

INSPECTION REPORT

**Grindleton Church of England (Aided) Primary
School**
Grindleton

LEA area: Lancashire

Unique Reference Number: 119686

Headteacher: Mrs A J Pile

Reporting inspector: Mr I Pratt
13626

Dates of inspection: 8th November – 10th November 1999

Under OFSTED contract number: 707547

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

INFORMATION ABOUT THE SCHOOL

Type of school:	Infant and Junior
Type of control:	Voluntary Aided
Age range of pupils:	4 to 11 years
Gender of pupils:	Mixed
School address:	Sawley Road Grindleton Clitheroe Lancashire BB7 4QS
Telephone number:	01200 441257
Fax number:	01200 441257
Appropriate authority:	The governing body
Name of chair of governors:	Mrs G Latham
Date of previous inspection:	20 th May 1996

© Crown Copyright 1999

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

Under the School Inspections Act 1996, the appropriate authority must provide a copy of this report and/or its summary free of charge to certain categories of people. Every registered parent of a registered pupil at the school should receive a free copy of the summary of the report within ten working days of receipt of the summary by the appropriate authority. A charge not exceeding the cost of supply may be made by the appropriate authority for any other copies of the report and/or its summary provided to any person who asks for one.

The appropriate authority should make a copy of the report and the summary available for inspection by members of the public at such times and at such a place as may be reasonable

Any enquiries about this legislation should be addressed to the OFSTED Compliance Helpline Tel. 01714216567

INFORMATION ABOUT THE INSPECTION TEAM

Team members	Subject responsibilities	Aspect responsibilities
Mr I Pratt, Registered Inspector	Mathematics Information technology Design and technology Physical education	Attainment and progress Teaching Leadership and management Staffing, accommodation and learning resources Efficiency
Mrs G Marsland, Lay Inspector		Attitudes, behaviour and personal development Attendance Support, guidance and pupils' welfare Partnership with parents and the community
Mrs H Macdonald	English Science Art History Geography Music Special educational needs Under fives Equal opportunities	Pupils' spiritual, moral, social and cultural development Curriculum and assessment

The inspection contractor was:

H & G Associates
2 Mead Road
Cranleigh
Surrey
GU6 7BG

01483 275710

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

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

REPORT CONTENTS

Paragraph

MAIN FINDINGS

- What the school does well
- Where the school has weaknesses
- How the school has improved since the last inspection
- Standards in subjects
- Quality of teaching
- Other aspects of the school
- The parents' views of the school

KEY ISSUES FOR ACTION

INTRODUCTION

- Characteristics of the school 1 - 6
- Key indicators

PART A: ASPECTS OF THE SCHOOL

Educational standards achieved by pupils at the school

- Attainment and progress 7 - 19
- Attitudes, behaviour and personal development 20 - 24
- Attendance 25

Quality of education provided

- Teaching 26 - 37
- The curriculum and assessment 38 - 45
- Pupils' spiritual, moral, social and cultural development 46 - 50
- Support, guidance and pupils' welfare 51 - 55
- Partnership with parents and the community 56 - 59

The management and efficiency of the school

- Leadership and management 60 - 66
- Staffing, accommodation and learning resources 67 - 71
- The efficiency of the school 72 - 78

PART B: CURRICULUM AREAS AND SUBJECTS

Areas of learning for children under five	79 - 90
English, mathematics and science	91 - 132
Other subjects	133 - 177

PART C: INSPECTION DATA

Summary of inspection evidence	178
Data and indicators	

MAIN FINDINGS

What the school does well

- .The school is a caring community that successfully promotes a strong Christian ethos.
- .Pupils at the end of Key Stage 2 attain standards above the national average in English, mathematics and science.
- .Standards of behaviour and relationships are very good, and pupils have very positive attitudes to learning.
- .Attendance levels are very good.
- .The quality of teaching is consistently good for pupils aged five to eleven, and around 30 per cent of teaching is very good.
- .Provision for pupils' moral and social development is very good, and for their spiritual and cultural development it is good.
- .The quality of management and leadership is very good, with clear educational direction, excellent development planning and very strong support from the governing body.
- .The school has good relationships with the parents and the community.
- .Financial planning and control are effective and the school provides good value for money.

Where the school has weaknesses

- I.Standards in information technology are too low, and pupils do not make sufficient progress.
- II.The curriculum and teaching for children under the age of five does not sufficiently reflect the full range of the Desirable Learning Outcomes, and as a result, the children do not make the progress they should in aspects of mathematics, their knowledge and understanding of the world or in aspects of their creative and physical development

The strengths of the school far outweigh its few weaknesses, but they will form the basis of the governors' action plan, which will be sent to all parents or guardians of pupils at the school. The school is fully aware of the weaknesses identified and has existing targets for improvement in its school development plan.

How the school has improved since the last inspection

The previous inspection judged the school to have many strengths and a few significant weaknesses. As a result of very good management, in particular excellent development planning, the school has made good progress to rectify these weaknesses, and it is now a better school than it was in May 1996. Long- and medium-term planning of the curriculum is now good, and this enables pupils to build continuously and progressively on their previous learning. The accommodation has been improved significantly and now provides satisfactory facilities for the pupils and staff. The school has maintained its very positive Christian ethos that is highly successful in fostering very good behaviour, attitudes and relationships. Provision for information technology (IT) has deteriorated since the previous inspection and has resulted in unsatisfactory progress and below expected levels of attainment throughout the school. This weakness is fully acknowledged by the school within its good quality IT development plan. Insufficient progress has been made in developing the provision for children under the age of five. The school has good capacity for further improvement.

Standards in subjects

This table shows the standards achieved by 11-year-olds in based on the 1999 National Curriculum tests:

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

The above results table does not present a fully accurate picture of the pupils' attainments in the 1999 National Curriculum tests because, within this small group of 11, Year 6 pupils, almost 20 per cent had a statement of special educational need for very significant learning difficulties. All pupils, other than those with statements, achieved the expected Level 4 or above in English, mathematics and science, and the pupils with statements attained good standards in relation to their very considerable difficulties. Therefore, standards are significantly higher than the raw results would suggest. In accordance with OFSTED guidance, no alteration may be made to the comparison grades for all schools nationally, however, the grades that compare attainments in this school with similar schools can be, and have been upgraded by the Registered Inspector, to give a more accurate picture of the standards achieved. Work seen during the inspection confirms that pupils attain above average standard in English, mathematics and science. Since the previous inspection, standards have deteriorated in information technology and are now below the national expectation. By the age of five, children attain above expected standards in literacy and numeracy development, but in other aspects of mathematics, knowledge and understanding of the world and aspects of creative development and physical development, their attainments barely reach expected levels.

Quality of teaching

Teaching in	Under 5	5 – 7 years	7 – 11 years
English	Satisfactory	Good	Good
Mathematics	Satisfactory	Good	Good
Science		Good	Good
Information technology		Satisfactory	Satisfactory
Religious education	Not inspected	Not inspected	Not inspected
Other subjects		Good in art, design technology and geography; insufficient evidence in other subjects	Very good in art, history and swimming; insufficient evidence in other subjects

The quality of teaching overall is good. In the school as a whole, teaching is satisfactory or better in all lessons, good or better in 94 per cent of lessons and very good in 33 per cent of lessons. For pupils at Key Stages 1 and 2, teaching is good. For children under the age of five years, teaching is satisfactory. The strengths of under fives teaching are high expectations, good management of children and good use of assessment information to inform teachers' planning. Its weakness is that neither the planning nor the practice take sufficient or consistent account of the full range of the Desirable Learning Outcomes

specified for children of this age.

