of the Cumbria Primary Teacher Training initiative.

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

The overall effectiveness of the school is satisfactory. Standards are appropriate to the pupils' ages and abilities in English, mathematics and science, except in writing, handwriting, spelling and punctuation at Key Stage 2. Standards are too low in information technology throughout the school. There are too few pupils to make secure judgements about differences in standards from year to year. Pupils have good attitudes to learning. Taking all the evidence into account, teaching is overall satisfactory, with approximately two thirds of lessons seen during the inspection being good. A committed team of teachers and governors appropriately leads the school. The school gives satisfactory value for money.

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

- The teaching for younger pupils is effective.
- There is a good ethos.
- Pupils have good attitudes, values and personal development.
- The school makes good provision for pupils' spiritual, moral and social development.
- The school takes good care of pupils on a day-to-day basis.
- The school has formed a good partnership with parents.
- There are good resources.

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

- Standards in information technology at both key stages.
- Standards in writing, spelling, handwriting, punctuation at Key Stage 2 and standards in geography at Key Stage 2.
- Provision for physical education throughout the school.
- The use of time, both during the school day and during the school year.
- Governors awareness of standards in all subjects.
- Non-contact time for the headteacher.
- The link between assessment and planning.

*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 December 1996, and since that time it has made satisfactory improvement overall. It has successfully improved the organisation of provision for pupils with special educational needs; addressed all the health and safety issues; put schemes of work into place for all subjects, except for information technology; improved planning for the children under five and the standard of teaching especially in the Key Stage 1 class. The school has improved pupils' opportunities to show initiative and their personal development; it has included more work on other cultures in its planning. The governors have addressed statutory requirements, now minute their committee meetings and have clarified who is in charge when the headteacher is absent. However, issues such as standards in information technology, all aspects of writing, the level of accommodation and secure non-contact

time for the headteacher have yet to be fully addressed.

## STANDARDS

Pupils' attainment on entry to the school is variable. The current cohort of pupils is average. The school had too few pupils to publish the results of the assessment tests for 1999. However, pupils at both key stages achieved well below the national average in all subjects, except in science at Key Stage 1 where results were average. The school's results vary considerably from year to year, depending on pupils' ability, the number of pupils with special educational needs and the size of the cohort. A third of pupils moved in and out of the school during the last academic year, and this has had a significant impact on standards in such a small school. Similarly, comparisons with previous year's results, or similar schools, cannot show accurate trends, because of the small number of pupils involved.

In Key Stage 1, the small number of pupils aged seven are unlikely to achieve the national average in English, mathematics or science, due to the fact that three quarters of the cohort have special educational needs. Inspection findings suggest that the small number of pupils aged 11 attain in line with the national average in mathematics and science. In English, pupils attain in line with what might be expected nationally in speaking and listening and reading. However, they do not do so in writing, spelling, handwriting or the use of punctuation. Overall, throughout the school, pupils achieve in line with the expectations of the locally agreed syllabus in religious education. At both key stages, pupils do not achieve the national average for information technology, despite the improvements in resources. At both key stages pupils do not have sufficient opportunities to attain what might be expected in all aspects of physical education, especially gymnastics and dance at Key Stage 2. Pupils in Key Stage 2 do not achieve the standard expected for pupils of their age in geography. All pupils, including those with special educational needs, make progress in line with their age and abilities, except where standards are shown to be unsatisfactory. Pupils in Year 1 make better than expected progress in English, mathematics, and science due to challenging work.

## PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils' attitudes to their work are good and this aids their learning.
Behaviour, in and out of classrooms	Pupils behave well and the school is an orderly community.
Personal development and relationships	Pupils' personal development and relationships are very good.
Attendance	Attendance is good.

Pupils like coming to school. They are friendly, polite and courteous to each other and older pupils take responsibility for younger ones. Parents correctly regard the atmosphere and behaviour as a strength of the school.

## TEACHING AND LEARNING

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

*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.*

In ninety five per cent of lessons seen during the inspection, teaching was satisfactory or better, with approximately two thirds good and occasionally very good. Five per cent of teaching (one lesson) was unsatisfactory. Taking into account the full range of evidence, teaching is judged to be satisfactory overall. Teaching is broadly satisfactory in English. Basic skills are satisfactorily taught, but writing skills are not effectively applied to day-to-day work in Key Stage 2. Teaching is good in mathematics



and basic skills are appropriately taught. Teachers work hard to provide tasks in English and mathematics which are matched to pupils' ages and abilities. Pupils are well managed. Teaching makes a good impact on learning for the younger pupils and a satisfactory impact overall for older pupils. However, expectations of the standard of presentation of pupils' work are too low in Key Stage 2. Planning is not securely matched to what pupils' know, understand, and can do. Although homework is regularly and conscientiously marked, other work is not, and this does not give older pupils sufficient guidance on what they can and cannot do.

## OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The school provides a generally broad and balanced curriculum.
Provision for pupils with special educational needs	The school makes suitable provision for pupils with special educational needs.
Provision for pupils' personal, including spiritual, moral, social and cultural development	The school makes good provision for pupils' spiritual, moral and social development. It makes satisfactory provision for pupils' cultural development.
How well the school cares for its pupils	The school cares for its pupils well on a day-to-day basis. However, assessment is not sufficiently linked to the planning of pupils' work.

Sixty two per cent of parents returned their questionnaires, and nine parents attended the meeting for parents. Their responses indicated that parents are strongly supportive of the school, but some parents have concerns about extra-curricular activities and a few parents have concerns about homework.

Issues relating to the provision of information technology and physical education are unresolved from the last inspection. There is an imbalance of time on a day-to-day basis and over the year, partially due to the implementation of the literacy and numeracy strategies. It is also due to too much time being devoted to assemblies, shared reading and story time at Key Stage 2 and insufficient time being allocated, for example, to religious education and geography.

## HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The headteacher and her colleague work hard to ensure that the school is managed satisfactorily.
How well the governors fulfil their responsibilities	The governors are hardworking, enthusiastic and committed to the work of the school. They fulfil their responsibilities appropriately overall.
The school's evaluation of its performance	The school's evaluation of its performance is satisfactory overall.
The strategic use of resources	The school makes effective use of the majority of its resources, except for those for information technology.

There are a barely adequate number of staff to teach the full curriculum, however support staff are used effectively to support pupils' learning, especially in Key Stage 1. Despite the continual number of small improvements, the accommodation is unsatisfactory, as there is no hall to teach physical education. This limits pupils' learning. Learning resources are good overall and support pupils' learning well. Overall leadership and management of the school are satisfactory. However, governors do not have a sufficient grasp of the standards in all subjects, the way in which the school uses its time, and the

impact of students on the standards of pupils' work. They need to make more secure arrangements for the non-contact time of the headteacher. The school applies the principles of best value.

#### **PARENTS' AND CARERS' VIEWS OF THE SCHOOL**

<b>What pleases parents most</b>	<b>What parents would like to see improved</b>
<ul style="list-style-type: none"><li>• The school's approachability.</li><li>• Their children like coming to school.</li><li>• Standards of behaviour.</li><li>• Children achieve the best they can.</li><li>• The school is well led.</li></ul>	<ul style="list-style-type: none"><li>• Extra curricular activities.</li><li>• Homework</li></ul>

The inspection team agrees that it is a friendly approachable school, which is an orderly community. Children enjoy coming to school and achieve the best that they can, except in the presentation of their work in Key Stage 2. The school is appropriately led. There are few extra-curricular activities, but the planning of the curriculum is a large load for two teachers to carry. The school has made good use of students to provide extra activities on an ad hoc basis. Homework is regularly set and appropriate; however, better use could be made of opportunities to practise times tables.

