

INSPECTION REPORT

St Matthews Primary School

Westnewton, Carlisle

LEA area: Cumbria

Unique Reference Number: 112308

Inspection Number: 197168

Headteacher: Mr D Cornwall

Reporting inspector: Mrs Jill Palmer

Dates of inspection: 8 - 10 November 1999

Under OFSTED contract number: 707140

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

Type of control: Voluntary Aided

Age range of pupils: 4 to 11

Gender of pupils: Mixed

School address: Westnewton
Carlisle
CA5 3NT

Telephone number: 016973 20545

Appropriate authority: Governing Body

Name of chair of governors: Mr Martin King

Date of previous inspection: January 1996

INFORMATION ABOUT THE INSPECTION TEAM

Team members	Subject responsibilities	Aspect responsibilities
Mrs Jill Palmer, RgI	English	Attainment and progress
	Science	Teaching
	Art	Leadership and management
	Music	Characteristics of the school
	Special educational needs	
	Under fives	
Mrs Vicki Lamb, Lay Inspector		Attitudes, behaviour and personal development
		Attendance
		Pupils' spiritual, moral, social and cultural development
		Support, guidance and pupils' welfare
		Partnership with parents and the community
Mr Bill Indian, Team member	Mathematics	Equal opportunities
	Design and technology	Curriculum and assessment
	Information technology	Staffing, accommodation and learning resources
	History	The efficiency of the school
	Geography	
	Physical education	

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MAIN FINDINGS

What the school does well

- The quality of teaching, overall, in Reception and Key Stage 1 is good.
- The curriculum for pupils under the age of five is good.
- The progress that pupils with special educational needs make is good.
- The school plans well for developments and the governors have effective systems for monitoring and evaluating how developments are proceeding.
- There are good relationships between pupils, staff, governors and parents.
- The school has good procedures for tracking the academic development of pupils in the longer term.
- The personal development of pupils is effectively monitored.
- The school makes good provision for the spiritual, moral, social and cultural development of the pupils.
- The school provides good support and guidance for the pupils' welfare.
- Procedures for child protection and the health and safety of the pupils are good.
- The school makes good use of the local and wider community to enrich the school curriculum.
- Attendance is very good.

• Where the school has weaknesses

- I. There are lower than appropriate standards in writing across the school.
- II. The work given to the higher attaining pupils does not always sufficiently challenge their thinking.
- III. The curriculum for Key Stage 2 pupils does not give pupils a well-balanced experience of all subjects. Topic work is not well planned to develop pupils' subject knowledge and skills.
- IV. The work planned for pupils in each class does not build sufficiently on work done in previous classes.
- V. There is no guidance for teachers for the systematic development of pupils' skills.
- VI. There is insufficient monitoring of teaching and curriculum planning.
- VII. The school's procedures to effectively involve parents in their children's learning are unsatisfactory. Homework is not used consistently or effectively to support learning.
- VIII. There is no induction policy or programme to support and guide new members of staff.

This school has many strengths. The strengths outweigh the weaknesses. The weaknesses will form the basis of the governing body's action plan, which will be sent to all parents and guardians of pupils attending the school.

• How the school has improved since the last inspection

Overall, the school has achieved a steady rate of improvement since the last inspection. Standards are beginning to rise again in both key stages and the good quality of teaching has been maintained.

There has been generally satisfactory progress in tackling the issues raised in the last inspection. The school continues to plan effectively for its development. It has continued to develop the contribution of

the governing body in all aspects of school life. The school has reviewed the organisation of the curriculum and produced some good, clear and supportive policy documents. However, policy documents are not in place for all subjects. There are now rigorous assessment procedures in place. The school has made some progress in aspects of curriculum development, particularly in the core subjects and multi-cultural education. However, the school has not made significant improvements since the last inspection in adopting detailed and systematic planning for the progressive development of skills across the full curriculum. This has a direct influence on the progress made by pupils, particularly the more able, in some areas of their learning as they move through the school.

The governing body works effectively with the parents and staff of the school and there are appropriate management systems and procedures in place to support further improvement.

• **Standards in subjects**

This table shows the standards achieved by 11 year olds in 1998 based on the National Curriculum tests:

Performance in	Compared with all schools	Compared with similar schools	Key
			<i>well above average</i> <i>A</i>
			<i>above average</i> <i>B</i>
English	E*	E*	<i>average</i> <i>C</i>
Mathematics	E*	E*	<i>below average</i> <i>D</i>
Science	E	E*	<i>well below average</i> <i>E</i>

This is a small school with year groups ranging in size from just five to fourteen pupils. The number of pupils taking part in tests or assessments in a particular year group is thus very small. The attainment of one or two pupils can, therefore, have a major influence upon the overall results in any one year. Consequently, the assessments of pupils' attainment on entry and through the national tests and assessments at the end of both key stages do not, for any one year, represent a full and accurate picture of the attainment of pupils within the school as a whole. The results of the National Curriculum tests are not published in this report as they could identify individual pupils.

Since the last inspection, results in national assessments at the age of seven have remained in line with the national average for all schools in reading, writing and mathematics. Although the trend in the past has been that fewer pupils attain the higher Level 3, the 1999 national assessment results show an improvement in the number of pupils attaining Level 3 in reading and mathematics. The results in the national tests at the end of Key Stage 2 show that since the last inspection the performance of pupils in English, mathematics and science has been erratic and generally well below the national average. However, the 1999 national test results show that there has been an improvement in the number of pupils attaining the nationally expected Level 4 and above in reading, mathematics and science. In English, proportionally, too few pupils attained the expected Level 4 in writing.

The progress of pupils as they move through the school is generally satisfactory. Progress in English, mathematics, science and information technology is generally satisfactory in both key stages. In other subjects, the limited evidence gathered during the inspection indicates that progress in them is also generally satisfactory.

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Quality of teaching

Teaching in	Under 5	5 – 7 years	7 – 11 years
English	Good	Good	Satisfactory
Mathematics	Good	Good	Good
Science		Good	Satisfactory
Information technology		None observed	None observed
Religious education			
Other subjects	Good	Good	Satisfactory

The priority of the inspection team was to observe teaching and learning in English including literacy and mathematics including numeracy, during the days of the inspection. In addition, the teaching of science, history and physical education was observed in Key Stage 1 and 2. Topic work was observed in Class 1. No lessons were observed in the foundation subjects of geography, design and technology and music during the inspection.

During the three days of the inspection, thirty-eight lessons were observed. The overall quality of teaching was judged to be good overall in Key Stage 1 and for pupils under five, and satisfactory overall in Key Stage 2. In the school as a whole, ninety-five per cent of the teaching seen was judged to be satisfactory or better. Teaching of a very good quality was observed in six of the lessons seen. Teaching was judged to be less than satisfactory in two lessons.

This is a relatively small sample of teaching. These results should not be used on their own to make broader generalisations about the quality of teaching in the school. Evidence from pupils' work and from teachers' records suggests that the teaching seen was in many ways typical. Pupils in general experience teaching that is at least satisfactory across the curriculum, with a number of good features, and make at least satisfactory progress overall as a result.

As this is a Church of England Aided School, the quality of teaching in religious education was not inspected. This will form part of a separate inspection that will also look at the quality of collective worship.

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

Other aspects of the school

Aspect	Comment
Behaviour	Pupils' behaviour, their relationships with each other and with staff and the way, in which they approach their time at school, have a positive effect on their progress and personal development. However, there are times when pupils do not always listen as they should in some lessons, they lose concentration and behaviour becomes unsatisfactory.
Attendance	Attendance is very good and compares favourably with rates in similar schools nationally.

Ethos*	Satisfactory. Pupils are interested in their work and well motivated to apply themselves to the tasks set for them; relationships are generally good; teachers' expectations are generally appropriate, although for the higher ability pupils there is insufficient challenge on some occasions.
Leadership and management	The governing body works closely with the headteacher to provide the school with supportive leadership. The headteacher is a positive leader who manages the school well. However, he is less effective in managing the planned curriculum for Key Stage 2 pupils. The day-to-day management and administration of the school are effective. The monitoring of teaching is not thorough and systematic enough across the curriculum.
Curriculum	Generally satisfactory, although there are some unsatisfactory elements. The curriculum is generally broad but lacks some degree of balance. The curriculum for the pupils under five and those in Key Stage 1, respectively, is of generally good and satisfactory quality. The planned curriculum contains an hour each day for both literacy and numeracy. The planning for subjects other than English, mathematics and science is of varying quality and lacks sufficient detail to ensure continuity and progression in the development of skills.
Pupils with special educational needs	Satisfactory. The provision for pupils with special educational needs is appropriate and effective development plans are in place for these pupils, who often make good progress in lessons.
Spiritual, moral, social & cultural development	Good overall. The provision for the spiritual development of pupils is satisfactory. The social, moral and cultural development of pupils is good.
Staffing, resources and accommodation	Accommodation is generally satisfactory and in reasonable condition. The provision of teaching and support staff is satisfactory. The lack of an induction policy and programme for newly appointed members of staff is having a negative impact on some aspects of staff performance. The availability of resources and equipment is generally sufficient for teaching the requirements of the National Curriculum.
Value for money	The school provides value for money.

**Ethos is the climate for learning: attitudes to work, relationships and the commitment to high standards.*

The parents' views of the school

What most parents like about the school

- IX. The school encourages the parents to play an active part in the life of the school
- X. Many parents find it easy to approach the school with questions or problems.
- XI. Most parents are happy with the way the school handles any complaints from the parents.
- XII. All parents are happy with the general standard of work in the school.
- XIII. All parents agree that the school's values and attitudes have a positive effect on the children.
- XIV. All parents agree that the school achieves high standards of behaviour and that their children like school.

What some parents are not happy about

- XV. Many parents are concerned about
- XVI. Some parents do not feel well
- XVII. Many parents are not satisfied with ny would prefer a regular timetable for

Most parents are generally happy with the attainment and progress of their children. However, there are some concerns about the progress of the Year 3 and 4 pupils, who have had a succession of supply teachers, due to the long term sickness of the class teacher. The inspectors generally found that whilst the progress of these pupils is variable across English, mathematics and science, they are making generally satisfactory progress overall.

· KEY ISSUES FOR ACTION

The school governors, in conjunction with the headteacher and staff, should take the following actions to further raise standards in the school.

1. Improve the planning of the curriculum in the school by:
 - i developing and implementing planning procedures to ensure: (19, 20, 23, 24, 47, 50, 51, 52, 57, 58, 67, 90, 91, 95, 96, 97, 139, 165, 168, 175, 180, 184, 189, 197, 201)
 - XVIII.that skills are taught systematically as pupils move through the school, and
 - XIX.that the learning needs of all pupils, particularly the more able pupils, are appropriately met;
 - ii ensuring that there is an appropriate balance between the foundation subjects within thematic work;
 - iii ensuring that the curriculum is effectively co-ordinated and managed.

1. Develop and implement effective procedures for the systematic monitoring of: (19, 21, 23, 54, 68, 90, 92, 94, 13, 164,175, 180, 184, 187, 189, 201)
 - i the quality of teaching throughout the school and its impact on the progress that pupils make;
 - ii curriculum planning to help ensure that pupils' learning is built up steadily from one key stage to another and from one class to another.

2. Improve the attainment in writing by providing more challenging opportunities for pupils to write independently, with less reliance upon commercially produced work sheets, particularly in the foundation subjects. (19, 22, 50, 127, 137, 138, 142)

3. Use homework effectively to support teaching and learning and to ensure that its provision is a preparation for the secondary phase. In particular, the school should review its homework policy, to ensure: (55, 63, 87)
 - i that there is a regular timetable for homework;
 - ii that any homework is an extension or reinforcement of what has already been learned;
 - iii that there is a gradual increase in the quantity of homework given to the children in order to prepare them for the transition to the next school.

1. Ensure that parents are better informed about the work and the progress of their children by arranging meetings for parents to discuss the annual reports with their class teacher. (86)

2. Develop and implement, with some urgency, a program to support and guide temporary teachers. Develop an induction policy for new members of staff, to ensure that there is appropriate support and guidance in future. (30, 34, 47, 54, 82, 91, 102)

The numbers in brackets relate to the main paragraphs of this report where these issues are mentioned.