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	Very good; The pupils behave very well both in class and around the school.
Attendance	Very good; well above the national average.
Ethos*	Very good; the school has a strong Christian ethos, a commitment to high standards and fosters very good relationships and attitudes to work.
Leadership and management	Very good; strong leadership from the headteacher and governors give the school very clear educational direction. Excellent development planning has enabled the school to improve standards and the quality of education since the previous inspection.
Curriculum	Satisfactory overall, but weakness in the planning of provision for children under the age of five and the implementation of the curriculum for information technology.
Pupils with special educational needs	Satisfactory quality of provision but insufficient local authority funded support to consistently meet the need of pupils with a statement of special educational need.
Spiritual, moral, social & cultural development	Very good overall; very good provision for pupils' social and moral development; good provision for spiritual and cultural development.
Staffing, resources and accommodation	Good overall; sufficient, qualified teaching and support staff and good staff development arrangements; accommodation and resources are satisfactory.
Value for money	Good; the school uses its financial and other resources well to promote good progress and above average standards of work.

**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	What some parents are not happy about
III. The school has a happy, friendly atmosphere. IV. The Christian values that result in good behaviour, responsible attitudes and good relationships. V. The standards achieved in English, mathematics and science. VI. The information they receive about what is taught and how well their children are progressing. VII. The 'open door' policy for contact with the staff. VIII. The strong links with the church and the community. IX. The range of extra-curricular activities, visits and visitors to the school.	X. Progress in information technology is not science. XI. Staff can become defensive when a

Inspection findings strongly support parents' positive views about the school and also support their concerns about the pupils' attainments and progress in information technology. No judgement can be made regarding the way in which staff respond when a complaint is made due to insufficient evidence.

KEY ISSUES FOR ACTION

In their work to raise standards further, the governors and staff should now consider the following key issues, which relate to weaknesses identified in the report:

- XII. Raise standards in information technology (IT) by: (paragraphs 5, 8, 15, 17, 30, 77, 102, 113, 125, 133-141)
 - XIII. planning for the full implementation of the new National Curriculum for information and communications technology when this becomes statutory in September 2000;
 - XIV. increasing the level of staff skills and confidence in teaching the subject;
 - XV. planning the use of IT within all subjects of the curriculum;
 - XVI. monitoring the pupils' experience of the full range of IT applications;
 - XVII. developing procedures to assess the pupils' attainments across all aspects of IT;
 - XVIII. using assessment information to decide what pupils need to learn next;
 - XIX. forward planning, to financially support the update of staff expertise, hardware and software, as needs require, and as technology continues to develop.
- XX. Improve the provision for children under the age of five by: (paragraphs 5, 9, 27, 28, 40, 70, 79-80)
 - XXI. planning and teaching a curriculum that addresses the full range of Desirable Learning Outcomes and monitoring the progress of children towards them;
 - XXII. ensuring that all lessons take full account of the needs of these children;
 - XXIII. organising the classroom to ensure that children have regular opportunities for learning through play activities, using sand, water, construction equipment and creative materials;
 - XXIV. providing more opportunities for pupils to develop physically;
 - XXV. providing an outdoor, secure play area for children under the age of five.

In addition to the key issues above, the following less important weaknesses should be considered for inclusion in the action plan

- XXVI. increase the amount of additional support for pupils with a statement of special educational need; (paragraphs 19, 43)
- XXVII. improve the quality of handwriting at Key Stage 2; (paragraphs 14, 101)
- XXVIII. increase the opportunities for pupils to carry out investigative work in mathematics and science; (paragraphs 15, 16, 113, 124, 129)
- XXIX. ensure that attendance registers are always marked for the afternoon session; (paragraph 54)
- XXX. report on the rate of authorised absence and the progress the school has made in implementing its OFSTED action plan in the governors' annual report to parents. (paragraph 57)

INTRODUCTION

Characteristics of the school

1. Grindleton Church of England (Aided) Primary School is a very small school of 48 pupils. Pupils are taught in two classes, one for children under the age of five, pupils in Key Stage 1 and Year 3, the other for pupils in Years 4, 5 and 6. Fifty-six per cent of pupils are boys and 44 per cent are girls. The number of pupils has reduced by around 15 per cent since the previous inspection.
 2. Children are admitted to the school on a full-time basis in the September of the academic year in which they will have their fifth birthday. Four pupils under the age of five are currently in the school. They enter the school with levels of skills and knowledge slightly above that usually found in children of this age. They make good progress in literacy and numeracy and satisfactory progress in other aspects of their development, and their attainments at the age of five, when they start National Curriculum work, are broadly average.
 3. The school is situated in the Ribble Valley of Lancashire, north-east of Clitheroe. It serves the villages of Grindleton and Sawley and the surrounding rural area, although a few pupils come from further afield. The school community reflects the racial characteristics of this area, with no pupils coming from minority ethnic backgrounds. No pupils come from a home where English is a second language; this is below the national average. The social and economic backgrounds of many pupils are slightly advantaged, although there is some rural deprivation in the area. The school is not aware of any pupil that is eligible for a free school meal; this is well below the national average. Four per cent of pupils have special educational needs; this is below the national average. One pupil has a statement of special educational need and two pupils are entered on the school's special educational needs register.
4. The school's aims are:
- to provide a broad and balanced curriculum, developing in each child the necessary attitudes and values which will equip him/her to lead a full and satisfied life;
 - to promote mutual respect and responsibility in a Christian family atmosphere, advancing educational standards through positive attitudes between teachers, parents and children;
 - to celebrate each child's unique abilities and talents, and are committed to developing these God given talents;
 - to effect a balance between service to the Church and service to the community through the close links we have between school, home and church;
 - to develop a caring community, emphasising concern and respect for others and emphasising importance of good relationships;
 - to provide a happy school;
 - to project the school as a worthwhile member of the local community;
 - to encourage an attitude of positive response to the persistent demands of a changing society, but to uphold a belief in basic Christian values and standards;
 - to provide equality of opportunity regardless of gender, race or creed.

1.The school's priorities are to:

- improve the provision for, and standards in information technology;
- improve provision for children under the age of five years;
- implement the numeracy strategy;
- continue to implement and develop the literacy strategy;
- improve opportunities for Year 6 pupils to extend their independent learning strategies.

1.The key issues from the last inspection were to:

- continue the rolling programme for the development of schemes of work;
- review and develop medium-term planning for the subjects of the curriculum;
- increase the teaching space for Key Stage 2 pupils and create or provide a staffroom at a future stage of building programme.

Key indicators

Attainment at Key Stage 1

In 1999, there were too few pupils at the end of Key Stage 1 to formally report the results of the National Curriculum tests/tasks and the teacher assessments. Therefore the detailed table of results is omitted. In the tests, 100 per cent of pupils attained Level 2 or above in reading, writing and mathematics. In the teacher assessments, 100 per cent of pupils attained Level 2 or above in English, mathematics and science.