## **PART B: COMMENTARY**

### **HOW HIGH ARE STANDARDS?**

#### **The school's results and achievements**

1. In the 1999 national assessments, results at both key stages show that pupils achieved well below the national average in all subjects, except science at Key Stage 1 where attainment was average. The school is too small to publish its national assessment results at either key stage. Standards have varied from year to year, depending on the number of pupils with special educational needs in each cohort of pupils, and how long they have been in the school. A third of all pupils moved in and out of the school during the last academic year, and this makes a significant impact on attainment in such a small school.

2. It is difficult to draw any secure conclusions from comparison with similar schools, as the comparison is merely with schools containing a similar number of pupils eligible for free school meals, and takes no account of the size of the school or pupil mobility. The trend in the school's average National Curriculum points, for pupils aged 11, shows that the school is broadly in line with the national trend.

3. Although variable from year to year, pupils enter the reception class with average skills overall. The majority of children who were under five years of age at the time of inspection are on course to attain at least average standards overall by the age of five. Pupils who enter the school at a later stage are more diverse, and often have special educational needs.

4. In all aspects of English, standards are below the national average for pupils aged seven, because three quarters of the small cohort have special educational needs. For example, pupils are still struggling to use basic phonic skills, such as blending two letters together appropriately.

5. Overall, standards in English for pupils by the age of eleven are in line with what might be expected nationally. Standards in speaking and listening and reading are average. However, they are below what might be expected in writing, handwriting, spelling and the use of punctuation, because teachers' expectations are too low. This remains the same situation as in the last inspection report.

6. In mathematics and science, standards are below the national average at Key Stage 1, for the reasons outlined above. For example, pupils are still struggling to count in tens to one hundred or to count in twos to 20, but are in line with what might be expected nationally at the end of Key Stage 2, although presentation is poor.

7. In information technology, standards are below the national average at the end of both key stages. The school has six new multi-media computers and has created a small computer suite. However, there is no scheme of work and consequently work is planned on an ad hoc basis, which does not improve pupils' learning at a sufficient rate.

8. In religious education all pupils achieve in line with the expectations of the locally agreed syllabus.

9. In Key Stage 1, pupils achieve in line with their abilities in all subjects, except in information technology or in physical education where they are unable to undertake gymnastics. Pupils in Year 1 make better than expected progress in English, mathematics, and science than might be expected, due to the challenging work which they are set.

10. Pupils with special educational needs achieve in line with their ages and abilities. Their individual education plans support their learning appropriately.

11. In Key Stage 2, pupils achieve in line with their abilities, except in writing, spelling, handwriting and the use of punctuation and in information technology. They do not achieve as well as might be expected in geography due to the time allocated to the subject. In physical education, pupils achieve appropriately in swimming and games, but have insufficient opportunities to learn in gymnastics and dance. Occasionally in English, higher attaining pupils are insufficiently challenged.
12. The school sets suitable targets for cohorts of pupils, upgrading them as necessary. The pupils are given personal targets, but insufficient reference is made to these during day-to-day work.
13. National data suggest that over the last few years girls have achieved better results than boys. At present Key Stage 2 consists almost entirely of girls, especially at Year 6. Although Key Stage 1 contains an even amount of boys and girls, Year 2 pupils are predominantly boys on the register of special educational needs. Inspection findings, therefore, agree that girls achieve better than boys do.
14. The majority of parents feel that pupils make good progress in their learning, especially when children of all ages work together in a particular ability group. Inspection findings agree that pupils achieve as well as they can, where opportunities are provided for them to learn, except occasionally the oldest pupils are insufficiently challenged in English.
15. Since the last inspection, standards are similar with the same weaknesses identified in aspects of English, information technology and physical education. Standards in geography are less good.

### **Pupils' attitudes, values and personal development**

16. All pupils, including those with special educational needs like coming to school and their attendance is good. One hundred per cent attendance was recorded on the first morning of the inspection.
17. Children who are under five in the reception class are confident in their surroundings and are able to concentrate for lengthening periods of time.
18. Pupils arrive before school starts, and settle quickly and happily into their classrooms. They are interested in learning and concentrate well on their lessons. Although the comparatively higher attainers are occasionally set insufficiently challenging work within the key stage classes, they do not disrupt others when they have finished their own work. All pupils work well unsupervised, and use their initiative. This was demonstrated when in a Key Stage 2 silent reading lesson, and without prompting, one girl quietly fetched a dictionary in order to understand her reading. In Key Stage 1, all pupils were fully involved in comparing today's nursing uniform with that worn by Florence Nightingale, and made thoughtful and sensible suggestions why changes had occurred over the years. They all paid rapt attention to the short video showing scenes at Scutari during the Crimean war, and were genuinely concerned about the injured and their standard of care.
19. Pupils' behaviour is good overall. They are friendly, polite and courteous to each other and to visitors. Pupils co-operate well in the classroom and all ages eat happily together in the dining room. They walk quietly to assembly and listen attentively to what is being said. In the playground behaviour is good, as all play exuberantly, and there is no inappropriate behaviour. Bullying is almost unknown and any minor misdemeanour is quickly noticed, and dealt with effectively, by vigilant supervisors. There have been no exclusions.
20. Pupils take appropriate responsibility from the time that they arrive at school, dealing

with registers and welcoming the many newcomers to the school. A family atmosphere results from the ethos, and pervades school life. Older pupils take charge of tables in the dining room, and inform the younger ones of the choices available to them. They collect their food and pour the water. Older pupils look after younger pupils in the playground, and parents correctly regard this atmosphere as a strength of the school. Relationships between pupils and between adults and pupils are very good. Mutual trust and respect are enjoyed. Good personal development is assured by the many opportunities provided for pupils to take responsibility, and the mature way in which these are carried out. They are well prepared for the next stage of their education.

21. The school continues to promote the positive attitudes to learning, good behaviour and personal development reported at the time of the last inspection. It has improved the provision for pupils to show initiative and their personal development.

## **HOW WELL ARE PUPILS TAUGHT?**

22. Teaching is satisfactory overall, taking into account the full range of evidence observed, and makes an appropriate impact on pupils' learning. Ninety five per cent of lessons seen in the inspection were satisfactory or better, with approximately two thirds being good and occasionally very good. Five per cent (one lesson) was unsatisfactory. Teaching seen in the inspection was good at Key Stage 1, and for children under five in the reception class. It was more variable, but satisfactory overall, for pupils in Key Stage 2. The best teaching was seen in science.

23. Teachers' knowledge and understanding are good for the younger pupils, and satisfactory for the older pupils, and this is reflected in pupils' learning. Where teaching was very good, the teacher gave very clear explanations of the "push and pull" effect of forces and demonstrated a high level of confidence in the subject.

24. The National Literacy Strategy is implemented appropriately and this has had a satisfactory impact on the teaching of literacy in all subjects across the curriculum. The National Numeracy Strategy has been well implemented and this has had a good impact on the teaching of numeracy across the curriculum.

25. Staff teach basic skills, such as handwriting and spelling regularly, but this is having an insufficient impact on the standard of pupils' routine work at Key Stage 2. Teachers do not teach effectively the basic skills of information technology, which means that pupils do not make satisfactory progress.