6. INTRODUCTION

6. Characteristics of the school

1. St. Matthew's Church of England Primary School is situated in the village of Westnewton in Northwest Cumbria. Its pupils are drawn mainly from the nearby villages, and the urban area of Aspatria. There is a small number of pupils who travel longer distances to attend the school.
2. This school is much smaller than other primary schools nationally. There are 70 pupils currently on roll at the school. The school's roll has increased by 15 pupils since the last inspection. The school's standard number for admissions has been reduced since the last inspection and is now 11. This places the school's capacity at 77 pupils. Boys and girls from the age of four to eleven years are taught at the school in three classes. Class 1 contains the Reception, Year 1 and Year 2 pupils. There are currently twenty-one pupils in the class, four of whom were under statutory school age at the time of the inspection. In Class 2, a temporary teacher is currently responsible for teaching the twenty seven Year 3 and Year 4 pupils. Class 3 has twenty-two pupils in it. The head teacher teaches this class for seven of the ten weekly school sessions.
3. The percentage of pupils attending the school who are registered as eligible for free school meals is below the national average for primary schools. There are five pupils on the school's register of special educational needs support and assessment. This represents 13.5% of the school's population and is broadly in line with the national average. Currently there are no pupils with statements of special educational needs. There have been no exclusions of pupils from the school in recent times.
4. At the time of the inspection, four pupils were under five years of age. The baseline testing of pupils over recent years shows that the attainment of the pupils on entry is generally in line with that found nationally.
5. There are no pupils from ethnic minority backgrounds at the school.
6. The school's aims are reflected in the school's mission statement *Every Child Matters*.
7. This statement is expanded in detail at the front of the school prospectus:

We are a partnership school, with a Church of England foundation, involving Governors, Staff, Parents, Children, Churches and Local Schools as well as the wider community and we provide a welcoming environment in our village.

Children will be nurtured through a broad, balanced, relevant and differentiated curriculum delivered by trained, resourced and supported teaching staff in school, our locality and in the wider environment.

Our children will transfer, as confident, skilled learners, having fulfilled their potential to Secondary Schools, which we trust, will provide continuity of values and progression within and across the curriculum.

St. Matthew's Church of England School provides education in accordance with the principles and practices of the Church of England. Worship, religious education and spiritual development form the foundation of the school.

Through a planned programme of whole school, cross-curricular themes, our children

discover how to apply these learning experiences in a wider context, transferring skills, drawing analogies, making comparisons and asking questions, in preparation for life, as happy, educated, motivated and well adjusted young people.

We aim:-

- *To create a happy school environment.*
- *To provide equal opportunities for all.*
- *To provide children with appropriately differentiated curriculum experiences, having regard to children with learning difficulties, exceptional abilities and those children who have just started school.*
- *To provide direct experiences which increase the child's awareness and appreciation of the world.*
- *To develop in children caring attitudes for themselves, each other and their environment.*
- *To ensure an understanding of the English language and the ability to communicate with other people.*
- *To develop knowledge and understanding of relevant mathematical concepts, operations and their applications.*
- *To encourage scientific observation, recording and curiosity.*
- *To stimulate an awareness of the historical and geographical environment in which the child finds itself.*
- *To provide a range of artistic and creative experiences which gives children opportunities to express themselves including the expression and appreciation of spiritual and abstract concepts.*
- *To encourage an awareness, understanding and investigation of technology and all its applications.*
- *To develop children's understanding of the Christian Faith and other religions, their values, history, influences and connections.*
- *To provide enjoyment of physical activities and to teach skills used in games and sport.*
- *To foster a practical attitude and understanding of environmental issues.*

The main areas identified for improvement by the school are:-

- To achieve stable staffing and school organisation.
- To improve spelling.
- Monitoring and evaluation of test scores and setting up a child profile.
- Change of time for parents meeting from summer term to spring term.
- To sustain the good results in reading and improve upon the standard of writing.
- To improve standards in numeracy.
- To have completed the installation of information communication technology equipment.
- To revise the curriculum ready for the curriculum 2000.
- To maintain the support of non-teaching staff and the governing body.

The school has set realistic longer-term targets for Key Stage 2 pupils in English and mathematics. The school was last inspected in January 1996.

7. **Key indicators**

1. This is a small school with year groups ranging in size from five to fourteen pupils. The number of pupils taking part in tests or assessments in a particular year group is thus small. The attainment of one or two pupils can, therefore, have a major influence upon the overall results. Consequently, the assessments of pupils' attainment on entry and through the national tests and assessments at the end of both key stages do not, for any one year, represent a full and accurate picture of the attainment of pupils within the school as a whole. The results of the National Curriculum tests published in this report do, therefore, need to be interpreted with great caution.

Attainment at Key Stage 1¹

Number of registered pupils in final year of Key Stage 1 for latest reporting year:	Year	Boys	Girls	Total
	1998	9	4	13

8. National Curriculum Test/Task Results		Reading	Writing	Mathematics
Percentage at NC Level 2 or above	School	69(90)	77(90)	92(90)
	National	80(74)	81(80)	84(83)

8. Teacher Assessments		Reading	Mathematics	Science
Percentage at NC Level 2 or above	School	85(90)	92(90)	92(100)
	National	81(80)	85(83)	86(85)

Attainment at Key Stage 2²

Number of registered pupils in final year of Key Stage 2 for latest reporting year:

Year	Boys	Girls	Total
1998	6	6	12

8. National Curriculum Test Results		English	Mathematics	Science
Percentage at NC Level 4 or above	School	33(89)	25(56)	50(56)
	National	65(63)	59(62)	69(69)

8. Teacher Assessments		English	Mathematics	Science
Percentage at NC Level 4 or above	School	42(78)	25(89)	25(89)
	National	65(63)	65(64)	72(69)

.....

Percentages in parentheses refer to the year before the latest reporting year

8. **Attendance**

Percentage of half days (sessions) missed			%
through absence for the latest complete	Authorised	School	3.8
reporting year:	Absence	National comparative data	5.7
	Unauthorised	School	0
	Absence	National comparative data	0.5

8.

8. **Exclusions**

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

8. **Quality of teaching**

Percentage of teaching observed which is:		%
	Very good or better	16
	Satisfactory or better	95
	Less than satisfactory	5

8. **PART A: ASPECTS OF THE SCHOOL**

8. **EDUCATIONAL STANDARDS ACHIEVED BY PUPILS AT THE SCHOOL**

8. **Attainment and progress**

2. This is a small school with year groups ranging in size from just five to fourteen pupils. The number of pupils taking part in tests or assessments in a particular year group is thus small. The attainment of one or two pupils can, therefore, have a major influence upon the overall results. Consequently, the assessments of pupils' attainment on entry and through the national tests and assessments at the end of both key stages do not, for any one year, represent a full and accurate picture of the attainment of pupils within the school as a whole. The results of National Curriculum tests published in this report do, therefore, need to be interpreted with great caution.
3. Taking the results over recent years of the baseline testing of Reception pupils and the averaged attainment of these pupils on entry, attainment is broadly in line with that found nationally. There was clear evidence that the present Reception pupils had settled into the school well and were making good progress in their first term. There were indications that these pupils were on target to achieve standards, in most areas of their work, which match those found nationally.
4. Since the last inspection, results in national assessments at the age of seven have remained in line with the national average for all schools in reading, writing and mathematics. However, the trend has been for fewer pupils than those found typically, to attain the higher Level 3. The 1999 national assessment results show an improvement in the number of pupils attaining the higher Level 3 in reading and mathematics. The improvement in attainment in writing was less marked. The teacher's assessment of pupils' attainment in science shows that most pupils attain the nationally expected Level 2 in all areas of the subject but fewer pupils than those found typically, attain the higher Level 3 in experimental and investigative science.
5. Pupils' results in the national tests at the end of Key Stage 2 show that since the last inspection the performance of pupils in English, mathematics and science has been erratic and generally well below the national average. This was due, in some part, to the influx of a proportionally large number of pupils of lower ability from another school. The results of the teachers' assessments of the pupils generally reflect these results. However, the 1999 national test results show that there has been an improvement in the number of pupils attaining the nationally expected Level 4 and above in mathematics and science. In English, proportionally, too few pupils attained the expected Level 4 in writing.
6. The inspectors' judgements about the standards achieved were also made from a detailed examination of the current pupils' records, portfolios and work, observation of lessons and from discussions with pupils and teachers. These findings are generally reflected in the results of the last national tests and assessments for Key Stages 1 and 2.
7. There are indications that the current Year 6 group of pupils is on line to achieve overall average levels higher than were achieved in 1999 in English and mathematics.
8. Attainment in information technology is average in both key stages.

9. Pupils with special educational needs attain standards that are in line with the expectations within their individual education plans.
10. As this is a Church of England voluntary aided school, the teaching of religious education was not inspected. This will form part of a separate inspection that will also look at the quality of collective worship.
11. The attainments of pupils in literacy and numeracy are generally in line with those expected nationally and most pupils make satisfactory progress. The teachers mainly use the national literacy and numeracy frameworks in an informed way. The strategy is used less convincingly in Class 2 and the teaching is not as secure as a result. The attainment and progress of pupils in the sessions observed in this class was less than satisfactory.
12. The school's current approach to teaching and learning, whereby most pupils within a year group are normally set work of a similar level, does not ensure that the more able pupils are sufficiently pressed on in their learning. As a consequence, in some elements of English and science, they do not cover work that prepares them to achieve at the higher levels. There is an over-reliance on the use of commercially produced worksheets in many aspects of the curriculum. This does not encourage the pupils to develop the skills of independent writing sufficiently, and restricts their attainment and progress in writing for a range of purposes in both key stages.
13. In the lessons observed during the inspection in the core subjects of English, mathematics, science and information technology, the pupils in both key stages made generally satisfactory progress overall. In some lessons in Class 3, the progress was judged to be good in English and mathematics. This was particularly the case in a literacy lesson when pupils gave very good examples of abstract nouns. During the class discussion they gave good examples of antonyms, and in group work they used their knowledge of prefixes and suffixes to make new words. In a mathematics lesson the numeracy framework provided a tight and challenging structure for pupils' work on the link between decimal notation and vulgar fractions and pupils were competent and confident when they demonstrated their understanding to other pupils. However, the longer-term progress of pupils, particularly those in Class 2, is not ensured. There is no foundation of long and medium term curriculum planning for the teacher to use as a basis for teaching. During the week of the inspection, the planning for teaching generally was often in isolation and not building upon what pupils had learned before. The school's longer term planning does not address the systematic development of skills, particularly in writing and the investigational elements of mathematics and science. This lack of systematic planning is not supporting the progress of many pupils throughout the school, particularly the higher attaining pupils.
14. Pupils make good progress in the development of speaking and listening skills throughout the school. Pupils in Key Stage 1 have many opportunities to develop their communication skills during the free-play activities and good progress is made during these sessions. Opportunities to develop the skills of speaking and listening are not always used to best effect. For example, in some lessons in Class 2, the teacher does not always allow sufficient time, during class teaching sessions, for the pupils to respond. There is, on occasions, too much teacher input, resulting in pupils being passive for too long.
15. Pupils make a good start in learning to read in Reception and Key Stage 1. This good rate of

progress is generally continued throughout Key Stage 2. The pupils' learning in reading is supported by the use of a variety of teaching approaches. In writing, the pupils generally make satisfactory progress. On occasions there is an over-reliance upon commercially produced work sheets, resulting in limited opportunities for pupils to make progress in developing the skills of independent writing across the curriculum. The standard of handwriting has improved since the last inspection. The school uses a scheme for handwriting and spelling that supports the continuous and progressive development of skills throughout the school and the work in the pupils books shows that good, systematic progress is made as the pupils move through the school.