Attainment at Key Stage 2¹

Number of registered pupils in final year of Key Stage 2 for

Year	Boys	Girls	Total
1999	4	7	11

National Curriculum	Test Results	English	Mathematics	Science
Number of pupils at NC Level 4 or above	Boys	3	3	3
	Girls	6	6	6
	Total	9	9	9
Percentage at NC Level 4 or above	School	82 (70)	82 (60)	82 (70)
	National	(65)	(59)	(69)

Teacher Assessments	English	Mathematics	Science	
Number of pupils at NC Level 4 or above	Boys	3	3	3
	Girls	6	6	6
	Total	9	9	9
Percentage at NC Level 4 or above	School	82 (80)	82 (70)	82 (90)
	National	(65)	(65)	(71)

.....
1

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

• **Attendance**

Percentage of half days (sessions) missed through absence for the latest complete reporting year:

		%
Authorised Absence	School	3
	National comparative data	5.7
Unauthorised Absence	School	0
	National comparative data	0.5

• **Exclusions**

Number of exclusions of pupils (of statutory school age) during the previous year:

	Number
Fixed period	0
Permanent	0

• **Quality of teaching**

Percentage of teaching observed which is:

	%
Very good or better	33
Satisfactory or better	100
Less than satisfactory	0

- **PART A: ASPECTS OF THE SCHOOL**
- **EDUCATIONAL STANDARDS ACHIEVED BY PUPILS AT THE SCHOOL**
- **Attainment and progress**

1. In the previous inspection, there were no key issues regarding the standards of the pupils' work or their progress. At that time, standards were above the national expectation at the end of Key Stages 1 and 2 in English, mathematics, science, art, design and technology and information technology. In all other subjects seen, standards were in line with national expectations.
2. Standards have very largely been maintained since the previous inspection, with the exception of information technology where standards are now below those expected at the end of both key stages.
3. Children who are under five are taught in Class 1 which provides for pupils from four to eight-years-old. At the time of the inspection, four out of the seventeen children were not yet five, and one child only recently so. No child under five has been assessed as having special educational needs. Children enter the school at the age of four with skills and knowledge in line with or a little above those usually found in children of this age. They make good progress in literacy and numeracy because they are provided with consistently challenging tasks when taught by the nursery nurses, and as a result, they are already reaching the expected standards for their age and beyond in these areas of learning. Their attainments in the shape, space, position, pattern and relationships elements of the mathematics curriculum are less well developed. By the age of five, their knowledge and understanding of the world, aspects of creative development and physical development are barely in line with expectations because neither the planning nor the teaching they receive refer sufficiently to the needs of children under five, in particular the Desirable Learning Outcomes.
4. In judging the attainments of pupils in the National Curriculum assessments at the end of Key Stage 1 and Key Stage 2, and in comparing performance over time, considerable caution must be exercised due to the very small number of pupils involved and the consequent unreliability of the statistics. For example, in 1999, only five pupils participated in the Key Stage 1 assessments and 11 pupils at Key Stage 2. Variations in attainment from year to year reflect the characteristics of a particular group of pupils, in which just one pupil can represent a relatively high proportion of the cohort.
5. At the end of Key Stage 1, the pupils' attainments are above average overall. The results of the 1999 National Curriculum assessments show that all pupils attained the expected Level 2 or above in reading, writing, mathematics and science, a much better picture than the national average and that for similar schools. When the pupils' average points score is calculated, attainments are well above the national average in reading and mathematics and also above average for similar schools. In writing, however, the average points score is in line with the national average but well below average in comparison with similar schools. This is because no pupil attained Level 3 in writing. The pupils' performance in these assessments since 1996 shows an uneven trend, as might be expected with such small cohorts of pupils. Work seen during the inspection confirms the assessment findings and shows that standards in English, mathematics and science are above

those expected for pupils of this age. Boys and girls attain equally well in both the assessments and their everyday work.

6. At the end of Key Stage 2, the pupils' attainments are above average overall. The results of the 1999 National Curriculum tests show that the average points score for pupils is in line with the national average in English but below average in mathematics and science. It is important to recognise, however, that these results do not paint an accurate picture of the attainments of pupils at the end of Key Stage 2, because the cohort was small, and that particular year group contained almost 20 per cent of pupils with a statement of special educational need. The severe learning difficulties of these pupils made it very difficult for them to reach the standards expected nationally. All of the non-statemented pupils achieved Level 4 or above in English, mathematics and science, and the statemented pupils achieved good standards in relation to their difficulties. In view of the above factors, the school is judged to have achieved well above average standards in English, in comparison with similar schools and above average standards in mathematics and science.
7. As with Key Stage 1, the pupils' performance in the Key Stage 2 tests shows considerable variation from year to year because of the small size of the cohorts. Work seen during the inspection in English, mathematics and science, shows that pupils at the end of Key Stage 2 are attaining standards above the national expectation, although attainments in the investigative aspects of mathematics and science are currently below expected levels. Whilst there is evidence that girls' attainments are better than boys in the national tests, no such variation is evident in the standard of their work in class.
8. Work seen during the inspection shows that standards in literacy are above the national expectations at the end of both key stages and enable pupils to read and write very effectively in the other subjects of the curriculum. Opportunities for pupils to read and write in science, geography, history and religious education contribute well to their development of literacy skills. Attainments in reading and writing are above average throughout the school. A large majority of pupils in Year 6 read accurately, fluently and with expression, analyse a story, express preferences for authors and discuss characters and themes in their current books. In writing, average attaining pupils write in a lively fashion across the curriculum, spell and use grammar and punctuation accurately. High attainers write at length using accurate and often adventurous vocabulary within complex sentences. Information technology is not used sufficiently to promote progress in writing. The quality of handwriting is unduly variable. Many pupils join the school at Key Stage 2, bringing with them their preferred style and not enough is done to bring all pupils to an acceptable standard. Handwriting has improved significantly since September 1999, coinciding with the return of the headteacher to the class, but still requires further improvement. Listening skills are developed well throughout the school and, whilst pupils attain good standards in speaking by the end of Key Stage 1, by the end of Key Stage 2, standards are in line with the expectations. Many older, high attaining pupils express their ideas clearly and at some length;

nevertheless, the range of their oral vocabulary is not as great as it should be.

9. Work seen during the inspection shows that at the end of both key stages, the pupils' attainments in numeracy are above the national expectations. Pupils use their numeracy skills confidently in other subjects. In science they make accurate measurements and use the data they collect to draw simple graphs. Measurement in design and technology and co-ordinates in geography contribute to the pupils' development of skills. Pupils show good knowledge and understanding of shape, space and measurement. The use of information technology to support data handling is underdeveloped and the implementation of the numeracy strategy has resulted in insufficient attention to investigative approaches since its introduction.
10. Work seen during the inspection indicates that in science, the pupils' attainments are above the national expectations at the end of both key stages. Following the previous inspection, results in the National Curriculum assessments deteriorated. The school's analysis of results led to the reorganisation of science teaching into three separate groups and an increase in the amount of time allocated to the subject. These adjustments have helped to improve progress and attainment at both key stages, particularly in the knowledge and recording aspects of the subject. At the end of Key Stage 2, the pupils' skills and understanding in investigative work, including conducting fair tests, are insufficiently developed because they have too few opportunities for this type of work.
11. Work seen during the inspection shows that at the end of both key stages, the pupils' attainments in information technology are below the national expectations, a deterioration since the previous inspection. Pupils make unsatisfactory progress. This has been caused by weaknesses in the curriculum, resources and in teachers' confidence to teach all aspects of the subject. Consequently, pupils have insufficient opportunities to use the whole range of information technology applications and develop adequate skills and understanding. The school is fully aware of these weaknesses in attainment and provision, and has started to implement a comprehensive and effective development plan to improve matters. Implementation is at a very early stage and whilst there are signs of improvement, these measures have not yet had an impact on standards.
12. In almost all other subjects, pupils at both key stages make good progress as a direct result of consistently good teaching, their very positive attitudes to learning and an increasingly well organised curriculum. Progress is good throughout the school in English, mathematics and history. At Key Stage 1, progress in art is good and it is very good at Key Stage 2. Only in science is progress judged to be satisfactory overall in both key stages, although there is evidence that the rate of progress is increasing following the increase in teaching groups from two to three, the increased time for the subject and the introduction of the Qualifications and Curriculum Authority (QCA) scheme of work. Insufficient evidence is available to make judgements about the pupils' progress in design and technology, geography, music and physical education throughout the school. Progress is good in swimming at Key Stage 2.

13. All pupils are enabled to make good progress because teachers know them well, and provide work that is sufficiently challenging for their differing needs. Pupils with special educational needs make satisfactory progress in relation to targets in their individual education plan. Those with a statement of special educational need make adequate progress when additional support is available, but when support staff are not provided, progress is very limited in spite of the class teacher's attempts to match the curriculum to the pupils' learning needs.