26. Teachers plan well for the different age and ability groups in English and mathematics, and this ensures that the majority of pupils, including those with special educational needs, learn effectively. Occasionally, the eldest pupils are insufficiently challenged in English.

27. Teachers' expectations of what pupils can achieve are high for the children under five in the reception class, and pupils in Key Stage 1, and consequently pupils achieve well. For example, effective teaching extended children's knowledge of common mathematical shapes to more rare shapes such as the octagon or pentagon in one lesson seen. Although expectations are overall satisfactory in Key Stage 2, there are unsatisfactory expectations of how pupils should present their work, for example dating it, using a ruler correctly or setting out mathematics neatly.

28. Teachers use an appropriate range of teaching methods. In many lessons introductions and endings of lessons are used effectively to reinforce pupils' learning. For example in an English lesson, the teacher used the discussion about the setting of the book the opportunity to reinforce younger pupils' knowledge of geography. Older pupils are given good opportunities to work in mixed age groups, and with some degree of independence.

Pupils recognise that this is an effective way of working.

29. Work sampling reveals that work in Key Stage 2 is seldom dated, or marked, in any meaningful way, although this is partially a reflection of supply teachers and students taking the class. This is unsatisfactory. However, homework books are conscientiously marked.

30. All teachers manage pupils well in lessons, relationships are very good and sometimes a shared sense of humour maintains pupils' interest. Consequently there is an orderly working atmosphere which allows pupils to get on with their tasks.

31. The pace of teaching is good in Key Stage 1, and much is achieved in individual lessons. The pace is more variable in Key Stage 2, although overall satisfactory. On occasions, elements of the lesson plan are omitted, or too long is taken over one part, to ensure that all the lesson objectives are achieved. Support staff are used effectively to ensure that pupils, particularly those with special educational needs, achieve as well as they should do. For example, by working on a one-to-one basis and at other times in small groups withdrawn from the classroom. Good quality resources make a positive impact on pupils' learning.

32. There is an insufficient link between assessment and planning to aid pupils' learning. Teachers do not regularly evaluate their planning, so that they know what pupils know, understand and can do. This is particularly important when several adults teach the same class over time.

33. Homework is used appropriately at Key Stage 1, where reading books are taken home regularly. At Key Stage 2, homework is integrated with classwork, and this aids pupils' learning; teachers also make informal suggestions, for example, that pupils use the Internet at home to complete their research. However, homework is not effectively used to support the learning of times tables.

34. The majority of parents feel that homework is about right, but 27 per cent of those who replied to the questionnaires disagree. Parents feel that teachers are approachable, and that their children are well taught.

35. Overall there is lower proportion of unsatisfactory teaching in this inspection, but teaching in information technology has not improved. The school has improved the planning of lessons for children under five and this has made a positive impact on their learning.

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

36. The school provides a generally broad and balanced curriculum, which successfully meets the needs of all its pupils. The curriculum meets statutory requirements to teach all subjects in the National Curriculum and religious education.

37. At the time of the previous inspection, the school was not providing an appropriate curriculum for the under-fives, schemes of work were not in place for subjects and the quality of the physical education and information technology curriculum were key issues. A good deal of work has been put into writing schemes of work, which are now in place for all subjects, except information technology. This has made a positive impact on pupils' learning. However, the key issues relating to the physical education and information technology curriculums remain unresolved. Understandably, because of continuing accommodation limitations - the lack of an appropriately-sized hall - the school is still unable to provide a full physical education programme in gymnastics. In information technology, despite significant improvements in the resources available, however, there is still no scheme of work for the subject and information technology is taught on an ad-hoc basis.

38. Younger pupils are now provided with an appropriate curriculum based on recommended "Desirable Learning Outcomes" for pupils under five years of age, a significant improvement since the last inspection.
39. The school has implemented the government's recommended National Literacy and Numeracy Strategies appropriately, and planning and teaching take full account of the recommendations both for lesson format and for lesson content, despite the acknowledged difficulties of so doing in the whole-key stage, mixed-age classes.
40. Appropriate time has been allotted to the literacy and numeracy curriculum with every morning given over to literacy and numeracy lessons. However, this has created an imbalance in the amount of the time allotted to other areas of the curriculum, especially in Key Stage 2, and this is in need of careful reviewing. For example, the school also allocates regular time slots to both shared reading and story time in addition to the time for daily literacy lessons, and this means that subjects such as geography have insufficient time. The use of time was a key issue in the previous inspection.
41. The school curriculum is enriched by the provision of a small, but taken over the whole year, generally satisfactory range of extra-curricular opportunities, including sporting activities.
42. The school offers equal opportunities for its pupils in terms of gender, ethnicity and special educational needs. The curriculum for pupils with special educational needs is well founded in individual education plans and this supports their learning. The school's provision for pupils' personal, social and health education is satisfactory. The governing body has agreed a policy for sex education and appropriate advice is provided to pupils as they begin to mature. Drugs education is provided as part of the science curriculum. Links with the local community are satisfactory and make a positive contribution to pupils' learning. The school has appropriate links with its partner institutions.
43. Provision for pupils' spiritual, moral, social and cultural development is good overall and a strength of the school. Provision for pupils' social development has improved since the last inspection.
44. The school's provision for pupils' spiritual development is good. Through whole-school assemblies, and religious education lessons, the school provides pupils with knowledge and insight into values and beliefs and provides them with good opportunities to reflect on their experiences. Religious education lessons encourage older pupils to consider life's fundamental questions. The school curriculum complies with statutory requirements for a daily act of collective worship, although this takes up too much curriculum time.
45. Provision for pupils' moral development is good. Principles distinguishing right from wrong are promoted very well, and consistently by all staff, through sensitive discussion of stories and events. The teaching and support staff provide good role-models and clearly foster values such as respect for truth. Pupils are involved in forming class rules and are all aware of the "one school rule".
46. Provision for pupils' social development is also good. Pupils are encouraged to work co-operatively and take responsibility for their work and for others. Older pupils look after younger pupils in the playground and act as monitors at lunchtime. Pupils are involved appropriately in village life, visiting the church and taking part in harvest festival celebrations, distributing baskets to the old people in the village.
47. The school makes satisfactory provision for pupils' cultural development. Pupils are taught to appreciate their own cultural traditions. They develop a satisfactory understanding of the diversity of other cultures through stories from other cultures in literacy lessons, and

through celebrations of festivals such as Chinese New Year, and St. David's Day, for example. They study of a range of artists; in addition to Western artists ancient and modern, they have had opportunities to look at and attempt their own interpretations of aboriginal art, after an illustrated talk from a parent.

## **HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?**

48. The school has satisfactory procedures in place to promote pupils' welfare and has addressed the health and safety issues identified in the last report. The asbestos roof has been replaced on the dining room. The Fire Service has confirmed that the storage of butane and other gas containers in the property adjacent to the playground does not present any hazard. Staff have now received training in child protection. Liaison with social services is rare, but effective when necessary. Risk assessments are carried out regularly and security is under review.

49. Pastoral care is one of the school's strengths. Pupils trust adults to deal with any problems, and they are genuinely concerned if one of their number is hurt. The very good relationships contribute to this effective support. Not all pupils wear appropriate shoes when in school, and the school rule about not wearing jewellery is not strictly adhered to. These are minor health and safety issues.

50. The school has effective procedures to promote and monitor attendance. Registers are well kept, although not always called, and reasons for absence notified promptly by parents. Good behaviour results from the school's effective systems to monitor and promote this. Teachers have high expectations of pupils' behaviour and pupils know and understand the school's main rule. They value the rewards they receive, and know what to expect if they transgress. Sanctions, when given, are regarded as fair. Despite the mobile population there have been no exclusions. Pupils are proud of their school.