16. Progress in computational skills in mathematics is at least satisfactory in both Key Stages. The pupils' progress in developing the skills of using and applying mathematics is less secure. There is no systematic planning for the development of these skills and the uncritical use of commercially produced work sheets restricts the pupils' in developing their own systems for recording the outcomes of mathematical problems.
17. The pupils' progress in gaining scientific knowledge is generally satisfactory throughout the school. There is no systematic planning for the development of practical and investigative science. This lack of planning means that teachers cannot ensure that all aspects of practical science are developed appropriately. As a result, teachers have an insecure knowledge base about what pupils can do in the specific aspects of practical science. Consequently, over a longer period of time, the results of teachers' assessments of pupils work in this aspect of science show that very few pupils attain the higher levels.
18. In the foundation subjects, only a limited number of lessons were observed in history and art. In these lessons pupils made at least satisfactory progress. In history, in Key Stage 1, the pupils made good progress in developing their research skills when identifying the similarities and differences between the present and the past. They talked confidently to the class about life in Victorian times. Pupils in Key Stage 2 made satisfactory progress when speaking, with a sound depth of knowledge, about the Victorian customs and social problems. Evidence from these lessons and the work in pupils' books indicates that progress in the foundation subjects, is satisfactory overall.
19. At least satisfactory progress was made in the physical education lessons observed in both key stages. Very good progress was made in the Key Stage 2 swimming lesson when many pupils swam unaided, competently and safely for twenty-five metres and others consolidated their sculling and front crawl techniques.
20. Pupils with special educational needs are well supported in the school and they make good progress.
21. The number of pupils in each year group is small. Over the past three years the numbers of pupils on roll have been variable and have even changed, sometimes dramatically, within the academic year. This makes it difficult to make judgements about any variation in the attainment and progress between boys and girls. However, the evidence from results and what was seen in school suggests that there are no marked differences between the attainment and progress of boys and girls, compared with that found nationally.
22. The school has set appropriately challenging targets for pupils' performance in national tests.

The staff and the governors have carried out a detailed analysis of the school's test results and have identified, for example, that the standard in writing across the school needs some improvement. The resulting targets are realistic and achievable. Evidence of pupils' writing in Class 3, gathered during the inspection week, shows that standards are improving and many pupils are already on target to attain at least the nationally expected level in the end of year tests.

23. Most parents are generally happy with the attainment and progress of their children. However there are some concerns about the progress of the Year 3 and 4 pupils, who have had a succession of supply teachers. The inspectors generally found that whilst the progress of these pupils is variable across English, mathematics and science, they are nevertheless making generally satisfactory progress overall.
30. **Attitudes, behaviour and personal development**
24. Pupils' behaviour, their relationships with each other and with staff and the way in which they approach their time at school have a positive effect on their progress and personal development. Parents are pleased that the values and attitudes promoted by the school have a positive effect on their children and that the school conducts its work in context with the wider world outside.
25. Pupils attitudes to work throughout the school are satisfactory overall and sometimes good. They are interested in their work and well motivated to apply themselves to the tasks set for them. They concentrate well and approach their tasks with enthusiasm. For example, younger pupils are able to sustain a good level of active listening in class and respect each other's ideas. Pupils of all ages co-operate with teachers, helpers and each other in lessons and in whole school activities such as collective worship and break times. They work well in groups, are courteous and help each other when appropriate.
26. The school is an orderly community and pupils learn to distinguish right from wrong. Their behaviour is generally satisfactory and in the playground pupils of all ages play well together, making good use of the play areas provided for them. Sometimes, however, pupils do not always listen as they should and talk amongst themselves in some lessons and during collective worship. Occasionally, where classroom practices are less well established, without a sufficiently clear understanding of expectations between teacher and pupils, children's behaviour becomes unsatisfactory with fidgeting and poor concentration. In the best lessons, pupils are well prepared for the activities, keen to learn and eager to offer answers to the teacher's questions. Pupils share and take turns with equipment and respect the property of the school and that of other people. Parents are satisfied that the school achieves high standard of good behaviour.
27. Pupils' personal development is good. They are able to use their own initiative successfully. They are able to organise themselves and are happy to prepare for and clear away activities. They take an active part in the local community and when given specific responsibilities they carry them out responsibly. Residential trips made in partnership with other local primary pupils provide good opportunities for developing new practical and social skills, extending what the pupils would otherwise experience in this small school. Relationships in school are generally good. However, in one class, relationships were at times seen to be strained when the teacher restricted discussions and pupils' initiative. For example, the efficient and effective routines for moving desks and chairs for assembly involved the pupils in Class 2. When the pupils used their initiative to organise this, they were reprimanded and stopped from carrying out their responsibilities. This caused some unnecessary angry exchange between the teacher and the pupils and a temporary breakdown in relationships.

28. Older pupils are supportive of younger ones.
29. The school is successful in meeting its aim to create a happy environment and developing caring attitudes towards others.

36. **Attendance**

30. Attendance is very good at 96% for the last academic year and compares very favourably with rates in similar schools nationally. This is an improvement in the rate recorded during the last inspection.
31. Registers are very well kept to show the numbers present during each session. The school requires parents to notify class teachers at the beginning of the first day that their child is absent and the vast majority of parents do so. There are good procedures in place to obtain reasons for any unnotified absence but these are not always consistently followed. There were no unauthorised absences recorded during the last academic year.
32. Registration is conducted promptly and efficiently. Good use is made of the time for pupils and staff to share experiences.
33. On the whole pupils arrive punctually to school and routines are well managed during the day to ensure a prompt start to lessons.

40. **QUALITY OF EDUCATION PROVIDED**

40. **Teaching**

34. The pupils are taught in three classes. Class 1 contains the Reception, Year 1 and Year 2 pupils. A class teacher has responsibility for teaching the class, which currently has twenty-one pupils in it. There are four pupils under the age of five years. Parents and volunteer helpers support the teacher. In Class 2, a supply teacher is currently responsible for teaching the twenty-seven pupils from Year 3 and Year 4. The permanent class teacher has been away for some time due to ill health. The teaching of the twenty-two pupils, Year 5 and Year 6, in Class 3 is divided between the headteacher, who teaches for seventy per cent of the time, and a part-time teacher. The class teachers are responsible for teaching all subjects of the curriculum to their own class.
35. The priority of the inspection team was to observe teaching and learning in English including literacy and mathematics including numeracy, during the days of the inspection. In addition, the teaching of science, history, and physical education was observed in Key Stages 1 and 2. Topic work was observed in Class 1. Teaching in the other subjects of the school's curriculum was not observed.
36. During the period of the inspection, thirty-eight observations of teaching were made. From these observations, the quality of teaching was judged to be good overall in Key Stage 1 and for pupils under five, and satisfactory overall in Key Stage 2.
37. In the school as a whole, ninety-five per cent of the teaching seen was judged to be satisfactory

or better, with sixty-nine per cent judged to be good or better. Teaching of a very good quality, was observed in sixteen per cent of the lessons seen. Five per cent of the teaching seen was judged to be less than satisfactory.

38. In Reception and Key Stage 1, the quality of teaching in English, mathematics and science was good overall, with some very good teaching in mathematics. In Key Stage 2, the quality of the teaching seen in English was satisfactory overall, but ranged from good to unsatisfactory. Teaching in mathematics was judged to be at least satisfactory and included some teaching of high quality. Teaching in the two science lessons observed in Class 2 and Class 3 was, respectively, satisfactory and good. No unsatisfactory teaching was observed in Key Stage 1 during the inspection.
39. Too few observations were made of other subjects of the curriculum to make secure, specific judgements about the quality of teaching in individual subjects. However, when considered together, the teaching overall in these subjects was judged to be good in Key Stage 1 and sound in Key Stage 2.
40. The school is implementing the nationally recommended literacy strategy successfully in Class 1 and Class 3. Teachers are endeavouring to adjust the strategy to ensure that the very diverse learning needs of the wide age and ability range in each class can be accommodated effectively. The implementation of the strategy in Class 2 is less successful. The teacher does not have sufficient knowledge and understanding of the structure and purpose of the literacy strategy. This results in a lack of confidence and commitment when teaching the pupils in the specifically timetabled literacy lessons.
41. The nationally recommended numeracy strategy forms the basis of the school's planning for teaching and learning in mathematics. The school had taken the decision to implement the strategy before the recommended time of September 1999, as a result of its own analysis of past test results and the recognition that a tighter structure for the teaching of mathematics was needed. The impact of this decision, and the use of another scheme to support their planning further, has been that the results in the latest mathematics tests have improved and the current work in the pupils' books shows that this improvement is being maintained.
42. Pupils with special educational needs in both key stages receive specialist help one morning each week. These pupils are mainly taught with their class, and on occasions classroom helpers support their learning. The quality of the teaching of these pupils, as observed during the inspection, was satisfactory overall.
43. The differences between the satisfactory teaching and that judged to be good and very good were mainly due to the teachers not setting work that appropriately targeted the learning needs of individuals or groups of pupils, particularly the more able pupils. For example, the work planned for groups of pupils in some literacy lessons in both key stages, was often not challenging enough. This work was planned predominantly to keep the pupils busy whilst the teacher heard small groups of pupils read. There was not enough thought given to exactly what the pupils were to learn from the group work.
44. The planning for teaching is generally satisfactory. However, there is no foundation of long and medium term planning for the teacher to use as a basis for teaching. The planning for teaching in subjects other than literacy and numeracy, is often in isolation and does not build sufficiently

upon what pupils have learned before. The result is that the learning intentions are not always clear and specific for all abilities of pupils. This is particularly the case in the more practical aspects of subjects. This results in all pupils carrying out the same activities, with the resulting lack of challenge for the more able pupils. This was the case in two science lessons observed in Key Stage 2. The initial teacher input and the following activity was the same for all pupils. The difference in the pupils' work at the end of the lesson was the quality and quantity of the drawing and writing produced. The resulting work from both lessons did not reflect pupils learning and development of scientific skills at a higher level.

45. On a small number of occasions the structure of the lesson restricted the progress of most pupils. This was observed, for example, in a lesson involving the Year 3 and 4 pupils. Here, a whole class introductory session was too long and the pupils became very restless and they lost interest and concentration. The work given to many of the pupils was inappropriate, behaviour deteriorated and the progress made in the lesson was unsatisfactory.
46. Despite some weaknesses in planning suitably challenging work, the teaching in the school has many strengths. For example, the purposeful but relaxed and courteous relationships that exist between the teachers of the youngest and oldest pupils has a very positive effect upon the conduct of lessons and creates a climate in which pupils can develop both academically and personally. It also encourages good standards of behaviour amongst most pupils and helps them to become more self-reliant. Lessons start punctually and normally move at a good pace, making effective use of the time available. In the best lessons, the teachers employ a good range of teaching methods to help ensure that the pupils' knowledge and skills are effectively developed.
47. Although the two permanent members of staff share their ideas and information about the work that they intend to do, there is no common, agreed system of planning for teaching. The temporary teaching staff is given advice and ideas about what to teach, but this information is not in the form of help and guidance in planning for different approaches to teaching. Consequently there is no common understanding of what constitutes the best practice and suitability for purpose.
48. The parents' questionnaires and comments at the meeting for parents raise the particular concern that there is no regular pattern for homework generally as the pupils move through the school. The concerns of several parents relate to them wanting a gradual increase in the quality and quantity of homework, in readiness for their transfer to the high school. The inspectors found that teachers set reading homework for pupils. Other homework is less frequent and does not therefore support the pupils' progress in lessons or their overall progress as they move up through the school.
49. The two permanent members of staff work together effectively. Their different personalities work well together and enhance the learning experiences of the pupils. However, the permanent teaching team is incomplete because of the long-term absence of the third member of staff. There has been a succession of supply teachers for the Class 2 pupils and this has resulted in a lack of continuity and progression in learning, with some pupils becoming unmotivated. The parents made their opinions about the current class teacher situation clear at the parents meeting and the findings of the inspectors reinforce those concerns. The headteacher has taken action to finally resolve the situation.