19.

Attitudes, behaviour and personal development

14. The pupils' attitudes, behaviour and relationships are very good, as they were at the time of the previous inspection. This is a strength of the school and has a positive effect on learning. These findings confirm the views of the parents.

15. At both key stages, the pupils' attitudes to learning are very good and have a positive effect on progress. They show interest in their work and sustain concentration for long periods of time, as most lessons are challenging. A good example of this was a Key Stage 2 mathematics lesson on doubling numbers, when all pupils were worked hard throughout the one hour lesson. The pupils clearly enjoy question and answer sessions and listen to each other attentively. They are willing to select and share resources and work together in pairs and groups, for instance in science investigations. Pupils show a good sense of responsibility for their work and behaviour, and are confident and mature. Care is taken with written tasks, which are neat and well presented.

16. Behaviour in class, in assembly and around the school is very good. The pupils walk calmly along the corridor and are polite and courteous to visitors. At lunchtimes, the pupils talk sociably whilst having lunch and play together in friendship and co-operation in the playground. There have been no exclusions in the last three years.

17. Relationships throughout the school, between pupils and with adults are very good. They show respect for the feelings, values and beliefs of others and are not critical when classmates make mistakes. When visitors from other religions visit the school and whilst on educational visits that support the religious education curriculum, they show respect and tolerance.

18. The personal development of the pupils is good. Pupils act as assembly monitors and Year 6 pupils make a positive contribution to some assemblies by choosing and writing prayers. They show a high level of responsibility by organising the leavers' service in the church, by actively participating in school and community social events and by raising funds for charities. Although pupils were seen working independently in some lessons during the inspection, for example literacy at Key Stage 1 and in science lessons, the school provides too few opportunities to develop research and investigative skills.

24. Attendance

19. Attendance is very good. The attendance figure for 1998/99 was 97 per cent which is well above the national average. This high level of attendance has a positive effect on attainment and progress. There was no unauthorised absence. Pupils are punctual when arriving at school and for lessons. Registration does not meet statutory requirements because registers are not always marked for the afternoon session.

25. QUALITY OF EDUCATION PROVIDED

25. Teaching

20. The previous inspection reported teaching to be of high quality and a strength of the school. The school has very largely maintained this positive situation.
21. The quality of teaching overall is good and remains a strength of the school. A significant proportion of lessons at Key Stages 1 and 2 are of very good quality. In the school as a whole, teaching is satisfactory or better in all lessons, good or better in 94 per cent of lessons and very good in 33 per cent of lessons. For pupils at Key Stages 1 and 2, teaching is good. For children under the age of five years, teaching is satisfactory overall, but has some weaknesses.
22. The strengths of teaching for the under-fives are the high expectations of teachers, good management of children and good use of assessment information to guide the teachers' planning. Its weakness is that neither the planning nor the practice take sufficient or consistent account of the Desirable Learning Outcomes specified for children of this age. Nursery nurses provide good quality support for children in their morning literacy and numeracy sessions in the hall. However, the planning is narrowly focused on the development of literacy and numeracy skills and does not address the full range of the language and literacy and mathematics curriculum that should be provided for children of this age.
23. At Key Stages 1 and 2, the quality of teaching is consistently good in English, mathematics and science and it is satisfactory in information technology, where teachers are starting to implement the new scheme of work and use the newly installed equipment. At Key Stage 1, teaching is good in art, design and technology and geography. Insufficient evidence is available to judge teaching in history, music or physical education at this key stage. At Key Stage 2, teaching is very good in art and history, and in the swimming aspect of physical education. There is insufficient evidence to judge teaching in the other subjects of the Key Stage 2 curriculum.
24. The teachers' subject knowledge is good across almost all subjects. The exception is in information technology where some teachers lack understanding and confidence to teach all aspects of the subject. In the main, however, teachers lead interesting lessons and impart their enthusiasm for the subjects to the pupils.

They provide accurate information and ask probing questions that are effective in developing the pupils' understanding.

25. The teachers' consistently high expectations of pupils' behaviour create a very positive climate for learning in the classroom. Almost invariably, pupils of all attainment levels are provided with suitably challenging tasks. The study of texts for high attainers in English is particularly demanding and enables pupils to reach high standards. Only occasionally in mathematics, are high attaining pupils in Years 5 and 6 insufficiently challenged by repetition of work that they can already do, and at times, high attainers in Year 6 are insufficiently challenged in science.
26. The quality of the teachers' planning is good across all subjects. They know their pupils very well and provide work at differing levels that is well matched to their varying learning needs. In English, for example, planning and practice are adjusted according to the progress made in the previous lesson. Planning is closely matched to the schemes of work and the medium-term plans. Learning objectives are set very clearly in lesson plans, often shared with the pupils, and indicate precisely what teachers expect the pupils to learn by the end of the lesson. This is used effectively as a reference point during the final part of lessons to check whether the objectives have been attained.
27. The methods and organisation used by teachers are consistently good throughout the school and across all subjects. In literacy, numeracy and science lessons, teachers conduct lively and interesting whole-class introductory sessions. They target questioning very carefully to enable pupils of differing age and attainment levels to participate fully, and give clear explanations of the individual or group activities to follow. Most transitions from whole-class to other activities are managed well, although the pace of learning does drop occasionally for some pupils, whilst waiting for the teacher to explain activities to other groups.
28. The management of pupils is very good throughout the school. The pupils know exactly what is expected of them and it only requires an occasional glance or word to bring pupils back to their work. This quiet, calm, low-level response to occasional lapses in concentration is highly effective in maintaining the positive working atmosphere that is present in both classes.
29. Lessons are conducted at good pace, with very little time lost through inactivity or inattention. Resources are prepared well and enable the pupils to start as soon as they are set to work. This was illustrated well in a science lesson, where the well organised resources enabled pupils in Years 3 and 4 to work independently in their investigation of electrical circuits.
30. The quality and use of day-to-day assessment is good throughout the school. The pupils' work is marked regularly and carefully and for pupils in Class 2, useful, detailed comments guide pupils well in their future work. All teachers use the information gained from both formal and informal assessment to plan the next learning steps for pupils.

31. Homework is used effectively to extend the pupils' learning, and the amount of homework for the Year 6 pupils prepares them effectively for the homework expectations of secondary education.

37. The curriculum and assessment

32. The school has effectively dealt with medium-term planning as identified in the previous report as a key issue. The medium-term planning is now in place for all subjects with the exception of music. In physical education, weaknesses in medium-term planning are now well on the way to being resolved with the purchase of a new scheme of work that should link with the local authority guidance. Qualifications and Curriculum Authority guidance has supplemented the school's own schemes, and planning for the pupils' continuous and progressive learning in most subjects is good.

33. The curriculum includes all subjects of the National Curriculum and religious education, and fulfils requirements for drug, sex and health education. In this sense, the curriculum is broad. However, there is a lack of balance. In both key stages, information and communication technology does not receive sufficient emphasis and in mathematics and science, pupils do not have sufficient opportunities to work in the investigative aspects of the subjects.

34. The planning of the curriculum for the under-fives does not take account of the nationally recommended areas of learning for young children. Insufficient day-to-day opportunities are provided for them to learn through experience and planned play activities. However, they are prepared effectively for the National Curriculum in literacy and numeracy. Provision for physical development is a weakness, with too few opportunities for outdoor or indoor play.

35. The school has effective strategies for teaching the basic skills of literacy and numeracy. Sensibly, it has increased the time allocation for both strategies in order to conform to the requirements in classes which contain a wide age range. The planning for literacy and numeracy is thorough, and has a positive effect on attainment.

36. Within the curriculum there is good provision for the pupils' personal and social development. All pupils have equal access to the curriculum and there is opportunity for all to make progress.