51. There is appropriate use of assessment procedures to identify pupils with special educational needs. The special educational needs co-ordinator maintains a register of pupils with special educational needs, and there are satisfactory procedures for placing pupils on the register, keeping parents appropriately informed, and reviewing progress regularly. The school meets the requirements outlined in the statement of special educational need for the one "statemented" pupil, well.

52. The school takes appropriate steps to monitor pupils' academic progress, for instance, through use of the optional standard assessment tasks and reading tests. It uses this information to track pupils' progress over time. However, day-to-day assessment is less secure, for example, work in Key Stage 2 is not satisfactorily marked and reading records are unsatisfactory overall. Teachers do not evaluate their planning on a routine basis, taking note of what pupils can and cannot do, so that they can plan better for future work.

53. Although the school has no formal personal development programme, visits from the railway police and medical services ensure that pupils are made aware of the difficulties and dangers which they could face outside the school environment. High expectations of their behaviour, and resultant mature and caring attitudes shown to those younger than themselves, results in good personal development for all pupils. Liaison with secondary school is satisfactory, with pupils able to visit and enjoy the facilities at one of these schools. Pupils are well prepared and ready for transfer.

## **HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?**

54. The school continues to enjoy the good relationship with parents reported at the time of the last inspection, and is always looking for ways to improve on this. Parents are very supportive of the school, and are enthusiastic fundraisers in order to obtain further facilities.



Parents and other volunteers have created a school garden. The "Friends" have provided money for computers, playground equipment and a television/video. They make a regular donation to the school fund. As a focal point in the community, the school invites local residents to attend the "Friends" successful and popular events, and many do so. Local businesses are generous in their donations to stalls and raffles.

55. The school provides good information for parents. The news and other letters are well written, and if not understood, willing office staff will explain them to parents and will help with any form filling. The annual reports are well written and invite comments from child and parents. Children also set their own targets for improvement, and report where they feel that they have done well in these. One hundred per cent of parents attend consultation evenings. They value the discussions with class teachers, and the review of the children's targets. The school has appropriately consulted parents about the Home School agreement, and is waiting for the 50 per cent outstanding to be returned. The National Literacy Strategy was explained at a meeting, and a meeting about the National Numeracy Strategy is planned for the near future.

56. Parents are effectively involved with their children's learning and most support children with their homework, although a significant minority have some concern about the amount. Parents are invited into the school to help in any way which they feel able. Those who assist regularly are trained to hear readers, and to encourage them with appropriate questioning. A father has talked to pupils about his time with the aborigines, and shown them examples of aboriginal art.

57. The school's good partnership with parents, coupled with their enthusiastic support for the school, and the practical and financial assistance received from the small community, has a positive impact on pupils' academic achievement.

## **HOW WELL IS THE SCHOOL LED AND MANAGED?**

58. The leadership and management of the school are satisfactory overall. The headteacher, staff and governors are enthusiastic, hard working and committed to the school. The ethos of the school is good. There are no subject co-ordinators, but in practice the headteacher takes responsibility for mathematics and her colleague takes charge of English. Since the last inspection, the school has clarified who is in charge when the headteacher is absent. Parents feel that the school is well led.

59. However, the amount of non-contact time which the headteacher receives and the term-by-term allocation of this provision, do not aid the effective leadership and management of the school. In addition to all her other duties the headteacher is also the special needs co-ordinator. Little non-contact time is available to undertake the necessary paperwork, attend meetings and meet parents or outside agencies. Given these difficulties and limitations, there is good co-ordination of the role. There is appropriate liaison with the other teacher, support assistants, outside agencies and the special needs governor. The lack of suitable non-contact time was recognised by the previous inspection team. Although the governors have made some improvements over time, the position is still unsatisfactory.

60. The governors have written a suitable set of aims for a small school, for example enhancing self-esteem, or providing a range of quality resources, which are clearly visible in the day-to-day life of the school. However, there is no specific aim to raise standards, a fact, which was identified in the last inspection.

61. The school has good systems for monitoring teaching. The headteacher has involved the local education authority in training herself and her colleague to monitor teaching effectively. The governors have also been involved in monitoring teaching, for example, in literacy. Appraisal is in place and suitable performance targets have been set.

62. The current school development plan is more complex than earlier versions; it is suitably based on a simple strengths and weakness analysis. It covers a suitable range of areas such as resources and buildings, but does not give sufficient priority to raising standards. For instance, the numeracy action plan is not included, neither is there any information about the state of subjects such as geography or music. Although the school development plan is dated 1999 -2000, the governors are clear that it lasts for longer than that period. Training is suitably linked to the school's priorities of literacy, numeracy and information technology.

63. The governors' action plan took suitable action to address the practical issues, and all the statutory requirements identified in the previous inspection report. For example, they now monitor effectively the school's action for pupils with special needs. They undertake regular risk assessments and committee meetings are minuted. However, they did not take explicit action to raise standards or to ensure that schemes of work were swiftly put in place. Consequently, there is still no scheme of work for information technology, and standards in writing, handwriting and punctuation at Key Stage 2 are still unsatisfactory.

64. The governors have a good practical understanding of the school's strengths and weaknesses, for example, the problems with the building, and unusually they have asked the local education authority to audit their own strengths and weaknesses. Governors have undertaken an appropriate range of training, for example in literacy. They are fully informed about the school's standard assessment test results, and understand that small cohorts of pupils do not give a clear picture of progress. However, they have a less clear grasp of the way that the school uses its time, the standard of presentation and standards in other subjects. They have also considered insufficiently the impact on standards of having six students (providing 12 weeks teaching), in such a small school.

65. The accommodation is still unsatisfactory. Teachers, computers, resources and the library share one small space, which is unsatisfactory for any purpose in its present state. New building works will extend pupils' learning by providing extra space in Key Stage 1, a secure outside play area for children in the reception class, and a small library. There is some small apparatus designed, for instance, to aid pupils' balance installed in the playground, but there are still no facilities for teaching the full curriculum for physical education.

66. Resources are of good quality and make a positive impact on pupils' learning. However, because of a lack of storage they are often not easily accessible to teachers or pupils alike. For example, the small amount of physical education apparatus is currently being stored off the premises, until a new shed is provided.

67. There is a barely adequate number of staff to teach the curriculum, and take on the full range of curriculum responsibilities. The number of support staff are used well to support pupils' learning.

68. Educational priorities are supported appropriately through careful financial planning. The school budgets systematically for all expenditure, is clear about costings, and the pupils benefit from wisely-targeted spending decisions. The school has identified relevant priorities for improvement, and spending decisions clearly relate to these priorities. The governing body applies the principles of "best value" in its decisions. The latest auditor's report was positive, stated financial records were "well-maintained", and the small number of minor recommendations were dealt with promptly and appropriately. Systems for financial control are unobtrusive and efficient, and keep the way clear for classroom teachers to concentrate on their work. Adequate, up-to-date information is available to members of the governing body.

69. Although the school is planning to make more effective use of new technologies, use is currently limited; the school budget is kept manually and limited use is made of the school's new Internet facility. Specific grants received by the school, such as funding for the numeracy and literacy strategy, training, funds provided for "booster" classes, and for additional support for pupils with statements of educational need, are being used effectively for the desired purpose.