56. **The curriculum and assessment**

50. All nine subjects of the National Curriculum together with religious education are taught to pupils. However, whilst the school's aims are clear and comprehensive they are not always promoted through the planned curriculum which, although broad, lacks some degree of balance. The planned curriculum consists of an hour per day for both literacy and numeracy. There are timetabled lessons for the teaching of science, music and physical education. The remaining subjects of the national curriculum are taught through a three-year cycle of thematic work. There are weaknesses in the lack of balance between foundation subjects within the thematic work, the inconsistent approach to the systematic development of key skills in some foundation subjects and the lack of emphasis on investigational elements in mathematics and science.
51. There is a general school plan of satisfactory quality, which reflects the school's three year thematic approach. This is supported by schemes of work of varying quality, some of which are of an unsatisfactory standard in their limited detail. Planning in English closely follows the National Literacy Strategy and is of satisfactory quality. The planning for mathematics follows the numeracy framework and is further well supported by a commercial scheme. Science planning is based upon the national guidelines, but has not been further developed to meet the needs of pupils in mixed age and ability classes. Planning in other subjects is of varying quality and lacks sufficient detail to ensure the continuous and systematic development of key skills. This is particularly relevant in Key Stage 2. During the course of the inspection it was not always possible to see how the experiences offered in the Year 5 and 6 class built on those provided in the Year 3 and 4 class. In subjects, other than literacy and numeracy, there is no detailed planning for teaching in the Year 3 and 4 class. Whilst curriculum planning in Key Stage 1 is of satisfactory quality there was no evidence, in the form of detailed planning, to show that the work for pupils in Years 3 and 4 builds upon this. Although the school effectively uses some of the national guidelines to support the teachers' planning, it has not made sufficient use of them to plan an appropriate curriculum for the wide-ranging ability of pupils in the classes throughout the school. Curriculum planning for all but literacy and numeracy is insufficiently detailed and lacks continuity and progression.
52. The curriculum for pupils below the age of compulsory education is of good quality. It is planned with reference to the nationally recommended six areas of learning and links well into the programme of work for Key Stage 1 pupils.
53. The quality of the day-to-day teaching plans provided by teachers was generally satisfactory, and at times good. When the plans were detailed, building on previous experience, lessons went along at a good pace and as a result pupils made good progress. For example in a Year 5 and 6 mathematics lesson on decimal notation the careful planning ensured that the range of activities provided for pupils was closely matched to their needs. Pupils at all ability levels were seen to make good progress during the lesson. This satisfactory and good quality planning was usually in subjects where more frequent teaching took place, such as literacy and numeracy and where there was a well-structured curriculum framework to support the teachers' planning.
54. A good feature of the curriculum is the way that the community is involved in the learning experiences of the pupils. This often involves first hand experiences such as visits to local museums, churches and farms and visits to the school from local senior citizens. The cycle of residential visits to Edinburgh and Yorkshire enhance curricular provision for Key Stage 2 pupils and make a strong contribution to the cultural and multi-cultural development of pupils.

55. The curriculum is enriched by extra-curricular provision, including sport. The range and number of extra-curricular activities is typical of those found in primary schools of similar size. Many of these events are shared with local schools and events such as the shared design and technology day for Year 6 pupils make a positive contribution in the academic and social preparation of older pupils for the next stage of their education and expanding opportunities not otherwise possible in small schools.
56. Some parents feel ill informed about the school's approach to homework. There was little evidence from the inspection to indicate that the current ad hoc approach to homework made a positive contribution to enriching and supporting the curricular provision of the school. The lack of a formal structured approach to homework does not provide parents with enough information for them to systematically support pupils' learning and enhance their children's progress.
57. The provision for pupils with special educational needs is satisfactory. Effective development plans are in place for these pupils who are mainly taught within their own class. The school fully implements the national Code of Practice.
58. There are good systems in place for tracking the progress of pupils as they move through the school. The baseline assessment is effectively used to provide a starting point for curriculum planning. Clear learning objectives and informal teacher assessments provide the focus for pupils' learning within most lessons. Testing on a regular basis, including key stage tests and teacher assessments provide a longer-term view of the pupils' progress. Well-planned and informative records have enabled teachers to set targets for the pupils. Disruption in the staffing continuity in the Year 3 and 4 class is reflected in a break in the assessment trail for some pupils. Teachers help each pupil to build up a profile of their work in many subjects. These form a record of achievement as the pupils' progress through the school.
59. The school has largely successfully addressed the issue raised in the last inspection report relating to the need to develop and implement a rigorous assessment procedure.
60. Overall, the school has made some progress in aspects of curriculum development particularly in the core subjects and multi-cultural education. However, the school has not made significant progress in improvements since the last OFSTED inspection in developing planning that ensures the systematic and progressive development of skills. The school, therefore, cannot be sure that lessons build systematically upon what pupils know and can do, or that the needs of all pupils, particularly the more able pupils, are being met.
61. Each teacher is responsible for planning the curriculum for their own class, consequently no one teacher has an overview of the development of the curriculum throughout the school. The curriculum is not currently co-ordinated or managed, and teachers cannot be sure that there is an appropriate balance between foundation subjects within the thematic work.
62. The school does not have an effective system for monitoring across the school the range and impact of its planned curriculum on pupils' learning and progress from one key stage to another and from one class to another.
63. The school has an adequate policy for the personal and social development of the pupils, including a sex education policy.

70. **Pupils' spiritual, moral, social and cultural development**

64. This is a church school and as such a separate inspection is required which looks in detail at the school's provision for acts of worship, the teaching of religious education and aspects of the pupils' spiritual, moral, social and cultural development. A separate report will be published on these aspects of the school's work.
65. The school takes advantage of its small size in its provision for pupils' spiritual, moral, social and cultural development. The provision is good overall. Much of this provision forms an integral part of the normal teaching and learning in the school. Pupils' response to this provision is generally good although in one Key Stage 2 class there were some examples of limited provision for social development and poor response from pupils. An under use of positive teaching strategies was a key element in this circumstance.
66. Provision for pupils' spiritual development is of a satisfactory nature. Some daily acts of collective worship provided the pupils with worthwhile opportunities for reflection. A good example in a class assembly for older pupils provided the children with the opportunity to explore their own feelings and reactions enabling them to further develop values and beliefs of their own. Assemblies observed during the inspection were broadly Christian in nature and met the requirements for daily acts of worship. Opportunities for the development of a sense of awe and wonder in lessons were limited. However, Year 5 and 6 pupils were invited as part of an English lesson to reflect on the nature and colour of love. Younger pupils had the opportunity to reflect on the power and energy of a firework.
67. Provision for moral development is generally good. The school places considerable importance through its policies and values, on developing pupils' sense of right and wrong. Pupils are expected to behave appropriately at all times both in and out of school. Parents recognise that these values have a positive effect on their children and believe that the pupils show high standards of behaviour. There were however, some examples of inappropriate behaviour amongst some pupils in Years 3 and 4.
68. At an individual level, most teachers skilfully handle incidents where a pupil's conduct falls below the standards expected in the school. Through constructive and positive discussion pupils are taught to understand why their behaviour is wrong before going on to consider how they would conduct themselves in the future. The headteacher makes good use of incidents where pupils have been truthful and well behaved by giving praise and promoting a good example.
69. The provision for social development is good. Pupils enjoy positive relationships with each other and with most adults. They are taught to become self-reliant and to respond thoughtfully to the needs and views of others. As a result they are able to work co-operatively. Older Key Stage 1 pupils were observed supporting very young pupils in the classroom and outdoor play activities. Older Key Stage 2 pupils' co-operation in group activities contributed to the impetus of their learning.
70. Provision for the cultural development of pupils is good. The contributions and expertise of visitors and members of the community enrich the pupils' experiences. Contributions of local senior citizens have done much to improve younger pupils' understanding of the relationship between past and present. Many aspects of cultural development are successfully developed through school visits. The impact of the residential visits to Edinburgh and Yorkshire was

particularly strong. Some older pupils are well informed about their own cultural heritage and were particularly well informed about the lifestyle of citizens in Victorian times. Studies relating to life in an Indian village for Year 3 and 4 pupils and Gambia for Year 5 and 6 pupils make a positive contribution to multi-cultural understanding and tolerance. The visit of a group of South American musicians extended all pupils' experiences of a different artistic and musical tradition. Aspects of Sikhism, Islam and Judaism are considered as part of the schools approach to religious education and widen pupils understanding and awareness of other faiths. There is evidence of an improvement since the last inspection in the provision of books and resources to support multi-cultural awareness. During the inspection there was no observed evidence of artefacts being utilised to support teaching relating to other cultures.

71. The school however, does not possess a multi-cultural or equal opportunities policy. There is no evidence to suggest that art, dance and drama play a significant part in developing pupils' appreciation of their own cultural tradition or the richness within other cultures.
72. Since the last inspection the school has improved its provision for spiritual, moral, social and cultural education.
79. **Support, guidance and pupils' welfare**
73. Procedures for the support, guidance and welfare of pupils in school are good overall. Permanent staff know pupils well and care about their experiences and learning. They encourage good relationships and provide good role models within a framework, which maintains an orderly community. Information collated when pupils start school, as well as assessments during lessons, tests at strategic points and the pupil profiles, add to teachers' knowledge of pupils' progress and needs which are well maintained as pupils move through the school. Parents are satisfied that the school is approachable and responsive to individual needs and appreciate the happy, family atmosphere. The greatest majority is confident that their children like school.
74. However, some parents of pupils in Years 3 and 4 do not feel well informed about the progress that their children are making and would prefer to have more information about the class-teacher situation in Class 2. Many parents would like to be better informed about the school's curriculum. Many parents appreciate the school's approach to target setting for individual pupils, but this practice is not consistent throughout the school.
75. Support for individual needs and procedures to ensure a consistent and positive approach to maintaining good behaviour make a good contribution to the effective learning environment and pupils' personal development. However, there is no induction policy by which new members of staff can familiarise themselves quickly with the school procedures and routines, in order to ensure this continuing support. Generally, discipline is unobtrusive and low key and works by reinforcing expectations in a firm and pleasant manner although in some instances unconstructive and confrontational methods are used to little effect. Teachers' use of praise in lessons encourages progress and motivation and pupils receive commendations for exceptionally good behaviour and effort.
76. Arrangements for promoting pupils' well-being, health and safety are good. The school has a very good, comprehensive policy for health and safety, which gives clear guidance on a wide range of situations. However, annual assessment of risks is not yet formalised. There are good procedures for responding to child protection issues and all staff are clear about their role. There are good formal and informal procedures for monitoring attendance. Good procedures are in place for pupils and parents to become familiar with the school before reception. Links with

partner schools make a good contribution to pupils' preparation for secondary education. Learning undertaken with policy, fire and health workers help to provide pupils with guidance on their own personal well-being and good supervision underpinned by a precise set of procedures for movements during lunchtime when pupils move off-site ensure safety during the school day. A good feature of this school is the supervision in place to oversee pupils' arrival at school and the short time they spend in the yard prior to morning lessons. Health education is incorporated within a whole school theme with further input, for example, with regard to sex education, as necessary according to the age and maturity of pupils.

83. Partnership with parents and the community

77. The school has a satisfactory relationship with parents and the community, which it serves. Parents value the hard work and commitment of teachers and a new Home School Agreement emphasises a positive approach to working in partnership for the benefit of pupils.
78. Parents feel welcome to become involved in the life of the school. They value the opportunities provided to help in classrooms and with projects. At present several parents support pupils during the literacy hour and this is to be extended to numeracy.
79. Information provided for parents is generally satisfactory but there are some unsatisfactory elements. The prospectus gives a good range of information on the statutory duties of the school, staff and day-to-day arrangements. It includes general information on the curriculum and how parents can access additional information. A good feature is the newsletter, which provides a weekly contact between home and school. These newsletters contain some information about what is taught but many parents would appreciate a structured approach in order to become more actively involved, especially with topics. The school has held a meeting for parents to inform them about developments in the teaching of literacy and is planning a similar one on numeracy. Parents receive a written report on their children's progress at the end of the summer term which are of good quality and which they find useful. A good feature of these reports is the accompanying sheets with which pupils and parents contribute their observations and hopes for future development. However, parents are not provided with an appointment to discuss these reports with the class teacher soon after receiving them. A significant number of parents are particularly concerned about the lack of information about arrangements and their children's progress during the long-term absence of their class teacher, although they are sympathetic to the situation. It is unsatisfactory that parents of pupils in this class did not have an opportunity to visit school formally to talk with staff during one academic year. Under normal circumstances, all parents are invited to meet staff once during the year and may make appointments at other times if they feel the need.
80. Many parents express a desire for more information about homework; especially to support pupils about to transfer to secondary education but school procedures to effectively involve parents in their children's learning are unsatisfactory. The school practice with homework does not reflect national recommendations regarding its use to support children's learning at home and there is limited guidance for parents on what to expect weekly and how they can guide their children.
81. The school has established a range of good links with the community, which include the use of the building by local groups and has a positive effect on pupils' attainment and personal development. The school is committed to providing good quality experiences to support the curriculum and give pupils positive experiences to the wider world. In this voluntary-aided

church school, a good relationship is established with the church, which children visit at special times such as Christmas and for a leavers' service. The clergy frequently visit school and the Headteacher has led a service in church related to the work of the school. The local community is invited to events organised by parents and the village hall is used by the school, for instance, for fayres. Local residents and representatives of organisations visit the school to add an extra dimension to topics or to provide services or information on their work. The school takes part in events with other schools which, as well as enhancing their learning, provide pupils with the opportunity to meet greater numbers of their peers than is possible in a small school. This makes a valuable contribution to their personal development and settling into secondary school.