37. As in the previous report, the Code of Practice fully meets statutory requirements in terms of systems. Statemented pupils receive good, if limited, support, from a specialist teacher and a non-teaching assistant. However, in spite of this, progress in the subjects of the curriculum is barely satisfactory. Assessment on entry is used well for early identification of pupils with special educational needs.

38. As the parents commented, the provision for extra-curricular activities is good, and

includes music, football, netball, French and recorders. Pupils also participate in local cross-country running competitions, fire safety quizzes and cycling proficiency. The teaching staff also provide additional lessons, after school, for pupils who wish to take entrance examinations to the local grammar schools. The curriculum is also enhanced by a good range of visits, for example to the theatre, a mosque and a Victorian museum. Visitors to the school also enhance pupils' learning. The rector frequently leads assemblies and acts of collective worship and the school has welcomed artists, musicians and dancers to work with the pupils.

39. The school has continued to improve its assessment procedures since the last inspection with the exception of assigning National Curriculum Levels when assessing the pupils' writing. Assessment on entry, National Curriculum assessments and a range of voluntary tests are analysed and used well to identify weaknesses in teaching and monitor progress in the pupils' learning. These procedures have enabled the school to set appropriate and realistic targets for improvement. The teachers use their very good knowledge of their pupils' abilities in their planning and organisation for the range of age and ability. Within both classes, accurate day-to-day assessment is ensuring good progress, particularly in mathematics and English.

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

40. The importance the school attaches to this aspect is made very clear in its thoughtful and detailed policy statement. Since the last report, it has continued to provide very effectively for the pupils' spiritual, moral, social and cultural development.
41. The pupils' spiritual growth is nurtured well throughout this Church school. They are given the opportunity to develop knowledge and insight into values and beliefs through the celebration of major Christian festivals and also in other areas of the curriculum such as history, geography and art. It is through assemblies however, where the pupils have quiet moments of stillness, that these opportunities to reflect upon their experiences, help them towards a growing spiritual awareness.
42. Provision for the pupils' moral development is very good. Most pupils come to school with a well-developed understanding of right and wrong. This is built upon in the school and provision for moral development is very good. An atmosphere of shared values and mutual trust permeates throughout. The pupils show respect for each other and each other's property, as well as the school grounds and buildings. All staff, including those actively concerned with the welfare of pupils at lunchtime, provide an excellent model which the pupils strive to emulate.
43. Very good provision is made for the pupils' social development in the context of the school/church community. The pupils are cheerful, happy and secure. They have positive relationships with each other and with all adults. The atmosphere within the classrooms is relaxed and when appropriate, the pupils work together

comfortably in pairs and groups, sharing and co-operating. There is little need for autocratic supervision, as the pupils are able to take responsibility for themselves.

44. The provision made for the cultural development of pupils is good. The school sets out actively to promote mutual respect and harmony within different racial, ethnic and religious groups and to this end, visits and visitors are used effectively to provide a wider view of the world. Additionally, pupils learn about their own cultural identity in the context of geography, history and art. A study of faiths other than Christianity enables them to understand the diversity of religious experience.

50. **Support, guidance and pupils' welfare**

45. The school provides good support, welfare and guidance for the pupils, as it did at the time of the previous inspection. This provision has a positive effect on the pupils' attitudes and progress. The teachers respond very positively to their needs. Parents feel that the pupils are well supported and cared for and this is confirmed by the inspection findings.

46. Procedures for monitoring the pupils' academic progress and personal development are good. There are individual pupil record cards and a range of formal assessments. Procedures for monitoring the personal development of the pupils are informal, but effective. There is an appropriate programme for personal and social education which includes class discussions of important issues related to health education, sex education and drugs awareness. Satisfactory procedures are in place to support children as they first enter the school, but entry is immediately on a full-time basis and many children easily tire during their first weeks in school. Liaison with the receiving secondary schools is good, and begins in Year 5 with 'taster lessons' and visits. The pupils are well prepared for secondary school through the setting of homework to consolidate and extend knowledge.

47. There are good procedures for monitoring and promoting discipline and good behaviour. The school has few formal rules but expects the pupils to be friendly, polite, caring and considerate. This is confirmed by the inspection. Merits, certificates and praise are used to good effect to promote good behaviour, effort and achievement. Inappropriate behaviour is monitored and recorded by the headteacher but this seldom occurs as prompt intervention and parental involvement usually resolves incidents quickly. There is a graduated scheme of appropriate sanctions.

48. The school has unsatisfactory procedures for monitoring attendance. Registers are completed correctly at the beginning of the morning session but not all registers are completed for the afternoon sessions, in breach of statute. The class teacher and headteacher monitor attendance daily.

49. There are good procedures in place for child protection and promoting the health, safety and well-being of the pupils. The headteacher is the designated person

responsible for child protection, she effectively supervises the provision and liaises with outside agencies when necessary. All staff are aware of procedures and have received training. A good health and safety policy is in place, and pupils are well supervised by teachers and ancillary staff at breaks and lunchtimes. Fire precautions, electrical checks and whole-school risk assessment have been carried out. However, the school has only one first-aider who works on a part time basis, therefore there are times when there is no adult in school with a valid qualification. Two staff are attending a first-aid course and are soon to gain their qualification, and this will resolve the situation. There is no fenced, secure play area for the under fives.

55. Partnership with parents and the community

50. The school's partnership with the local community is very good and makes a positive contribution to pupils' learning and personal development. A similar picture was painted by the previous inspection report. The parents' views of the school have improved since the previous inspection and there is now a high level of satisfaction. Parents feel well informed and encouraged to take an active part in the life of the school, and this is confirmed by the inspection findings. Partnership with parents is now a strength of the school.
51. The information the school provides for parents about their children's work and progress is very good. The school issues regular newsletters and topic information. Meetings to explain the literacy and numeracy hours and national tests have been held. The prospectus meets statutory requirements but the governors' annual report to parents does not, and lacks information regarding the school's progress in implementing its previous post-inspection action plan. Whilst the school provides parents with information about unauthorised absence, it does not state the level of authorised absence. The annual parents' evening is well supported by all parents and enables them to consult teachers about their children's attainment and progress. Annual reports on the pupils' progress meet statutory requirements and are informative. Reports for Key Stage 2 are good but Key Stage 1 reports lack detail regarding targets for improvement. At the meeting with the registered inspector, a few parents reported that the staff can become defensive when a complaint is made. There is insufficient evidence available to make a judgement about this issue.
52. Very good opportunities are provided for parents to become involved in their children's learning. The prospectus encourages parents to help in school and on educational visits. Parents confirm that they are involved in learning at home for example, in reading, spelling and mathematics, and they are satisfied with the homework tasks given. The parents give good support to the school through the Friends Association, which has provided substantial funds for hall curtains, a music trolley, information technology workcards, science videos and books.
53. Good links with the local community support and enhance the pupils' learning. Educational visits are linked to the curriculum, and extend learning well, as, for

example, visits to local science and Victorian museums and environmental walks in the nearby countryside. The school is highly involved in the Ribble Valley 'Cluster' for small schools. It benefits from opportunities for joint staff and curriculum development and provides some opportunities for pupils to work with others from local schools. There are good links with the receiving secondary schools. There are very strong links with the Parish Church of St Ambrose. The rector leads weekly assemblies and, together with the headteacher, guides the religious life of the school. The parish room, used by the community, is located in the school. During the inspection week, the local Methodist Minister led his weekly assembly at the school. The school hosts many community events including concerts and fairs and recently a first-aid course. The headteacher and pupils are involved in the Grindleton Millennium Woodland Project to create a twelve-acre woodland in the village. The school participates in inter-school sports competitions including cross-country, football, netball and rounders. Good business links have led to sponsorship from a local bank, cement company, clothing company and fabrication company who have provided an overhead projector and football strip for the school.