70. The governing body and senior management team of the school are aware of the "best value" principles of comparison, challenge, consultation and competition and apply these principles in their decision-making. The headteacher and governing body consider alternative providers for school services, although, to date, the school has chosen to continue with the services provided by the local education authority. The school consults both with local education authority financial and curriculum advisors and with parents, keeping them informed about significant changes to the school curriculum.

71. The previous inspection report showed that management and efficiency needed some improvement. Whilst there is still a mixture of strengths and weaknesses, leadership and management are satisfactory overall.

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

72. In order to improve standards the headteacher, staff and governors should

- (1) Raise standards in information technology, by putting into place a scheme of work\* with some degree of urgency, and planning opportunities for pupils to use information technology on a daily basis, such as in literacy and numeracy. (paragraphs 7, 11, 25, 37, 63, 65, 86, 116, 117, 118)
- (2) Raise standards in writing, handwriting, spelling and punctuation in Key Stage 2 by timetabling sufficient time for pupils to write at length; ensuring that skills learnt in isolation are transferred to day-to-day work; linking pupils' individual targets clearly to this work. (paragraphs 5, 11, 63, 82, 83, 84)
- (3) Raise standards in geography, by allocating sufficient time to the subject and ensuring that the scheme of work is fully taught to the required standard. (paragraphs 11, 106, 108)

- (4) Improve provision for physical education, by providing suitable opportunities for pupils to learn dance, gymnastics and games on a regular basis.  
(paragraphs 9, 11, 37, 65, 125)
- (5) Improve the use of time throughout the school day, by shortening the period of time allocated to assembly; reviewing the use of time in Key Stage 2 with particular regard to shared reading, story time and religious education.  
(paragraphs 40, 44, 133)
- (6) Improve the governors' knowledge of what pupils are achieving on a regular basis throughout the curriculum, by including all subjects in the school development plan, and reviewing work in books.  
(paragraphs 62 – 63)
- (7) \*Improve the arrangements for the headteacher's non-contact time by, ensuring that more secure plans are made.  
(paragraph 59)
- (8) Improve the link between planning and assessment by, ensuring that evaluation of teachers' planning notes what pupils' know, understand and can do.  
(paragraphs 32, 52, 87)

The headteacher, governors and staff may also wish to consider:

The impact of six students on the standards of pupils' work in such a small school.  
(paragraph 64)

Improving teachers and pupils' expectations of the standard of presentation of work, by writing clear guidelines for the writing of dates, use of rulers, state of book covers etc. Commenting on such features when the work is marked, on a regular basis.  
(paragraphs 6, 27, 29, 52, 92)

Having a specific aim to improve standards  
(paragraph 60)

\* Already on the school development plan

## PART C: SCHOOL DATA AND INDICATORS

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

Number of lessons observed	19
Number of discussions with staff, governors, other adults and pupils	24

### Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	5	58	32	5	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

<b>Pupils on the school's roll</b>	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	42
Number of full-time pupils eligible for free school meals	8
<b>Special educational needs</b>	YR – Y6
Number of pupils with statements of special educational needs	1
Number of pupils on the school's special educational needs register	11
<b>English as an additional language</b>	No of pupils
Number of pupils with English as an additional language	0
<b>Pupil mobility in the last school year</b>	No of pupils
Pupils who joined the school other than at the usual time of first admission	2
Pupils who left the school other than at the usual time of leaving	11

### Attendance

#### Authorised absence

	%
School data	5.9
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.

### ***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	42
Any other minority ethnic group	0

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

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

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

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

### ***Teachers and classes***

#### **Qualified teachers and classes: YR – Y6**

Total number of qualified teachers (FTE)	2
Number of pupils per qualified teacher	21:1
Average class size	21

#### **Education support staff: YR – Y6**

Total number of education support staff	2
Total aggregate hours worked per week	26.75

### ***Financial information***

Financial year	98/99
	£
Total income	124187
Total expenditure	123149
Expenditure per pupil	2514
Balance brought forward from previous year	9303
Balance carried forward to next year	10341

## Results of the survey of parents and carers

### Questionnaire return rate

Number of questionnaires sent out

42

Number of questionnaires returned

26

### Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	77	19	4	0	0
My child is making good progress in school.	65	27	8	0	0
Behaviour in the school is good.	54	46	0	0	0
My child gets the right amount of work to do at home.	50	23	23	4	0
The teaching is good.	73	23	4	0	0
I am kept well informed about how my child is getting on.	77	15	0	8	0
I would feel comfortable about approaching the school with questions or a problem.	85	7	8	0	0
The school expects my child to work hard and achieve his or her best.	65	35	5	0	0
The school works closely with parents.	54	38	8	0	0
The school is well led and managed.	68	28	0	0	4
The school is helping my child become mature and responsible.	65	23	12	0	0
The school provides an interesting range of activities outside lessons.	27	38	12	19	4

## **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**

73. The majority of children who were under five years of age at the time of inspection are on course to attain at least average standards overall by the age of five.

74. Most children, when they join the school in September, have had some pre-school education. Attainment of such a small cohort varies significantly from year to year, but at present is average. Children under five are taught in a joint "Key Stage 1" class with Year 1 and Year 2 pupils.

75. The children's personal and social skills are satisfactorily developed. Pupils are confident in their surroundings, they are able to concentrate for lengthening periods, sitting quietly and alertly on the carpet, for example, in whole-school assemblies, in introductions to lessons, and when involved in a task. They acknowledge the need for help and seek assistance appropriately where needed. They respond positively, and confidently, to a range of experiences, forming relationships, taking turns, sharing and co-operating. They play well together, working co-operatively when, for example, sorting out a letter-matching jigsaw, and pay an appropriate amount of attention to the task given to them. They become involved in the classroom routines, such as clearing away after activities, and demonstrate care, respect and affection for other children. They respond appropriately to praise and restraint. Teaching in this area of learning is good. The teacher and non-teaching assistant have developed a good rapport with the children, work together very well, and organise a variety of activities with a clear purpose.

76. In the area of language and literacy, children's attainment is satisfactory. They listen to a story attentively, and respond appropriately, sitting still and looking at the storyteller and communicating their likes and dislikes in clear and easily understandable speech. They understand that words and pictures carry meaning, and are aware that print is read from left to right. They are beginning to associate sounds with patterns, words and letters, recognise some letters - for example, "s" and "u" - and pronounce them correctly and point them out on the page. They enjoy marking and basic writing experiences, using a range of marking implements for drawing, marking, scribbling and writing and learn how to write their names. Two children do so independently, and the remaining pupils copy from a model provided for them. They recognise vocabulary in a book, which they have read together and, with the help of adults, organise the words into sentences. In the lessons observed the teaching was uniformly good; the teacher and nursery nurse work together very well to plan and organise activities, demonstrate good relationships with the children and value and encourage talk.

77. In the mathematical area of learning children's attainment is satisfactory. They begin to use their developing mathematical understanding to solve practical problems and know, for example, that a "die" is "different because it has shapes on it instead of numbers", and recognising a square, circle and triangle. In the mathematical sessions observed the teaching was good. Activities are well-planned with purposeful activities carefully matched to the pupils' needs. The teacher monitors and guides all activities carefully, and makes very good use of questioning and humour to encourage the children.

78. In the area of knowledge and understanding of the world, children's attainment is satisfactory. They talk readily to adults and other children about day-to-day life and about events important to them. They recognise some patterns and "sets" in the animal world and recognise that humans and animals grow and change. They demonstrate an appropriate understanding of basic scientific facts, understanding that if a stone is thrown into a pond, it will sink to the bottom, for example. Teaching was good in these lessons; the teacher had planned an interesting range of activities that moved children on with their understanding, had



a good rapport with the pupils and deployed the available classroom support well.