88. THE MANAGEMENT AND EFFICIENCY OF THE SCHOOL

88. Leadership and management

82. The governing body works closely with the headteacher to provide the school with supportive leadership. The headteacher is a positive leader who manages the school appropriately; he has an almost full-time teaching commitment as well as responsibility for the development of the Key Stage 2 curriculum and management of this small school.
83. The governors, headteacher and staff carry out their responsibilities for the day-to-day education of the pupils appropriately. There is a governor representative for literacy who has attended literacy training and who has visited the school to evaluate the school's progress in implementing the literacy strategy. There is also a governor representative for numeracy who will be likewise evaluating the school's strategy for raising standards in numeracy. The governors carry out these responsibilities with great interest and enthusiasm. However, procedures for the headteacher to monitor the overall effectiveness of the curriculum planned and delivered throughout the school have not yet been developed. The governors therefore do not have an overview of the overall effectiveness of the school's curriculum in general. This has resulted in some aspects of the school's work, which need improving not being identified. For example, the school had not identified the need to devise planning that would support the continuous and progressive development of skills throughout the school, particularly in the more practical aspects of subjects. This development would better support the teachers in their planning of activities and ensure that the needs of all pupils, particularly the more able, are met.
84. The headteacher is effective in providing positive and supportive leadership but less effective in providing general educational direction to the work of the school, particularly in co-ordinating and managing the planned curriculum for Key Stage 2 pupils. However, he is giving the school a clear professional lead through the good quality of his teaching. He has not yet used this expertise to monitor and support the teaching in Class 2. Due to the long-term sickness of the third member of staff, and the uncertainty about when the teacher will return, several supply teachers have taught the pupils in Class 2. This constant change of routines and procedures has had a detrimental effect upon the progress made by some of the pupils in this class. However, the headteacher has now taken action and appropriate plans are in hand to tackle this unsatisfactory situation.
85. The headteacher normally teaches a class for most of the week. The small amount of time out of his class, that is available to him during the school week, is used effectively to complete aspects of day-to-day management of the education of the pupils. However, insufficient priority is given to the monitoring of planning and practice. The staff and the governors have carried out a

detailed analysis of the schools test results and have identified, for example, that the standards in writing across the school is needing some improvement. The permanent members of staff have looked at pupils' work to monitor the results of their planned changes. The staff and governors have identified several priority areas for improvement by the school, some of which are already showing signs of success, such as the setting up of child profiles. These individual pupil profiles contain a wealth of information about each pupil, including pieces of work with informative comments from the teacher.

86. The secretarial support for routine administration is effective.
87. The arrangement for planning the school's development plan appropriately involves both the staff and the governing body. The documented plan is sufficiently detailed, providing an overview of the developments term by term. The actions are assigned to persons responsible, along with necessary costs. However, a more detailed breakdown of actions would provide a more practical, realistic and manageable plan for future developments, particularly with regard to curriculum issues. For example, it will be necessary to plan the time for the development of curriculum planning very carefully, including time to regularly monitor and evaluate the implementation of the planned developments. In a small school, time is a precious commodity, and the time available for such developments should be prioritised before planning begins.
88. No one person has an overview of the curriculum planned and delivered across the school. The Key Stage 1 teacher and the headteacher, plan the curriculum for their own class. There is very little curriculum planning for the lower Key Stage 2 class, other than the planning for literacy and numeracy. The responsibility for managing the subjects of the curriculum is left to individual teachers. There are no curriculum co-ordinators. The result is that the staff do not have a clear picture of what is taught and when in the individual subjects, other than literacy and numeracy. They cannot identify clearly how effectively resources are used or be certain that money is being spent on essential items.
89. The key issues from the last inspection have been dealt with to varying degrees of success. The school has sustained the effectiveness of school development planning and has continued to develop the contribution of the governing body in all aspects of school life. The school has reviewed the organisation of the curriculum and produced some good and clear and supportive policy documents, although these are not complete for the subjects of the curriculum. However, there is still the need to devise planning that would support the continuous and progressive development of skills throughout the school, particularly in the more practical aspects of subjects such as speaking and listening, using and applying mathematics, experimental and investigative science and aspects of design and technology, music and art. This development would better support the teachers in their planning of activities and ensure that the needs of all pupils are met, particularly the more able. However, the inspectors have agreed that the school has made generally satisfactory improvement since the last inspection.
90. The ethos of the school is satisfactory. The school is successful in meeting most of its educational aims. The curriculum of the school is still not sufficiently differentiated in terms of the degree of challenge offered to particular groups of pupils, particularly the more able. However, the school is particularly successful in '*creating a happy school environment*' and '*providing direct experiences which increase the child's awareness and appreciation of the world*'.

91. The staff, governors and parents have a strong commitment to the school. The parents appreciate the fact that their children are happy to come to a school that has such a strong family atmosphere.

98. **Staffing, accommodation and learning resources**

92. There are currently three full time teachers and one part-time teacher employed in the school. The part time teacher, who is covering for a long-term absence, is on a temporary contract. This staffing is appropriate for the number of pupils on the roll. The teachers possess the skills and subject expertise to teach the subjects of the National Curriculum and religious education. One member of support staff and volunteer help from the community give good support to the teaching staff in classrooms. Non-teaching support is directed towards group work in lessons and development of resources. Much of this is effective use of the time particularly in Key Stage 1. During the inspection inappropriate use was made of the support staff in the lower Key Stage 2 class where an emphasis on the maintenance and development of the classroom environment was emphasised at the expense of support for group or individual support. There is a member of staff and a governor who have responsibility for provision for special educational needs in the school. Both carry out their duties with dedication.

93. The headteacher and Key Stage 1 teacher are currently responsible for planning all subjects within their own Key Stage. All three teachers are responsible for planning the curriculum for their own class. No one person has overall responsibility for the management, co-ordination and oversight of the wider curriculum across the school. The result of this is a lack of continuous learning from Key Stage 1 to Key Stage 2, and from Year 4 to Year 5. Consequently the progress that Year 3 and 4 pupils make is, at times, unsatisfactory.

94. Support from the school's administrative officer, caretaker, cleaning and midday staff is good.

95. Elements of the in-service training for some staff are unsatisfactory. Whilst the professional development programme for staff is generally linked to meet the school's needs, as identified in the school development plan, the lack of an induction policy and programme for newly appointed members of staff is having a negative impact on some aspects of staff performance. All permanent staff had received literacy and numeracy training so that they can implement the new strategies for teaching reading, writing and number skills. Evidence from the inspection indicates that this training is being used to good effect. However, at the time of the inspection the school had not addressed the development needs of the very recently appointed, temporary member of staff with regard to the literacy and numeracy strategies; with the practical implications of the school's policy on such matters as the school's procedures for handling indiscipline and the planning for the wider curriculum.

96. Effective appraisal procedures for permanent members of staff are in place.

97. Accommodation is generally satisfactory and in reasonable condition, although one teaching area is in need of redecoration. The governing body have identified this as a priority.

98. The lack of a school hall means that assemblies are generally class based and that indoor physical education takes place in the village hall. The pupils eat their lunches in an adjacent building with its own kitchen. The teaching bases for Key Stage 1 and upper Key Stage 2 pupils are of appropriate size. The former is attractive and colourful featuring a delightful Victorian home corner. The playground

and school grounds are attractive and stimulating. The playground is of appropriate size and is enriched by a wide range of colourful markings including a map, compass, number and letter lines. Wall markings encourage target and shooting skills in football. The exterior environment is enhanced by an environmental area and large school garden. There is a spacious school field adjacent to a delightful adventure playground, which the pupils have access to in the spring and summer months.

99. The availability of resources and equipment is generally sufficient for teaching the requirements of the National Curriculum. Consumable resources for art and design and technology are limited. The school has a limited range of large physical education apparatus, which it has to transport to the village hall in the spring term. Resources are generally clearly labelled and easily accessed enabling pupils to work independently. Storage facilities are of a satisfactory nature. The school has a satisfactory range of up to date information technology hardware resources and is currently awaiting network and Internet connections. The school has improved its stock of books in the library since the last inspection. There have been improvements in the accommodation of the school since the last inspection.

106. **The efficiency of the school**

100. The school manages its financial resources in a satisfactory manner. The governors' finance and fabric committee prepares the annual budget. This group has a secure understanding of the needs of the school and their work is effective. The full governing body is then responsible for approving the budget. Governors and the headteacher are actively involved in the construction and annual review of the school development plan where current and relevant priorities are identified and costed. The school makes effective use of a well-constructed committee structure relating to finance, buildings and policy. The governing body is aware of the origins and extent of the current negative budget situation and has, by agreement with the local education authority, identified a timescale in which to correct this. Whilst the governing body is aware of the constraints of the current budget situation, there has been limited progress since the last inspection in the school's capacity to monitor and evaluate the cost effectiveness of its spending decisions. Systems for monitoring and evaluation tend to be informal and governors understandably rely on the advice of knowledgeable teaching staff to inform their decisions on buying books and materials. For example, the purchases relating to the National Literacy Strategy have provided a good return for their investment.

101. The headteacher and the administrative officer carry out day-to-day administration of finances effectively and efficiently. Procedures for ordering, receiving and paying for goods are clearly documented and all recommendations of the most recent financial audit of the school have been met.

102. The school makes satisfactory use of teaching and support staff, although some thought needs to be given to making the most of the talented classroom support available in the lower Key Stage 2 class.

103. Classroom support staff are not always used as effectively as they might be. There are a number of enthusiastic helpers who would be better employed working with and supporting pupils, rather than carrying out menial tasks or just sitting and listening to the teachers.

104. The pupils are appropriately organised into three classes. The rooms are satisfactory in size for the number of pupils on roll. The school makes satisfactory use of its accommodation and

learning resources. It makes good use of its outdoor learning environment.

105. The school receives an income per pupil that is above the national average for a school of its type and size. It provides a satisfactory quality of education for its pupils with the good quality teaching and good provision for spiritual, moral, social and cultural development to some extent undermined by some disjointed curriculum planning.
106. Pupils enter school with attainment in line with what is typically seen; standards by the time pupils leave school are broadly in line with those found nationally. The progress which pupils make overall is judged to be satisfactory. Overall, the school is judged to be providing satisfactory value for money.

113. **PART B: CURRICULUM AREAS AND SUBJECTS**

113. **AREAS OF LEARNING FOR CHILDREN UNDER FIVE**

107. This is a small, three-class school with a total of seventy pupils on roll. At the time of the inspection, there were five pupils in the Reception year, four of whom were under statutory school age. These pupils were taught in the infant class alongside the Key Stage 1 pupils. There are twenty-one pupils in the class altogether.
108. The school carries out the baseline assessments of the pupils during their first few weeks in the school. These assessments provide a general indication that attainment on entry is broadly in line with that found nationally. The teacher uses these assessments as a general indicator for planning the curriculum.
109. The available evidence indicates that pupils make almost consistently good progress in Reception year in all areas of learning. By the time they start full-time compulsory education, their standards of attainment on average match those expected nationally in all areas of their work. Work in all aspects of learning was observed during the inspection.
110. From the lessons seen during the inspection, the quality of teaching for pupils under statutory school age was consistently good with some very good teaching. The pupils are taught by the class teacher and, under her supervision, by classroom helpers. The careful deployment of the classroom helpers ensures that the pupils, in the Reception year, receive good support. The pupils are well organised and have a very secure relationship with their teacher and the classroom helpers. The practical activities observed were well planned and organised and time in lessons was used effectively. The pupils were encouraged to move around the classroom in order to collect and use the resources, which they used with confidence.
111. The planning for activities is well detailed and refers to the nationally recommended areas of learning. This planning also recognises the link with the Key Stage 1 programmes of study from the National Curriculum. This allows pupils to progress into Key Stage 1 work if appropriate and ensures that the needs of the individual pupils are addressed. The curriculum for the pupils under statutory school age is broad and well balanced.
112. The room in which these pupils work is small and the teacher uses every available amount of space to good effect, including the porch from the old school house, which had been turned into a Victorian scullery at the time of the inspection. The resources for Reception pupils are generally appropriate and are sufficient to support teaching in all areas of learning.
113. The parents are particularly complementary about the very caring atmosphere in Class 1, where the Reception pupils are taught. They particularly stressed the good continuity between home and school, and the caring atmosphere in this class. The inspectors confirm their views.
120. *Linguistic development and literacy*
114. Pupils listen very well and they are able to follow instructions. Pupils' speaking and listening skills are well developed. They can, for example, talk about the purpose of their activities and

answer simple questions related to their work. They took part in class discussions with the older pupils about the Victorians. They can recognise the 'magic e' when watching *Words and Pictures* on the television and produce some letter shapes accurately when practising their writing. They are provided with good opportunities to become familiar with books when they play at writing and drawing illustrations.