59. THE MANAGEMENT AND EFFICIENCY OF THE SCHOOL

59. Leadership and management

54. The previous inspection judged that the school had excellent and effective management overall, that the new headteacher had made an excellent beginning and that the governors were strongly supportive.
55. This very positive position has been sustained and in overall terms, the leadership and management of the school is currently very good. The school has experienced turbulent times as far as management is concerned, with the long-term secondment of the headteacher to a role within the local education authority. However, the strength of leadership and management is illustrated by the fact that the school has continued to move forward at a good pace and has made good progress in improving the areas of weakness identified in the previous inspection report. Effective schemes of work and medium-term plans are now in place, with the exception of music, and all issues regarding the improvement of accommodation have been resolved well. The school has also done well to maintain above average standards in most subjects, implement national initiatives, such as the literacy and numeracy strategies, and maintain a very positive climate for learning in the school. There has been some slippage, however, in maintaining standards in information technology, and there has been insufficient progress in developing suitable provision for children under the age of five.
56. The headteacher provides very effective and positive leadership for the school and, together with the governors, has established a clear educational direction, focused on the achievement of high standards, a good quality of education and good relationships with pupils and parents. The ethos of the school is very good, with a high level of commitment from all staff and governors to provide high quality opportunities for pupils to learn and grow as individuals.
57. The governing body is very well led, and has members with valuable skills and experience that they use unstintingly for the benefit of the school. Governors are very interested in and supportive of the school and monitor its work well. Some governors visit the school very frequently, to talk to staff, work with pupils and in the case of the vice-chairman of governors, the rector, to take assemblies. This involvement provides governors with good evidence of how the school is working in general terms. The finance committee regularly monitors the school's expenditure against the budget plan, and this allows adjustments to be made when necessary. The monitoring and evaluation of standards of work and the quality of teaching are less well developed, although recent classroom visits by the literacy governor, are starting to provide good, first-hand evidence of the effectiveness of the school's literacy strategy. There are plans for the numeracy governor to carry out similar monitoring, but there are no other direct links between governors and the subjects of the curriculum. Governors' committees work effectively to consider the different aspects of the school's work and they make regular reports to the full board. These reports and the excellent information

provided by the headteacher, enable the governors to make informed decisions and take a full part in the school's management, including development and budgetary planning.

58. The monitoring of teaching and curriculum development is sound overall. Teachers' planning is monitored very regularly and, whilst direct classroom observation is limited, there is a very good policy to extend the amount and range of monitoring by the headteacher, co-ordinators and governors. The policy is so new, however, that there has not been sufficient time to implement it fully. Curriculum development is supported very well, as can be seen in the progress the school has made in improving its long- and medium-term planning in all subjects, with the exception of music. Carefully planned staff and curriculum development, and the enhancement of resources have led to the successful implementation of the national literacy and numeracy initiatives.
59. Development planning is excellent. The school identifies relevant priorities for school improvement, often through a process of careful review and analysis of its academic performance, and the quality of provision that it makes. The school reviews its progress, at times quite rigorously, against very specific success criteria. The plan is linked closely to the budget, with clear indications of cost against each target. Overall, the development plan provides a powerful tool to keep the school moving forward in its pursuit of high quality provision and standards. The school achieves a good level of success in implementing its aims, values and policies throughout its work.
60. With the very effective leadership of the headteacher, governors and co-ordinators, and the school's ethos for high standards and quality, the school has good capacity for further improvement.
66. **Staffing, accommodation and learning resources**
61. The previous inspection found strengths in staffing and learning resources but raised as a key issue, the size of the teaching space for pupils at Key Stage 2 and the unsatisfactory accommodation for staff, management and administration.
62. The number, qualifications and experience of teaching and support staff remains mainly well matched to meet the demands of the curriculum and the numbers, age and ability of pupils in the school. As at the time of the previous inspection, one full-time and three part-time teachers provide a good range of expertise and much enthusiasm. This is greatly appreciated by the parents and has a beneficial impact on the pupils' learning. The only weakness in staffing is the small quantity of additional support available for the pupils with a statement of special educational need. Satisfactory progress is made when support teachers and assistants are present, but only very limited progress when they are not. Arrangements for the induction of new staff and the professional development of all staff are good. Training is closely linked with the school's development plan and achieves a secure balance between school and personal development.

63. The school's administrator, caretaker and lunch-time staff play important roles in running the school which, directly and indirectly, impact on the overall positive climate within the school and thus on the attainment, progress and well-being of the pupils.
64. Since the previous inspection, the school has successfully improved its accommodation. Pupils in Class 2 now have more space to work and there are now satisfactory facilities for management, administration and the staff. Further work has been completed to refurbish the hall and other areas of the school. Overall, the accommodation is satisfactory for the delivery of the curriculum. Classrooms are of adequate size and are enhanced by the use of displays. The hall provides adequate space for assemblies, lunch, physical education and a range of other school activities. The quality of accommodation is good, it is maintained well and cleaned to a good standard. Externally, the playground and grassed areas are of sufficient size for play and physical education and the pond provides a good resource for science. The use of the nearby games field and the swimming pool in Clitheroe enhance facilities for physical education well. The main weaknesses in accommodation are that the classroom environment for children under the age of five does not reflect the requirements of the specified areas of learning in terms of physical development and investigative and imaginative play. Pupils do not have ready access to construction equipment, sand or water equipment and the book corner does not encourage browsing and sharing a book with others. There is also no outdoor fenced and secure area for the under-fives.
65. The range, quantity and quality of the school's resources for learning are satisfactory overall, a similar picture to that reported in the previous inspection. In general, they meet the demands of the curriculum and are appropriate to the age and ability of the pupils, although the range and accessibility of resources for children under five is unsatisfactory. The school has appropriately enhanced its resources for the development of literacy, including big books and shared texts. The school provides resources which challenge gender and racial stereotypes and which develop pupils' knowledge of different cultures. Until the start of this academic year, the school's resources for information technology were unsatisfactory, and this contributed to pupils' unsatisfactory progress in the subject. Following unsuccessful attempts to gain funding through the National Grid for Learning initiative, the school has spent a substantial amount of its own funds to improve resources for information technology, and these are now adequate. Resources for music are unsatisfactory in the range and quality provided.
- 66. The previous inspection report identified considerable strengths in the efficiency with which the school used its financial and other resources to promote the pupils' learning. The school has very largely maintained these strengths.**

67. The school uses its financial resources effectively to provide a good and improving quality of education for its pupils and to promote good progress overall. Financial planning is effective, and takes account of the need to provide adequate funds to support the school's development priorities and national initiatives. As a result of this carefully targeted support, the literacy and numeracy hours have been successfully integrated into the work of the school. The governors are fully involved in the budget setting process.
68. The quality of financial control is very good. Expenditure is monitored regularly against the budget plan by the headteacher, the vice chairman of governors and the finance committee, and this places them in a strong position to take informed financial decisions about the development of the school. This is exemplified well in their decision to upgrade the role and salary of non-teaching support staff, to reflect their increased responsibilities to take literacy and numeracy sessions with the under-fives. This measure is effective in promoting good progress in these aspects of children's development.
69. The school is successful in ensuring that it purchases goods and services at competitive rates, as for example, the recent purchase of high specification computer equipment at very low prices. The governors monitor the effectiveness of their financial decisions in terms of the pupils' attainments, by scrutinising the National Curriculum assessment results. They are also starting to monitor the impact of their spending decisions by observing lessons, although this very worthwhile role is in its infancy. The quality of school administration is good. This effective support makes a valuable contribution to the smooth running of its day-to-day affairs.
70. In the past two financial years the school built up surpluses well in excess of recommended levels. This is a result of the governors sensible policy to keep approximately ten per cent of funds in reserve, which in a small school such as this, does not constitute a great deal of money. In addition, the school allocated funds for buildings improvements that either were not eventually funded by the school or that cost considerably less than that estimated. The budget surplus has been used wisely to improve resources for information technology and literacy and to improve provision for children under five. The projected carry forward to the next financial year is appropriate, and is within the governors' intended limit.
71. Available teaching and support staff are used well to promote pupils' progress. Resources and accommodation are used soundly in the main to promote pupils' progress, although the new resources for information technology are currently under-utilised because the school is still in the process of integrating their use into the curriculum as a whole.
72. The funding the school receives is well above the national average, but is

broadly average for a school of this size. Much is achieved with the funding received, enabling pupils who enter the school with slightly above average abilities to make good progress and attain above average standards by the end of both key stages. The school also provides a very high proportion of good or better teaching, fosters very good behaviour and relationships and provides a caring, friendly climate for pupils' learning. Overall, having regard for the above factors, the school provides good value for money.