79. Children's physical development is satisfactory overall. There are limited opportunities for children to develop their "gross-motor skills", due to the accommodation; classroom space for role-play activities is limited, and opportunities for outdoor activities with large play equipment are restricted. However, the present building work will provide a secure play area for the under-fives. At playtimes, children play confidently with the Year 1 and Year 2 pupils, balancing, twisting and turning as they try to avoid "capture" in a "tag" game. In a dance lesson with Year 1 and Year 2 pupils, children demonstrated an appropriate awareness of their own bodies and control of their own and others' space, in their response to the music - pretending to be machines and animals (giraffes and oxen, for example) with enthusiasm. Teaching in these lessons was good, with especially good encouragement of speaking and listening skills and reinforcement of appropriate behaviour.

80. Children's attainment in the creative area of learning is satisfactory. They enjoy role-play and imaginative games and dance/drama activities. They join in with songs and respond appropriately to the moods and tempo of the music. Children listen to sounds, and begin to make patterns with sounds, using musical instruments in different ways for different qualities of sound. They join in with "building a house" actions enthusiastically, and handle musical instruments appropriately, with increasing control. Teaching in these lessons was good, creative activities were included in a well-organised range of activities with all resources readily at hand and available for the children to use.

81. The teacher bases her lesson plans on the School Curriculum and Assessment Authority's "Desirable Outcomes for Children's Learning" incorporating information about children's basic skills gained from the "baseline" testing undertaken on entry to the school. This is an improvement since the last inspection. The school employs a non-teaching assistant who works very effectively, in co-operation with the class teacher, supporting the children very well.

## **ENGLISH**

82. At the end of Key Stage 1, the majority of pupils achieve below the national expectations in all aspects of English, due to the fact that three quarters of the pupils are on the register of special educational needs. At the end of Key Stage 2, overall attainment in English is in line with the national average. Pupils achieve in line with the national expectations in speaking and listening and reading, however they are below what might be expected nationally in writing, handwriting, spelling and punctuation due to low teacher expectations.

83. Older pupils in Key Stage 1 listen appropriately to their teachers, answer questions posed to them, and occasionally ask questions of their own when subjects particularly interest them, for example, "Why do you have candles at Christenings?". The majority of pupils can correctly name objects in pictures shown to them, but struggle to find the sounds that the words begin with, such as "st" or "fl". When attainment is average, pupils are very enthusiastic about reading, and can identify favourite parts of the book. Pupils write using capital letters and full stops with reasonably accurate spelling. The remainder of the Year 2 group are not at this level.

84. Older pupils in Key Stage 2 listen well to their teachers, they present work audibly in sessions at the end of lessons, but do not always spontaneously use the technical vocabulary which their teacher has introduced to them. An occasional pupil can point to alliteration in the text, such as “ribbony rays”, and say why this is effective. They read accurately with expression, and are able to talk about the plot and the characters in their books. They generally have appropriate knowledge and understanding of the features of a non-fiction text, and can use this knowledge to find relevant facts. They like books, and read good quality texts, but have an insufficient knowledge of a range of authors. Analysis of previous work shows that although there is a range of completed exercises, pupils do not write at length, showing for example the correct use of paragraphs. Pupils do not routinely and independently use a range of interesting words to connect their sentences, nor a sufficient range of punctuation. Pupils do not routinely spell complex words correctly. Handwriting is generally joined, and written in ink, but is not of the standard of pupils expected of this age.

85. Since the last inspection, standards in writing and handwriting have remained the same, but the quality of the books pupils read has improved.

86. Teaching and learning are satisfactory overall. Teachers work hard to match work to the differing ranges of ages and abilities in their classes, and so aid pupils' learning. They are largely successful in this activity, particularly in Key Stage 1, where pupils of different ages work together according to ability, for example in writing a book review. In Key Stage 2, work generally challenges most pupils, as text work is pitched at Year 5 programmes of study, but occasionally is too easy for Year 6 pupils, as when they were asked to define features of myths and legends. Teachers use introductions and plenaries effectively to support pupils' learning. Both teachers use questioning well. In better lessons at Key Stage 1, lessons proceed at a faster pace and with a good sense of humour, and this aids pupils' learning. Pupils enjoy their lessons and behave well, working independently when the occasion arises. Support staff are used well to support pupils with special educational needs, and so they make appropriate progress. Teachers teach basic skills regularly, but in Key Stage 2 these skills are not transferred efficiently into routine work. Information technology is insufficiently used throughout the school to draft and redraft pieces of work.

87. Leadership is satisfactory and the National Literacy Strategy has been appropriately implemented. It makes an appropriate contribution to pupils' learning in other subjects. There are just sufficient good quality resources to support pupils' learning. Whilst pupils' reading ages are conscientiously checked, insufficient use is made of the group reading activities to record pupils' strengths and weaknesses. Day-to-day reading records in Key Stage 2 are minimal, and do not sufficiently record what pupils know, understand, and can do, for example, in the group reading sessions in the literacy hour.

## **MATHEMATICS**

88. Attainment of the current Year 2 pupils is below national averages overall, due to the large percentage of pupils with special educational needs in the current cohort. The majority of Year 6 pupils are on course to attain standards broadly equivalent to those expected nationally at the end of the key stage in mathematics. Comparisons of levels of attainment are difficult to make, due to the very small cohorts with wide ranges of ability and variations in the levels of pupils with special educational needs. This makes year-on-year comparisons of achievement in end of key stage standard assessment tests unreliable.

89. Samples of pupils' work demonstrate that pupils in both key stages have undertaken a variety of work on shape, space, and measures, and have tackled a range of problems involving handling data and investigation. Lesson observations confirm that pupils make satisfactory use of

their numeracy skills in other curriculum areas, such as science.

90. All pupils, regardless of age, sex or ability are achieving as well as they could for their abilities. Pupils in Year 1 who are studying the Year 2 programme, are making better progress than expected due to the challenging work they receive.

91. Year 1 pupils are able to count in tens to a hundred, in fives to 30 and in twos to 20 confidently, with the remaining Year 2 pupils attempting to do so, hesitantly. The majority of Year 2 pupils are working at Year 1 programmes of study, using everyday language to describe features of common two dimensional and three dimensional shapes, referring to such properties as "flat", "curved", "corner" and "straight". When attainment is average, Year 2 pupils work at appropriate levels, making shapes and models with increasing accuracy and using mathematical kits to make a cube.

92. In Key Stage 2, Year 6 pupils change a fraction to the equivalent mixed number and vice-versa and order fractions confidently. They use co-ordinates in location specification and use and interpret first quadrant co-ordinates. Year 6 pupils' speed and accuracy with mathematical tables are slightly below expectations for their age, however. Presentation of work in Key Stage 2 is unsatisfactory, given pupils' ability, and is below expectations; pupils draw lines without using a ruler, do not routinely start the day's work with a new date, or title, scribble on the covers of exercise books, and generally present their work poorly.