121. *Numeracy*

115. In a numeracy lesson, the reception pupils counted confidently to 10. They showed an understanding of the numbers by placing domino number pictures on a line up to 10. A more able pupil was able to count to 20. The pupils were able to record their numbers by drawing their domino number patterns. In free choice activities the pupils learn about volume and capacity by filling containers and finding five containers, which hold more than a bottle. There are ample opportunities for pupils to become familiar with numbers. The classroom is well stocked with counting games and pupils were observed using these when they had finished the tasks that had been set for them.

122. *Physical development*

116. In the classroom environment the pupils are encouraged to handle a variety of materials, and to use scissors and glue. There is a wide variety of different objects for them to handle and a good selection large and small building and construction materials, which they were observed using sensibly and with imagination. They can use a computer keyboard and control the mouse with increasing precision. In a physical education lesson they made good progress in choosing a variety of ways to move around the room whilst showing awareness of others children's space. Their movements were well controlled and they used their initiative when devising a three-part sequence of movements.

Creative development

117. Pupils have opportunity to paint and make music on a regular basis. In their topic lesson, they developed their observational skills well when looking at the features on the faces of their friends and reproduced them quite accurately on paper. They use their imaginations well when playing in the Victorian home corner. When working in the writing corner they pretend to write books and talk about their illustrations with great imagination.

Knowledge and understanding of the world

118. The current topic for Reception and Key Stage 1 pupils is the Victorians. The youngest pupils were observed playing in the Victorian home corner. They dressed up in the costumes provided and used the knowledge that they had acquired quite accurately. They used the dolly tub and the dolly to do the pretend washing and pretended to cook the food in the Victorian cooking range, made from cardboard boxes. They were able to talk quite knowledgeably about the period. The pupils fill in weather chart on the wall, recording the weather on a daily basis. In science the pupils were encouraged to look closely at one another's faces and talk about the colour of eyes and hair and the shape of faces.

Personal and social development

119. Provision for the personal and social development of pupils is good. The reception pupils are well settled into the routines of the school. They are confident and have formed good relationships with older pupils and their teacher and helpers. They use resources appropriately and with confidence. They take part in class discussions confidently and play games, demonstrating an understanding of rules and the need to take turns. They can sustain concentration for quite a long time and they persevere at their work. The pupils are often encouraged to reflect upon their work. For example, in a physical education lesson they thought about the movements that they had made and refined and improved upon their first performance.

126. **ENGLISH, MATHEMATICS, SCIENCE AND INFORMATION TECHNOLOGY**

126. **English**

120. Evidence from the pupils' class work and portfolios, and talking to them about their work indicates that their progress as they move through the school is generally satisfactory. Their attainment at the end of both key stages is in line with that expected generally for pupils of their age, although weaker in writing than in other aspects of English. There is little work at the highest level of attainment in writing Key Stage 1. There is evidence that many of the older pupils in Key Stage 2 are on target to attain at least the nationally expected level in writing in next years statutory tests. Evidence suggests that standards are rising, particularly in the quality of the writing produced by the older pupils.
121. The overall judgements of the inspectors are reflected in the statutory assessments from the last three years. Since the last inspection, results in national assessments at the age of seven have remained in line with the national average for all schools in reading and writing. However, the trend has been that fewer pupils attain the higher Level 3. The 1999 national assessment results show a significant improvement in the number of seven-year-old pupils attaining the higher Level 3 in reading. The improvement in writing is less marked.
122. Pupils' results in the national tests at the end of Key Stage 2 show that since the last inspection the performance of pupils in English has been erratic and generally below the national average. The 1999 national test results show that almost all pupils attained at least the nationally expected Level 4 in reading, but too few pupils attained this level in writing.
123. The number of pupils taking part in test or assessments in a particular year group is small. The attainment of one or two pupils can, therefore, have a major influence upon the overall results. The results, therefore, have limited value and do need to be treated with some caution because of the small number of pupils involved.
124. Pupils with special educational needs attain the targets set for them in their individual education plans and they make at least satisfactory progress in all aspects of the subject.
125. There is no significant difference between the attainment of boys and girls since the last inspection.

Speaking and listening

126. All pupils make good progress in speaking and listening, including those with special educational needs. In Key Stage 1, the pupils listen carefully to the teacher's instructions and they act accordingly, showing respect and concern for their classmates. All lessons in Key Stage 1 begin with circle time, when well-planned and appropriate questions by the teacher encourage the pupils to think and give sensible and well-informed answers. For example, a science lesson began with a discussion about the features of different faces on photographs. The pupils joined in with enthusiasm, using good descriptive language to explain the similarities and differences. In free-choice time the pupils talk sensibly to one another about their activities. For example, in the Victorian home corner, the pupils used the play equipment well, entering into the spirit of the period and acting out the roles of the family with great conviction.
127. Lessons in Key Stage 2 also begin with a class discussion, which is often of a high level. For example, in a history lesson, the pupils talked enthusiastically about their research into the Victorian society and homes of the time. Some pupils took on the role of a curator and passed on their knowledge and understanding very confidently.
128. There are occasions, however, when there is an im-balance between the teacher's talk and pupils' participation. This happened in a literacy lesson in Class 2 when the teacher read the shared-text for the pupils and rushed through the planned questions. The pupils were not given time to listen to the story properly, there was no real time for them to explore the language used in the text and they were not allowed time to think about the following questions. The class teacher talked at the pupils, and so dominated the lesson, rather than talking to them and letting them share in a discussion.

Reading

129. Reception and Key Stage 1 pupils make a good start in learning to read. This good rate of progress is generally continued throughout Key Stage 2. A variety of approaches to reading are used dependent on the needs of the individual child. However, a greater emphasis is placed upon phonic development as recommended in the National Literacy Strategy. Pupils enjoy a high degree of success in early reading. They are encouraged to follow text during shared 'big-book' sessions and they read confidently to the teacher and classroom helpers at other times. They often have daily reading sessions, using books from the structured reading scheme. They also have access to a wider range of books, which they choose from freely. They can retell stories accurately and make sensible predictions. They continue to make generally good albeit at times, spasmodic, progress through Key Stage 2. The progress of the younger Key Stage 2 pupils over the past year has been slowed down by a change of teachers. The routines for reading have been disrupted and this has slowed down, somewhat, the progressive development of reading and comprehension skills. The older pupils in Years 5 and 6, continue to read a widening range of books, including books about fact and fiction. Many pupils express interesting opinions about the books that they have read. Roald Dahl is the most popular author with many of the pupils. In the literacy lessons in Class 3, the teacher used the theme of myths and fables to develop their understanding of hidden meaning and stories with morals. A very good connection was made between the story of Pandora's box and the story of the creation from the Bible. Pupils in Key Stage 2 continue to tackle increasingly complex texts and many read with fluency and expression. They show a great interest in words and can give good examples of antonyms in connection with their work in literacy. Many are able to think in the abstract and give good examples of abstract nouns. Pupils in upper Key Stage 2 have a daily reading session, sharing

group texts and reading from books of their own choice.

136. **Writing**

130. Progress in writing, in both key stages is, on balance, satisfactory. However, there is insufficient focus upon the progressive development of skills in writing. This results in some pupils, particularly the more able pupils, making, at times, slow progress.
131. Younger pupils are introduced to the use of capital letters and full stops. The work in the pupils' books shows that pupils learn about story structure and they begin to write stories with a beginning, middle and an end. Some pupils attempt to use speech marks in their writing. The work in the pupils' portfolios shows that they are becoming familiar with word processing and they have produced their own autumn poems using the word processor and a clip-art program to present work to a good standard. The pupils have written and illustrated books for others to read including titles such as *Pecky and Teddy Go On a Picnic* and *Freddy and Pecky at the Creepy Castle*. There is a range of resources around the classroom to support the pupils in their writing, including word banks and wordbooks. The teacher of Class 1 sets a firm foundation for the development of basic writing skills. However, the work in pupils' books shows that there is a lack of urgency in teaching pupils to move on from this basic level. Progress in the independent development of writing skills across the curriculum is hindered by the use of commercially produced work sheets. There are insufficient opportunities for pupils to write their own accounts and make their own written records about the learning that has taken place.
132. In Key Stage 2, teachers are still not selective enough about when it is most appropriate to use commercially produced worksheets to support learning in the foundation subjects. These sheets sometimes require very little effort by the pupils and are completed quickly. There are occasions when it would be more appropriate to develop the skills of independent writing. The work in the Year 3 and 4 pupils' books shows that there has been some deterioration overall in the quality and quantity of writing in the past year. Many pupils have made slow progress in writing during the past few months. However, older pupils are producing work of good quality and there is already evidence that standards in writing are improving. Some pupils produce extended pieces of writing, for example, about the railway system in Victorian times. Pupils have written play scripts, correctly formatted with stage directions; stories with different titles such as, *Abducted by Aliens*; school reports on sporting events and diaries. There are some good examples of written descriptions of science experiments. The pupils know about the parts of speech and they used this knowledge well when developing antonyms in a literacy lesson. Pupils present their written work in a variety of ways. The school closely follows a spelling scheme, which has been introduced since the last inspection. The regular and thoughtful use of this scheme helps to ensure the progressive development of spellings as the pupils move up through the school.
133. Overall the quality of teaching in English is variable but is almost always at least satisfactory. The quality of the teaching of Key Stage 1 pupils is good. The teacher knows the pupils well and is often able to offer individual support to the pupils, moving them forward in their learning. During circle time the teacher asks good open questions of the pupils, giving them time to respond confidently. When the pupils are working the teacher moves around the groups, supporting and facilitating the learning. The organisation of group work and resources is good and time is generally well used. The quality of teaching in Key Stage 2 is more variable, and whilst the majority of teaching is satisfactory and sometimes good, there are elements of unsatisfactory teaching in Class 2. The good teaching takes place when there is clear exposition, good subject knowledge and the teacher is enthusiastic. For example, in a literacy lesson, the

Class 3 teacher encouraged the pupils to discuss the story of Pandora's box and the story of the creation from the Bible and to search out the similarities and differences in the stories with regards to meaning. In another lesson, the well-led discussion about abstract nouns, adjectives and adverbs enabled the pupils to present some good work as a result. However, the work on this occasion was the same for all pupils and did not sufficiently challenge the more able pupils. A common weakness in several otherwise satisfactory or good lessons was the teacher not setting work that appropriately targeted the learning needs of individual pupils, particularly the more able. On occasions, work was planned to keep pupils busy whilst the teacher heard small groups of pupils read. Unsatisfactory teaching was the result of unfocused learning objectives and a lack of structure to lessons. A literacy lesson in Class 2 was not planned sufficiently well. The teacher did not share the class text appropriately with the pupils and the pupils lost concentration. The introduction to the group work on singular and plural words was too complex and left many pupils not fully understanding what they had to do. Progress in this lesson was unsatisfactory.