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

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

73. Children who are under five are taught in Class 1 which provides for pupils from four to eight-years-old. At the time of the inspection, four out of the seventeen children were not yet five, and one child only recently so. No child under five has been assessed as having special educational needs.

74. Children are admitted to the school full-time each September following their fourth birthday, after attending taster sessions in the latter part of the summer term. The attainment of these children when they start school is slightly above that expected for children of this age. They make good progress in literacy and numeracy. As a result, they are already reaching the expected standards for their age and beyond in these areas of learning. Their attainments in other aspects of mathematics, knowledge and understanding of the world, aspects of creative development and physical development are barely satisfactory.

75. The teacher with responsibility for the under-fives is also teaching pupils aged five, six and seven and the provision made for these older pupils is good and appropriate for their age and stage. However, the teacher has uncertain knowledge of Desirable Learning Outcomes and neither the planning nor the teaching they receive refers sufficiently to the needs of children under five.

76. When the children are taught by the nursery nurses on a daily basis for literacy and numeracy, the tasks set are challenging and the quality of support is good. However, the range of activities is too narrow and does not take sufficient account of the children's particular developmental needs.

82. **Personal and social education**

77. Most of the children under five have been well prepared for school through attendance at nursery or playgroup. They enjoy coming to school and relate well to all adults as well as to each other. All are comfortable with the class routines which are made clear to them. They sensibly select resources such as scissors, paper, reading books and their own work books. They line up quietly and listen attentively in class and during assemblies. They know to put their hand up when answering questions. In the dining-room, they enjoy the social occasion and behave very well. When working alongside other children, most can sustain concentration for considerable periods. However, there is some restlessness when questions and instructions are lengthy, if they are expected to sit for too long or if the range of activities provided is limited to desk-top activities and does not give them sufficient practical experience.

83. **Language and literacy**

78. High priority is given to the acquisition of language and literacy and the written

work planned, both within the classroom and in groups, taught by the nursery nurses, is challenging. All the adults have high expectations of the children's attainment and ensure that they listen carefully to the questions, instructions and explanations. Opportunities are provided for them to contribute fully in question and answer sessions. They respect one another's turn to speak when in a large group. The range of activities provided, however, being mainly of reading and writing, does not always give them sufficient opportunities for talking and discussing with each other in practical work.

79. Most under-fives are familiar with books and have already set out on the progressive steps organised in the reading scheme. They turn pages correctly and have already acquired understanding of sound matched to letter. They enjoy dramatic story telling, but the organisation of the picture books in the book corner does not encourage them to browse informally or to share them with a friend. Most can already picture sequence a story and write the story-line in their own words using simple sentences. Most children make good progress and have already begun work on the National Curriculum.

85. **Mathematics**

80. The participation of the nursery nurse in the numeracy hour has ensured that the progress made by these children when they work in small groups is good. Consequently, attainment is above expected levels in number. Most children can already count and order to ten and use this knowledge effectively when solving the practical problem of counting objects into a train containing ten carriages. High attaining children are already aware of addition and subtraction and can use the language involved. There is less evidence of their understanding of other broad areas in mathematics such as shape, space, position, pattern and relationships. The use of play equipment and natural materials is currently not sufficiently emphasised. Sand and water experience is not used to focus on conservation and space and there are insufficient opportunities for pupils to investigate.

86. **Knowledge and understanding of the world**

81. The planning for this is included in the planning for geography, science and information technology for Years 1 and 2, and does not currently provide an appropriate foundation for this area of learning. Constructional equipment, computers and activities in sand and water are not used sufficiently to develop geographical, scientific and technological understanding and the children are set recording tasks before they truly understand.

87. **Physical development**

82. Attainment in this aspect is barely satisfactory. Opportunities are limited for the children to engage in daily physical activities apart from playtime and break. There is no designated outdoor play space and the availability of the hall is not exploited when the children are in a group with the nursery nurses. The children's

manipulative skills are used well, and attainment is good in the use of scissors and glue sticks for cutting out pictures and sticking them in their books. However, too few opportunities are provided for them to fit puzzles together and use commercially produced manipulative equipment.

Creative development

83. The children's creative development is catered for to some extent in well-planned lessons for the whole class. The children are taught to mix colours and to print. They have the opportunity to make collage with different materials, including papier-mâché. This work is valued and carefully displayed. There are no opportunities in the classroom for pupils to have ongoing experiences of a range of materials and tools. However, this is to some extent compensated for by the knowledgeable teaching of techniques which provide a firm foundation for subsequent good progress in art. The classroom environment does not reflect the requirements of Desirable Learning Outcomes in terms of music and imaginative play. However, in the corridor, a Noah's Ark is used effectively in role-play under the guidance of a nursery nurse.
84. Whilst attainment and progress in both literacy and mathematics are good, due to the careful teaching by both the teacher and the nursery nurses, other areas of learning are not sufficiently developed in order to provide these children with the broad programme of work to which they are entitled.

90.

ENGLISH, MATHEMATICS AND SCIENCE

90. English

85. In the previous inspection, standards of achievement in English were above national expectations and the pupils made good progress. These standards have been sustained. English has a strategic place in the curriculum, and the literacy programme has been successfully established within the English programme.
86. In the 1999 Key Stage 1 National Curriculum assessments, all pupils attained the expected Level 2 or above in reading and writing, a position much higher than the national average and that of similar schools. When the average points score is calculated, reading is well above the national average and above the average of similar schools, whilst in writing, the average points score is in line with the national average but well below average for similar schools, because no pupil attained Level 3. These slightly anomalous results must be treated with caution, however, because the very small number of pupils taking the assessments make the statistics unreliable. For the same reason, the results cannot be used to provide an accurate indication of trends in attainment over time, although in 1998 all pupils reached Level 2 or above in reading and writing.