93. The quality of teaching and learning in both lessons observed was good, due largely to the good pace set and high expectations of the teachers and their enthusiasm for the subject, which motivates pupils well. Teachers utilise a good range of strategies to motivate and interest pupils. For example, by betting the pupils that she will do better in the shape recognition game. Teachers follow the recommended numeracy lesson format and programmes of study closely, plan lessons well, provide a good range of resources and use praise and questioning well. They ensure all pupils are paying appropriate attention, use correct mathematical vocabulary and terminology, such as "numerator" and "denominator". Teachers provide good opportunities for pupils to explain their methods and practice what they know, such as when ordering fractions. Pupils with special educational needs are catered for appropriately in teachers' planning with suitable tasks and additional support, and they make satisfactory progress overall towards the targets set for them. Pupils' attitudes and behaviour are good in mathematical lessons; pupils work well, independently or co-operatively as required and respond well to their teachers' questions.

94. Since the last inspection, the standard of teaching has improved overall because the school has implemented the "Numeracy Strategy" effectively. Pupils' numeracy skills support work across the curriculum. Resources for the subject are satisfactory overall, and funding has been allocated to purchase additional resources to support the numeracy strategy.

## **SCIENCE**

95. Attainment in the national assessment tests in 1999 was in line with the national average at Key Stage 1 and below the national average at Key Stage 2. However no conclusions can be drawn from the performance of such small cohorts. Inspection findings show that attainment in science is satisfactory overall at the end of Key Stage 2. However, attainment at the end of Key Stage 1 is unsatisfactory due to the very small number of Year 2 pupils, and the high percentage of pupils with special educational needs in the cohort.

96. Scrutiny of work undertaken indicates that pupils undertake a range of appropriate science activities covering all attainment targets, studying life processes and living things, materials and physical processes. Provision for experimental and investigative science is satisfactory. Throughout the school pupils are encouraged to ask questions about their science work, are using focused exploration and investigation to acquire knowledge, skills and understanding and are attempting to explain their discoveries and draw conclusions.

97. In Key Stage 1, pupils understand that "pushes and pulls" are forces and that forces can change the shape of objects, such as an aluminium can, plastic bottle or play dough. When attainment is average, Year 2 pupils make a satisfactory attempt at explaining the concept of a "fair test" and work at expected levels for their age. The remaining Year 2 pupils, although working at levels appropriate for their abilities, are working below expectations for their age. In comparison, some Year 1 pupils are working above expected levels, and are working as a group with the Year 2 pupil on Year 2 work, suggesting that their attainment at the end of the key stage is likely to be above expectations.

98. In Key Stage 2, pupils considering air-resistance and friction are involved in a range of activities appropriate to their age and abilities. Year 3 pupils test air-resistance, comparing the rate of fall of a flat sheet of A4 paper with the rate of fall of a screwed-up ball of paper, and predict that "the ball will drop faster because there's less air-resistance". Year 4 pupils make and test parachutes, predicting, correctly, that the larger parachute will remain aloft longer. Year 5 and 6 pupils input data, obtained from a previously conducted experiment into the speed of a model car over a variety of surfaces, into a "database" program. Year 6 pupils know that air resistance is a force, giving the example of "when you're riding on your bike, it slows you down". They understand that it is good scientific practice to repeat an experiment to check the results, and can say if the evidence collected supports their predictions. They understand the concept of a "fair test" and "changing one variable".

99. Since the last inspection the school has made satisfactory progress. It has recently adopted a government-recommended scheme of work for the subject, which provides satisfactory progress in pupils' learning as they move through the school.

100. The quality of teaching and learning in the lessons observed was very good in Key Stage 1, and good in Key Stage 2. Where teaching was very good, the teacher gave very clear explanations and demonstrated a high level of confidence in the subject. Pupils are motivated very well by the enthusiasm of the teacher, saying "that sounds good fun", and the brisk pace maintained throughout the lesson. Both teachers have a good rapport with their pupils, and appropriately high expectations of work, and behaviour. Teaching was used well in the Key Stage 2 lesson to encourage pupils to use their own initiative and think of ways of doing things. In both lessons, clear progress was made, due to the good pace set by the teachers, and the high level of pupil motivation. Pupils with special educational needs are supported well, and make satisfactory progress overall. Pupils' attitudes and behaviour in the Key Stage 1 lesson were very good, and were good in Key Stage 2. Pupils show great interest in the activities, and are keen to answer the teacher's questions; replying with enthusiasm and confidence. Most work quietly and conscientiously, without the need for constant teacher-intervention, clearly enjoying their science lessons. Resources for the subject are satisfactory and are utilised well to support pupils' learning.

## **ART and DESIGN AND TECHNOLOGY**

101. Overall, regardless of age, gender, or ability pupils make satisfactory progress as they move through the school. No art or design lessons were seen during the inspection. Evidence is taken from previous work in files, display around the school and discussions with pupils.

102. In art, Key Stage 1 pupils have studied the work of L.S. Lowry. Using a restricted colour palette they produce effective work in his style. Pupils have regular opportunities to draw and paint, colour mix, paint portraits, and paint their favourite stories. They do so satisfactorily. In Key Stage 2, pupils utilise a suitable range of materials and techniques including collage, observational drawings and "computer paintings". They do so satisfactorily. They study an appropriate range of artists, including Picasso, Pollock, van Gogh and art of different cultures, such as aboriginal art. They produce interesting work.

Work by previous pupils show that clay work is taught to a good standard.

103. In design and technology, pupils in Key Stage 1 have made satisfactory models using construction kits, built three-dimensional junk robots, and have undertaken food technology activities. In Key Stage 2, pupils have designed a meal, made a model on a paper plate, and have made models to demonstrate the function of levers to make movement. Currently, pupils are in the middle of a project to design and make a wheeled vehicle, which involves measuring, sawing and joining wood using a "Jinks" framing technique. Pupils both design and make; deciding which materials are needed and the order in which the model would be made. After completion of the model they evaluate their work, using appropriate questions such as "How well does it work?" and "How could you make it better?"

104. Since the last inspection, there is now a scheme of work for both subjects. In design and technology the work has been separated from work in science. An appropriate emphasis is now placed on the design element.

105. Too little evidence was presented to make a secure judgement about the quality of teaching and learning.

## **GEOGRAPHY**

106. Throughout Key Stage 1, all pupils regardless of ability, or gender, make appropriate progress and achieve satisfactorily for their age and abilities. However, throughout Key Stage 2 pupils make unsatisfactory progress, and attain below the standards expected for pupils of their age.

107. In Key Stage 1, pupils are appropriately aware of where they live in relation to the school. They say how they travel to school and what they might see on the way. Older pupils give directions to their house, occasionally using, for example, "left" or "right".

108. However, in Key Stage 2, older pupils are unable to name the five continents without assistance. They name a small range of cities and rivers appropriately, but find it difficult to name any mountain ranges. They have limited knowledge of a range of maps.

109. Standards and progress in Key Stage 2 are not as good as at the time of the last inspection. This is partially due to the extra demands of the literacy and numeracy curriculum, but it is more due to the school's use of time throughout the school year. Geography is only timetabled in the summer term, and this is insufficient. Last year students on teaching practice taught the subject. An insufficient amount was taught, and this leaves an insecure basis for future learning

110. No lessons were seen during the inspection, but conversations with pupils reveal that they have positive attitudes to the subject. Teachers have a good quality scheme of work on which to base their teaching and good knowledge and understanding of the subject. The present work on display in the Key Stage 1 classroom, and current planning, suggest that teaching is at least satisfactory. However, teaching at Key Stage 2 is unsatisfactory.