134. Overall the pupils' response to their learning is good. The youngest and oldest pupils are keen and willing to learn and they generally do so with enthusiasm. They take full advantage of the opportunities presented to them to use their initiative. However, there are occasions, in Class 2, when pupils lose their concentration, behaviour deteriorates and progress is slow. Little is achieved in these lessons.
135. There is a strong emphasis upon the development of spelling and handwriting in both key stages. The commercially produced scheme combines the development of spelling and handwriting skills. Pupils in both key stages are developing their letter formation and handwriting skills very well and their writing, particularly in Class 1 and Class 3 is very well presented. The pupils learn to join their writing from an early age and there is good continuity in the development of handwriting throughout Class 1 and Class 3. The issue in the last inspection report about handwriting has been successfully addressed.
136. The school uses the literacy strategy well, in Class 1 and 3, to ensure that the diverse learning needs of the pupils are accommodated effectively. The implementation of the strategy in Class 2 is less successful. The teacher does not have sufficient understanding of the strategy to teach to the structure successfully.
143. **Mathematics**
137. In 1998 there were 12 pupils in the Year 6 group who were assessed at the end of Key Stage 2. This small number means that comparisons with national figures have limited value. Nevertheless the results show that overall the pupils' performance was very low in comparison with the national average, when compared with all schools in the country. The figure was also very low in comparison to the average for similar schools. The results over the three-year period 1996 to 1998 show that pupils attained levels below the national average. The results show no significant difference in the performance of boys and girls. The results for 1999 show an improvement on the 1998 results and all the evidence gathered during the inspection suggests that by the end of this school year, a higher proportion of pupils will attain the standard expected for pupils aged eleven, than in previous years.
138. The percentage of pupils aged seven achieving the nationally expected Level 2 in 1998 was above the national average, but the percentage of pupils achieving the higher Level 3 was below

the national average. Overall pupils results in the Key Stage 1 tests and teacher assessments were very low in comparison with all schools and similar schools. Once again the small number of pupils in the year group means that comparisons with national figures have limited value. The test and assessment results for Key Stage 1 pupils for the three-year period 1996 to 1998 show that pupil performance slightly exceeded the national average. The performance of pupils in the 1999 tests and assessments shows a significant improvement on the 1998 results. All pupils achieved the nationally expected Level 2 with three pupils achieving the higher Level 3. The inspectors also made judgements about the attainment of pupils now in school, based upon lesson observations, scrutinising pupils' work, talking to pupils about their work and looking at teachers' planning and records. The inspectors' judgements indicate a high number of pupils in Year 2 working at or working towards the nationally expected level.

139. In the eight mathematics lesson observed, the progress made by pupils was never less than satisfactory and in the Years 5 and 6 lessons observed, progress was judged to be good. The examination of the pupils' previous work showed that they have generally made satisfactory progress as they moved through the school. However, there was evidence from pupils' work that the progress of pupils within the Years 3 and 4 class had been adversely affected by the lack of continuity in teaching. The pupils with special educational needs often make good progress towards objectives set for them due to the careful planning of their work and the support they received during lessons.
140. When pupils first enter the Reception year, baseline testing shows their attainment is typical of that found nationally. Many pupils in Year 2 were found to be on line to achieve the nationally expected level. This indicates that pupils make satisfactory progress in Key Stage 1. This satisfactory rate of progress is maintained in Key Stage 2 overall. During the inspection children in the Years 5 and 6 class were often observed making good progress in lessons.
141. During the inspection pupils in the Key Stage 1 demonstrated their ability to read, write and order numbers of increasing size using their understanding of place value. They demonstrated a secure understanding of the concepts heavier and lighter than. Some more able Year 2 pupils could correctly identify halves and quarters. Some Year 1 pupils were able to count to a hundred in tens and complete simple number patterns. Pupils are systematically acquiring the skills of numeracy particularly computation. This was particularly evident during the warm-up sessions at the start of most mathematics lessons. An examination of the Year 6 pupils' books, together with discussions held with individuals about their work indicates that by the end of the school year most pupils should attain the standard typically expected for eleven-year-olds. Most Year 6 and some Year 5 pupils could explain how vulgar and decimal fractions were related; they had a good knowledge of their multiplication tables and were able to recall multiplication facts quickly and accurately. Most Year 6 pupils could multiply and divide decimals mentally by 10 or 100. A scrutiny of work revealed a capacity to use grid references accurately and create a shape using fixed co-ordinates. Observation of pupils in Years 3 and 4 revealed an improving knowledge of and confidence in the use and recall of a range of multiplication tables.
142. In lessons, pupils were generally keen to do well. This was reflected in good levels of sustained concentration and high levels of active involvement in the answering of questions and good co-operation in group activities. Where pupils' attitudes to their work and their behaviour was good, this had a positive effect upon the progress they made in lessons. The quality of teaching observed during the inspection was generally judged to be good. In the eight lessons observed teaching was never less than satisfactory and in five out of eight lessons it was judged to be good or better. Teaching in three lessons was judged to be very good. All teaching observed in Key

Stage 1 and Years 5 and 6 was judged to be good or better. Good teaching was characterised by a clear understanding of pupil's needs and positive relationships and teaching strategies. A common characteristic of the best teaching was the way the teachers used good questioning skills to ensure that pupils fully understood the work. For example, in the class with Year 5 and 6 pupils the teacher made sure that pupils fully understood the impact of multiplication and division on a two digit decimal number. All pupils respond well and pupils with special educational needs were seen to make good progress with their capacity to partition a decimal number, whilst higher attaining pupils applied their knowledge successfully in sequencing decimal and vulgar fractions. All pupils within the lesson made good progress.

143. There was no evidence during the period of inspection that pupils' numeracy skills are effectively and consistently consolidated in other subjects.
144. The main area for development in teaching comes as a direct result of the school introducing the new National Numeracy Strategy. Previously, the school based its mathematics teaching on a commercially produced scheme. Whilst the scheme was well used by the school to ensure a coherent structure for the teaching of mathematics throughout the school, there was a strong dependence on photo-copiable worksheets and commercial workbooks. Although the increased emphasis on the direct teaching of number strategies has been reflected in a reduction in teachers' reliance on commercial worksheets this positive development still needs to be built upon. The school is aware of the need to design tasks for the investigational aspect of mathematical learning that consistently challenge pupils of all levels of ability particularly the more able pupils. Scrutiny of pupils' work and teachers' planning reflects an under emphasis on using and applying what pupils know in a problem solving situation.
145. The co-ordination of the subject is of satisfactory quality. The school is currently introducing the numeracy strategy. Overall the school has been successful in this course of action. The regular teachers are familiar with the strategy and there is some evidence that pupils' skills in numeracy are improving at a faster rate than previously. It is however, too early in the process to draw any reliable conclusions about the longer-term effects upon the attainment of pupils. The school must take steps to ensure that newly appointed teachers become acquainted with the nature and detail of the numeracy strategy. The school has made some progress in addressing the weaknesses identified in the last inspection report relating to the need for a more structured developmental programme to stretch individual pupils.
152. **Science**
146. This is a small school and the number of pupils taking part in tests or assessments in a particular year group is small. The attainment of one or two pupils can, therefore, have a major influence upon the overall results.
147. Limited evidence from pupils' class work and portfolios indicates that their attainment overall is generally in line with national expectations, but too few pupils attain the higher levels in both key stages. Attainment in practical and investigative aspects of science is weaker than in knowledge of scientific facts and ideas, throughout the school.
148. The overall judgements of the inspectors are generally reflected in the results of the statutory assessments on average over the past three years, 1996 to 1998. The attainment of pupils in science, since the last inspection, has been well below the national average. These results show

that too few pupils attain the higher levels in both key stages. This pattern is generally reflected in the 1999 results, although there has been an improvement, proportionally, in the number of pupils attaining the higher level at the end of Key Stage 2.

149. Overall, the pupils generally make satisfactory progress in science in both key stages. Progress is slower in Key Stage 2, particularly in investigative science. Whilst progress is generally satisfactory overall, skills and knowledge are not taught or acquired systematically in either key stage.
150. Three science lessons were observed during the week of the inspection. The quality of the teaching in these lessons was always at least satisfactory. In the one lesson observed in Class 1 the quality of the teaching was good. The clear learning objectives gave good direction to the lesson. The lesson began with a class discussion about human physical differences and the pupils were encouraged to look at one another's faces and make accurate observations regarding hair and eye colour, facial shapes and features. The pupils responded sensibly, making good and accurate observations. The resulting activity allowed the pupils to record their observations using a variety of different mediums.
151. A lesson observed in Class 2 involved pupils carrying out a similar exercise involving the observation of different kinds of rocks. The pupils were asked to classify them according to colour, texture and weight. The teacher's expectations of the pupils in this lesson were high, and appropriate scientific language, such as temperature, sediment and deposit was used well. However, there was no differentiation in the teacher's questioning or in the planning for the following activity to match the wide range of age and ability in the class. Therefore, whilst some pupils were suitably challenged, others struggled and lost concentration as the lesson progressed.
152. Good teaching was observed in a lesson with Year 5 and 6 pupils. In this lesson, the teacher's subject knowledge was excellent. The teacher challenged the pupils when asking them to identify many different gases and their importance in every-day life. All the pupils responded enthusiastically and knowledgeably, using appropriate vocabulary such as air pressure, atmosphere, compressed and inflatable. However, the follow up activity, designing a poster about gases, did not offer the same amount of challenge scientifically and the pupils and teacher became more focused upon the quality of their design work rather than the scientific recording of the properties of gases.
153. The planning for teaching the Key Stage 1 pupils is adequate with clear medium and shorter term learning targets. The nationally recommended planning programme is used in Key Stage 2. However, there is no school initiated scheme or programme of work for science which would provide the teachers with an overview of when the various aspects of science are to be taught across the key stages. This lack of detailed school level planning means that the teachers cannot monitor and evaluate the quality and range of activities presented to the pupils in the longer term. This lack of detailed planning does not provide the current supply teacher with adequate guidance for teaching the pupils and does not allow the teaching to build upon what has been taught before.
154. The school has already identified the need to develop the science curriculum further.
155. Pupil's skills in experimental and investigative science are not developed systematically and the overall effect of this is that pupils do not make sufficient progress in this aspect of science,

particularly in Key Stage 2. There are very few examples of pupils' work in this aspect of science.

156. The school has successfully developed a school garden and wildlife area including a pond. These are a very good addition to the school's resources for science and yet another opportunity, provided by the school, for the pupils to gain knowledge and experience first-hand.

157. No one person has the responsibility for oversight of the science curriculum in the school. The quality of science teaching and the effectiveness of the planned curriculum are not effectively monitored or evaluated.

158. The last inspection report highlighted the need for a school policy and scheme of work for science. The school has addressed this issue in part. It has yet to develop a clear policy document. The school has adopted the nationally recommended guidelines for science as a basis for its planning. It has not yet fully devised a scheme of work showing when and how the specific skills and knowledge in science are to be taught.

165. **Information technology**

159. The school has generally kept pace with developments in information and communication technology. The pupils make satisfactory progress as they move through the school and are likely to achieve standards by the time they leave school that match those expected of pupils nationally at the age of eleven. At the time of the inspection the school had recently received delivery of two new lap top computers to supplement the high quality personal computers and colour printers located in each of the three classrooms. The school is awaiting imminent connection to the Internet and the National Grid for Learning. The school is well placed to make the most of these network opportunities.

160. No direct teaching of information technology was observed during the inspection and it was therefore not possible to make judgements about the overall quality of teaching of the subject. However, the inspectors talked to the pupils in both key stages about their work with computers. Pupils in Years 2 and 6 demonstrated their expertise to the inspector. Pupils of all ages were confident and able to load programmes from diskettes, hard drives and compact disks. Year 2 pupils demonstrated simple graphic techniques and ably used the *Colour Magic* program to produce simple designs and pictures. Attractive border designs had been generated to support word processing work related to autumn poems. Year 6 pupils were able to access stored information and follow straightforward lines of enquiry when using CD-ROMS to research their topics on the European cultures. The older pupils were able to retrieve a program demonstrating the use of the digital camera in response to their history work relating to time travel. Information technology was used to support work in other subjects. Year 5 pupils were observed successfully using a maths program, at break time, to support the development of their understanding of place value. Younger pupils in Key Stage 1 utilised the *Number time* program to support the development of basic number recognition. More able Year 1 and 2 pupils had used the *Graph It* program successfully to sort and classify data.

161. Many of the pupils have access to computers at home, and their skills are in advance of what is being taught currently in the school. There is no school planning for the progressive development of skills in computer technology and the nationally recommended programme has not yet been implemented. Although the pupils make satisfactory progress, the lack of

systematic planning for teaching the key skills restricts the degree of challenge offered to the pupils and their ability to attain higher levels.

162. The school has a satisfactory stock of up to date hardware in each classroom and is currently in the process of extending its range of software. The school has yet to implement the latest national advice on the teaching of information technology. Staff are competent and confident with the new technology and are well placed to make the most of the educational opportunities, afforded by the connection to the national grid for learning planned for later this month, to further raise standards.

169. **OTHER SUBJECTS OR COURSES**

Art

163. Only one art lesson was observed during the inspection. This lesson was in Class 1. There is, therefore, insufficient evidence upon which to base judgements about progress and the quality of teaching in art.
164. In Key Stage 1, art is part of the topic work and is used to support the topic each term. For example, the pupils are currently studying a topic on the Victorians. Their art lesson during the inspection was to design a Victorian house and furniture. The Reception pupils used modelling clay to make furniture for the houses. In a science lesson, the pupils used a variety of media such as paint, coloured pencils and crayons, to draw and paint accurate representations of one-another's faces.
165. The works of well-known artists are studied, including the work of Van Gogh and the impressionists. The pupils produce their own artwork in the style of these artists. The pupils in Key Stage 1 have also studied the work of Arcimbaldo, and have produced their own drawings using fruits and vegetables. This work was linked to their autumn and harvest theme.
166. In a science lesson in Class 2, the pupils were encouraged to look closely at different types of rocks, to feel them smell them. A follow-up activity, which was not part of an observed lesson, the pupils made observational sketches of the rocks, which they then reproduced to a good standard, using pencils and crayons. The pupils in this class have also produced some effective studies of autumn trees.
167. The resources for the subject are only just adequate.
168. This subject is underdeveloped. The provision in planning within a thematic approach for the development of skills and knowledge is satisfactory. Although there is currently some work of good quality, there is no longer term planning to support the systematic development of specific skills in art. This limits the progress that pupils make in the development of skills at a higher level and does not provide guidance for teachers to plan more challenging activities. No one person has the responsibility for managing the curriculum for art, or for monitoring the quality and effectiveness of teaching and learning.

Design and technology

169. Design and technology was not timetabled during the course of the inspection and as a result it was not possible to observe the teaching in the subject.
170. The teachers are in the very early stages of utilising the new nationally proposed scheme of work. Links with other subjects are under-developed and the school has yet to put into place a systematic teaching programme to support the systematic development of the key skills. During the inspection, younger pupils had access to a wide range of construction apparatus and were observed developing their building capacities. The geography portfolio showed older pupils in Key Stage 2 had had the opportunity to design and evaluate designs for airline tags as part of their work relating to Gambia. Evaluations were focused on the resilience and appropriateness of respective materials. The same group of pupils had also had the opportunity to design stamps to celebrate the millennium.
171. On the limited evidence available it was not possible to make a secure judgement about pupil's progress in the subject.
172. Whilst there was a good range of construction apparatus in the Key Stage 1 base, resources across the school were unsatisfactory and insufficient to provide pupils with an appropriate range of learning experiences.
173. No one person has the responsibility for managing the curriculum for design and technology or for monitoring the quality and effectiveness of teaching and learning.

Geography

174. No geography lessons were observed during the three days of the inspection and therefore judgements about the quality of teaching and pupils' responses to it cannot be made. However, when evidence from pupil's work, discussion with pupils and from a school portfolio is considered progress is satisfactory overall. The provision in planning for a thematic approach for the development of skills and knowledge is satisfactory. The discussions with the Year 6 pupils showed that they have developed a range of geographical skills. Their map reading skills were satisfactory. They were able to use maps and plans with confidence. The older pupils' geographical knowledge was developed to an appropriate level. When asked they could distinguish countries in Europe and across the world. They knew the names of the main oceans and seas and were able to point out these features out on a map of the world. Pupils were able to use books and the CD-ROM to research information about contrasting localities such as Barcelona, Newcastle and Gambia. Younger pupils were able to identify key features in the village such as the church, the beck and village hall.
175. Resources for geography are generally satisfactory including maps, globes, books and a good range of aerial photographs. The school makes good use of the local environment and residential and field trips to Edinburgh, Yorkshire and Carlisle. The taking of the daily photograph provided older pupils with a good opportunity to observe in detail changes in the weather pattern and the impact of the seasons on the locality.
176. Although the planning for individual lessons is of satisfactory quality, there is no longer term planning to support the progressive development of skills in geography, which results in all

pupils being taught at the same level. Whilst the progress of the pupils was seen to be satisfactory overall, this lack of systematic planning restricts the progress of the more able pupils.

177. No one person has the responsibility for managing the geography curriculum or for monitoring the quality and effectiveness of teaching and learning.

History

178. Only three lessons were observed in history, two in Key Stage 1 and one in Key Stage 2. The quality of teaching was judged to be good overall in these lessons. There is, however, insufficient evidence to reach secure judgements about the quality of teaching overall. In the lessons observed the pupils' response was judged to be good. A scrutiny of pupils' work indicated that they have made satisfactory progress as they move throughout the school. Pupils, including younger pupils, demonstrated a particularly good understanding of aspects of the Victorian period. The existence of a Victorian home corner in the Key Stage 1 classroom had a positive impact through its use of artefacts. The provision in planning within a thematic approach for the development of skills and knowledge is satisfactory. Consideration is given to the teaching of historical research skills whilst ensuring that pupils acquire a sound body of knowledge within the limited time available. For example, in a Years 5 and 6 lesson pupils were required to make judgements about a variety of historical evidence before deciding what to select for their Victorian archive. Opportunities for developing speaking and listening skills were identified and well utilised during this session.
179. Opportunities are provided for pupils to learn about the way people used to live. The school makes good use of local senior citizens in support of younger pupils' work. Some Year 2 pupils were able to identify similarities and differences between different periods of time, whilst younger pupils were able to use a range of chronological terms appropriate for their age.
180. The school had a good range of artefacts relating to aspects of Victorian life such as washdays and schooldays. Resources are generally satisfactory. The school makes good use of visits and field trips to museums in Edinburgh and the locality, Aspatria station and the Roman wall.
181. Although the planning for individual lessons is of satisfactory quality, there is no longer term planning to support the progressive development of skills in history, which results in all pupils being taught at the same level. Whilst the progress of the pupils was seen to be satisfactory overall, this lack of systematic planning restricts the progress of the more able pupils.
182. No one person has the responsibility for managing the history curriculum or for monitoring the quality or effectiveness of teaching and learning.

Music

183. No music lessons were observed during the inspection. Because of the practical nature of the subject, it is not possible to make any judgements about progress and the quality of teaching in music.

184. The planning for Key Stage 1 music shows that pupils will have opportunity to explore the many ways in which they can make sounds including using the voice and the body.
185. There are planned opportunities for pupils to sing together and play percussion instruments when developing rhythm patterns. They listen to Raga music to develop their understanding of different singing styles and *The Orchestra of the Forest* to help them to understand that the sounds of nature can be reproduced on instruments.
186. The planning for music in Key Stage 2 is unsatisfactory. There is no planning for the first two years of Key Stage 2. The planning for Years 5 and 6 is taken directly from the information provided from the BBC radio programme, *Music Workshop*. There is no school planning to show how this programme is to be used or developed further. There is no planning to support the progressive development of skills in the different aspects of music, which results in all pupils being taught at the same level, and ultimately results in a lack of challenge for many pupils.
187. The Year 2 pupils in Key Stage 1 have the opportunity to learn to play the recorder and the headteacher does some recorder work with the older pupils. The school sings carols in the church at Christmas. There is no other music tuition for the pupils.
188. Resources for teaching music are sufficient and adequate for the number of pupils in the school.
189. The schools planning shows that the pupils in Key Stage 1 are provided with a sound start in the development of the basic skills of performing and composing, listening and appraising. However, there is not sufficient evidence in the Key Stage 2 planning to show how this good start in music development is built upon.
190. No one person has the responsibility for managing the music curriculum or for monitoring the quality and effectiveness of teaching and learning.

Physical education

191. During the course of the inspection it was possible to observe four physical education lessons including one swimming lesson. The other three lessons observed related to games activities. In the Key Stage 1 games lesson the quality of teaching was judged to be good, whilst in the two Key Stage 2 lessons the quality of teaching was judged to be of a satisfactory quality. The quality of teaching in the Year 5 and 6 lesson swimming lesson was judged to be very good. Pupils were judged to be making at least satisfactory progress with regard to their social and physical development in the games lessons and very good progress in the swimming lesson. This does not provide sufficient evidence to make a secure judgement about the quality of teaching and overall progress relating to the full range of physical educational activities within the school as a whole. Gymnastic activities have been scheduled to be held in village hall in the spring term.
192. Whilst short term planning was judged to be of satisfactory quality, the lack of detailed medium term planning made it difficult to make secure judgements about the systematic development of key skills throughout the school. The available evidence indicates that the subject is planned on a lesson-to-lesson basis in a satisfactory manner and provides appropriate learning experiences for pupils of all ages. However, there is no curriculum planning that ensures the progressive

development of skills in the longer term. Short term planning for Year 5 and 6 swimming was judged to be very good.

193. Resources are of a satisfactory quality to support the planned range of activities. Larger gymnastic equipment has to be carried to the village hall, which limits somewhat the range of what can be used in the lessons.
194. No one person has the responsibility for managing the curriculum for physical education or for monitoring the quality and effectiveness of teaching and learning.

201. **PART C: INSPECTION DATA**

201. **SUMMARY OF INSPECTION EVIDENCE**

202 During the inspection week, a team of three inspectors, within a total of 7 inspector days, inspected 38 lessons or parts of lessons, assemblies and registration sessions:

- .all teachers, including the headteacher, were seen teaching;
- .discussions were held with members of staff and the governing body;
- .a representative sample of pupils' recorded work was scrutinised. This sample covered the whole age and ability range;
- .pupils read to members of the inspection team;
- .pupils' understanding and use of number were assessed;
- .pupils' skills in computer technology were assessed;
- .a complete range of curriculum planning was scrutinised, including available schemes of work;
- .a meeting was held with parents at the school;
- .the parents' questionnaires were analysed;
- .prior to the inspection, the last inspection report was carefully analysed.

203 In addition to the above, an inspector accompanied a group of pupils to the swimming baths to observe a swimming lesson.

- **DATA AND INDICATORS**

- **Pupil data**

	Number of pupils on roll (full-time equivalent)	Number of pupils with statements of SEN	Number of pupils on school's register of SEN	Number of full-time pupils eligible for free school meals
YR – Y6	70	0	5	2

- **Teachers and classes**

- **Qualified teachers (YR – Y6)**

Total number of qualified teachers (full-time equivalent):	3
Number of pupils per qualified teacher:	23

- **Education support staff (YR – Y6)**

Total number of education support staff:	1
Total aggregate hours worked each week:	6
Average class size:	23

- **Financial data**

Financial year:	1999
	£
Total Income	140,217
Total Expenditure	139,905
Expenditure per pupil	1,817
Balance brought forward from previous year	-11,880
Balance carried forward to next year	-11,568

PARENTAL SURVEY

Number of questionnaires sent out: 70
Number of questionnaires returned: 20

Responses (percentage of answers in each category):

	Strongly agree	Agree	Neither	Disagree	Strongly disagree
I feel the school encourages parents to play an active part in the life of the school	55	40	0	5	0
I would find it easy to approach the school with questions or problems to do with my child(ren)	50	45	5	0	0
The school handles complaints from parents well	25	35	30	10	0
The school gives me a clear understanding of what is taught	20	65	0	15	0
The school keeps me well informed about my child(ren)'s progress	20	60	5	15	0
The school enables my child(ren) to achieve a good standard of work	30	55	10	0	5
The school encourages children to get involved in more than just their daily lessons	50	35	10	5	0
I am satisfied with the work that my child(ren) is/are expected to do at home	20	35	20	20	5
The school's values and attitudes have a positive effect on my child(ren)	65	35	0	0	0
The school achieves high standards of good behaviour	45	45	10	0	0
My child(ren) like(s) school	45	45	10	0	0