## **HISTORY**

111. Throughout the school, regardless of age, gender, or ability, pupils make satisfactory progress. They achieve in line with their ages and abilities

112. The oldest pupils in Key Stage 1 showed good understanding and made good attempts to explain the differences between “then” and “now” related to their study of Florence Nightingale. Pupils in Key Stage 2 used their information skills appropriately to formulate questions about what they wanted to find out in their study of the Egyptians. They made lists of what they recalled from work undertaken in the previous half term, and arranged this information into categories. They began to research further information in books and on a CD Rom.

113. Since the last inspection a scheme of work has been written. This has aided attainment and progress in Key Stage 2. There is now a more adequate record of work studied.

114. Pupils have positive attitudes to history. In Key Stage 1 they gave rapt attention to a television programme about hospitals. Pupils in Key Stage 2 work co-operatively in pairs and in small mixed age groups. They get on with their work independently, when their teacher is not present.

115. Teaching varies from good to unsatisfactory, but is satisfactory overall. The school makes effective use of visits, for example to the Tulle house museum in Carlisle, in order to give pupils’ first hand experiences of artefacts from different periods. In effective lessons, resources are used well and questioning of pupils showed how well they had listened and learnt about Florence Nightingale. However, unsatisfactory teaching did not build on what pupils already knew, and the lesson went at too slow a pace for pupils to complete the task set.

## **INFORMATION TECHNOLOGY**

116. Throughout the school standards are below what might be expected nationally. Regardless of age, gender or ability, pupils make unsatisfactory progress. No information technology lessons were observed during the inspection, although a number of individual or small group activities with Key Stage 2 pupils were observed.

117. Display around the school showed isolated examples of pupils using a “data base/graph” program to produce bar graphs of data obtained during a science experiment, word processing including “clip art” illustrations and pupils sent an e-mail to Santa at Christmas. Discussions with pupils in Years 5 and 6 indicate that few regular opportunities are provided for pupils to work with the very good quality equipment. There are very few opportunities for pupils to develop satisfactory skills in controlling, modelling and monitoring.

118. Since the last inspection the school has yet to put in place a scheme of work to support pupils’ learning as they move through the school and basic skills are not appropriately taught. Information technology is utilised on an ad hoc basis and expensive good quality resources are not always used effectively. For example, despite having a high-speed Internet connection for over a term, older pupils have not yet had the opportunity to use the Internet independently for research purposes. This is unsatisfactory.

119. Teachers have sufficient knowledge and understanding to use the laptops, which they were given in order to produce planning, and routine documents and they have undertaken training in the subject. The school is part of the National Grid for Learning and is currently applying for new opportunities for funding to raise skills further.

## **MUSIC**

120. Regardless of age, gender, or ability pupils make satisfactory progress in their learning. They achieve in line with their ages and abilities.

121. Pupils in Key Stage 1 learn to sing tunefully from memory in music lessons, for example songs like "Building a house". They begin to have control of pitch and dynamics, such as when they sing high, lower, shorter or longer sounds. They improvise musical patterns and create suitable musical effects, by using sounds.

122. Pupils in Key Stage 2 understand appropriately the concept of "a drone" and know that instruments, such as bagpipes or the hurdy gurdy, create this effect. They select an appropriate range of instruments, including the piano and recorders, to recreate it. Working in small mixed age groups, they compose a short piece of music with both a tune and "a drone". They pay sufficient attention to features, such as, tempo and duration. The oldest pupils know how to introduce a piece of music by "counting in" their fellow players. They perform confidently to their peers.

123. Since the last inspection, the amount of time and the budget allocated to music have been appropriately reduced. Small numbers of pupils play instruments, such as the keyboard, but this now takes place outside lessons.

124. Teaching is satisfactory overall with an occasional good lesson seen. Lessons are suitably planned and the correct technical vocabulary is introduced. Teachers have sufficient knowledge and understanding, for example, to demonstrate how a "drone " should be played on the piano or to teach a lesson when the tape recorder fails to work. The use of good quality resources suitably aids pupils' learning. Teachers provide older pupils with good opportunities to lead mixed age groups independently. Pupils have positive attitudes and behave well when working independently around the building.

## **PHYSICAL EDUCATION**

125. All pupils, regardless of age, gender or ability, are making appropriate progress in those areas of the curriculum which the school is able to provide. However, due to the lack of an appropriately equipped school hall, the school is unable to fully comply with the requirements of the programmes of study, particularly in gymnastics throughout the school and dance at Key Stage 2. Games for pupils at Key Stage 2 are dependent on the weather. Where given the opportunity to do so pupils achieve in line with their ages and abilities.

126. In the Key Stage 1 music and movement lesson, pupils used their bodies appropriately to "warm up" in preparation for exercise and showed a suitable understanding of the effect of exercise on their bodies "Your heart beats faster". They develop their response to music and explore feelings and moods by pretending to be machines and large animals. They do this appropriately.

127. In a Key Stage 2 games lesson in the playground, pupils used a variety of equipment, developing and refining basic techniques and comparing and striving to improve their performances. They do this appropriately. Pupils sustained energetic activity over suitable periods of time, and demonstrate a suitable understanding of the effects of exercise on the body. They improve their skills of travelling, sending and receiving a ball. Throughout the lessons, pupils develop their ball skills appropriately, for example, by passing by hand, kicking and dribbling. Key Stage 2 pupils visit a local pool on alternate weeks and work towards swimming unaided, competently, and safely for at least 25 metres.

128. Since the last inspection, there is now a satisfactory policy and scheme of work to support pupils' learning. Students on teaching practice have occasionally taught aspects

such as football or netball. Provision for physical education was a key issue in the previous inspection and remains so.

129. Teaching and learning in the Key Stage 1 lesson were good, and were satisfactory in the Key Stage 2 lesson. Teachers organise appropriate “warming up” and “cooling down” activities, have a good rapport with pupils and keep up a good pace throughout lessons, changing activities to maintain pupils’ enthusiasm. Consequently pupils throughout the school enjoy their lessons, work well together and respond willingly to their teachers’ instructions. Teachers give clear instructions, use praise appropriately and plan an appropriate range of different activities for the range of ages and abilities within each class.

## **RELIGIOUS EDUCATION**

130. Throughout the school, attainment is in line with the expectations of the locally agreed syllabus and pupils make satisfactory progress regardless of age, gender or ability.

131. Older pupils in Key Stage 1 recalled satisfactorily the important facts which they had learnt about the Jewish religion, for example, scroll and rabbi. They listened intently and could discuss items, which the local vicar brought into their class, such as, a bible, a cross and a travelling communion set.

132. The majority of older pupils in Key Stage 2 have a reasonable knowledge and understanding of bible stories. They produce an appropriate range of ideas regarding suffering, such as, “depression”, or “sadness”. They easily write a rule to live their life by, building on work, which they have undertaken earlier.

133. Improvement since the last inspection is satisfactory overall. The school now meets statutory requirements. There is a scheme of work in place and other religions are now taught. However, the time allocated to the subject is less than that recommended by the agreed syllabus.

134. Teaching seen during the inspection was good at Key Stage 1, and satisfactory at Key Stage 2. Effective use is made of the local vicar, both in assemblies and in lessons, to support pupils’ knowledge and understanding. This also makes a good contribution to their spiritual development. As a result, pupils concentrated well and were fascinated by the small artefacts, which the vicar had brought with her. Good use was made of an opportunity to reflect at the beginning of the Key Stage 2 lesson, and this appropriately focussed pupils’ thoughts on their lesson. Lessons are well managed and this aids pupils’ learning. Good use is made of visits to the local church, Carlisle cathedral and the expertise of visiting students to improve pupils’ understanding of religions.