87. At Key Stage 2, results in 1999 National Curriculum tests, show that the proportion of pupils attaining the expected Level 4 or above is above the national average and average compared with schools of a similar nature. The average points score indicates average performance in relation to the national average and below average when compared with similar schools. This, however, is a false picture of attainments because almost 20 per cent of the pupils in that year group had a statement of special educational need, for very significant learning difficulties. All non-statemented pupils attained Level 4 or above, and the statemented pupils attained well in relation to their difficulties. As with Key Stage 1, the small size of the cohorts means that results cannot be used to provide an accurate indication of trends in attainment over time.
88. Pupils make good progress in English at both key stages. The pupils' attainments in speaking and listening are above the national expectation at the end of Key Stage 1. The strong emphasis placed on listening and speaking in Class 1, which includes pupils in Reception and Years 1, 2 and 3, means that good progress is made from the Reception year onwards. It is a small class, and this enables the teacher to offer regular opportunities for all pupils, including below average pupils, to respond positively and with increasing confidence to the teacher's well-targeted questions and comments. This is particularly effective in the introductory session in literacy. Particularly good progress is made in listening. Again, attentive listening to instructions and information is expected and the pupils, including the youngest, listen very well. In the subsequent independent work, the talk is always related to the task in hand with no off-task chatter.
89. Satisfactory progress is sustained in listening and speaking in Class 2, which includes pupils in Years 4, 5 and 6, although the teacher's task is made more difficult by the large class and the wide range of age and ability. By the end of Key Stage 2, the pupils' attainments in this aspect of English are in line with expectations. Most of the pupils listen very attentively both to the teachers and to each other but it is difficult sometimes in the introductory session for pupils in Year 4 to sustain their concentration. They listen carefully to instructions and hence, they settle quickly to the independent activities which include guided reading. During this session, they listen and talk to each other about the task and respond to the teacher constructively. In the final session, many, but particularly the older, above average pupils, are able to explain clearly and at some length. Nevertheless, the range of their oral vocabulary is less than that expected. Pupils with special educational needs receive good support from both the teacher and the non-teaching assistant. They always listen very carefully to all who help them but make little contribution orally.
90. At the end of both key stages, the pupils' attainments in reading are above the national expectation. Satisfactory progress from Reception onwards is made in reading in Class 1. The pupils use a variety of reading schemes and take books home to share with their parents. The books in this class are plentiful, used well, and are supplemented for the literacy hour with 'big books' for whole-class work and sets of books for guided reading in groups. However, the range of picture

books is not stored in a way that makes them easily accessible for the younger pupils. Within the daily literacy period, the pupils receive regular instruction in phonics, spelling, grammar and comprehension which helps them to make good progress. The above average and average pupils in the class are confident in the use of all the basic reading strategies. Most can read accurately and with expression. Year 3 pupils understand the difference between fiction and non-fiction and are familiar with the use of contents and index. Few, however, can offer a preference of authors or books which they enjoy. Below average pupils, although hesitant, are conscientiously taught and are beginning to make progress and gain in confidence.

91. Satisfactory and consistent progress in reading continues in Class 2 for the majority of pupils. Many above average Year 4 and 5 pupils are already reading fluently and with expression. By Year 6, the pupils can express preferences for authors and discuss characters and themes in their current books. Many express an enjoyment of poetry. Their obvious enthusiasm for reading is evident and is generated to a large extent, by the teachers' own enthusiasm for literature. This enthusiasm is also helped by the use of imaginative whole-class texts and a wide range of new books, including those supplied by the local library service.
92. The small minority of pupils whose progress in reading is unsatisfactory are accurately assessed and receive careful targeting and teaching, particularly in the guided reading session of the literacy period. Statemented pupils are well supported by both teachers and the non-teaching assistant, but progress in reading is very little, due to the severe nature of the pupils' difficulties.
93. At the end of both key stages, the pupils' attainments in writing are above the national expectation. Progress in writing in Class 1 is good. Year 1 pupils are already able to write simple phrases on a flip-chart, put pictures in a correct sequence and write suitable captions underneath them. Simple words are spelt correctly, and other words, when spoken, are understood. All Year 2 pupils know that sentences begin with a capital letter and end with a full stop and above average pupils in Years 2 and 3 use these acquired skills in their writing. Most Year 2 pupils are able to spell key words correctly and the writing is clear, legible but unjoined. These writing skills are well applied in other subjects such as history, geography and religious education. Year 3 pupils understand the use of the comma and apostrophe and can explain the difference between consonants and vowels. This good attainment and progress is due to carefully prepared resources matched to the age and attainment of the pupils and challenging questioning during the shared text sessions. Statemented pupils, whilst receiving good support, make only limited progress.
94. Good and consistent progress in writing is sustained at Key Stage 2 in all aspects, with the exception of handwriting. The progress in writing and presentation of work since September 1999, however, shows a marked improvement on the previous year in Class 2. By Year 6, the above average pupils are writing well, both in the English lessons and across other subjects of the curriculum. These pupils are well

on the way to achieving the above expected Level 5. There are examples of lively, interesting pieces of extended writing, using accurate and often adventurous vocabulary, spelt accurately. Complex sentences are used, using clauses effectively. Average Year 6 pupils are also writing in a lively fashion across the curriculum. Grammar and punctuation are mostly accurate, as is spelling. Where there are weaknesses in the pupils' writing, these have been identified and both marking and subsequent planning show that appropriate support is being offered. Sensibly, the literacy session has been extended in order to provide more precise guidance to those pupils who need it and also give more time to average and above average pupils to practice acquired skills in extended writing. The pupil with special educational needs, in spite of the good support provided, rarely makes sufficient progress.

95. The uneven progress in handwriting is understandable to some extent because a significant number of pupils join the school at Key Stage 2, bringing with them a range of styles. The school uses a formalised handwriting policy but this does not extend into Years 5 and 6, and as a result, handwriting is not sufficiently well developed.
96. Insufficient use is made of information technology to support the work in English.
97. The quality of the pupils' response is very good in both classes. The pupils are naturally very biddable and this quality is used effectively by the teachers who build upon it by concentrating on activities which involve and challenge them. In Class 1, most of the pupils listen very well in the shared text session and most respond enthusiastically to well targeted questions and this includes pupils with special educational needs. They settle well to group activities and work hard in completing their tasks. In Class 2, some younger pupils have difficulty in keeping up with the lively pace of the shared text session, and although they are well behaved, they become passive. During independent work, behaviour is good. The pupils work well in pairs and groups on tasks which extend their knowledge of characters, begun in the shared text session. This enables the teacher to focus on pupils in the guided reading group.
98. The quality of teaching throughout the school is consistently good and at times is very good. The planning of the work in both classes shows that the tasks are well matched to the range of age and ability. Day-to-day assessment, planning and practice are adjusted according to the progress made in the previous lesson. All the teachers have good subject knowledge, including what is required in literacy. They are aware that the task they face in teaching mixed age, mixed ability groups is daunting, but have devoted much time to the preparation of appropriate resources. Written work at Key Stage 1 shows that the quality of teaching has been consistent. At Key Stage 2, there have been variations, particularly in the quality of marking and expectation of quality and presentation. Since September 1999, however, this has been rectified and there is greater consistency in what the teacher expects of the pupils. In both classes, the above average pupils are challenged well, particularly in the shared text session.

99. The school has done well in dealing with the challenge of introducing the National Literacy Strategy to the mixed age, mixed ability classes. Appropriate medium-term and short-term planning is currently enabling them to cover the ground adequately. However, they are rightly concerned about the speed and possibly the superficial fashion in which this has to be accomplished. Sensibly, the time devoted to literacy has been extended. Monitoring procedures are in place to ensure that adjustments, when necessary, will be made.
100. The school is successfully using testing and target setting to assess the progress of individuals in reading and spelling. This is less well managed in writing, a point acknowledged by the school, and the sensible intention for the future is to assign National Curriculum Levels to the pupils' writing in order to assess progress accurately.
101. The co-ordinator has attended all the relevant courses for the introduction of the literacy strategy and has been effective in ensuring that all staff have the confidence to implement the literacy hour. She has effectively organised new resources which have been purchased to support both teaching and learning. Her main focus is in Key Stage 1, but the headteacher and she liaise effectively in order to ensure progress in learning between the key stages. The wide range of new and interesting books and the effective teaching in the shared text session, contribute effectively to the cultural development of the pupils. Homework now features, particularly in Class 2 and the tasks set build upon the pupils' previous learning.
- 107.

Mathematics

102. The previous inspection report indicated that standards in mathematics were above the national expectations throughout the school. These standards have been maintained at both key stages.
103. Results of National Curriculum tests in 1999 show that the pupils' attainments at the end of Key Stage 1 are well above both the national average and the average for schools with pupils from similar backgrounds. The results of the last four years show that standards are being maintained at above the national average but with slight variations from year to year caused by the very small size of the cohorts. Both boys and girls attain equally well in the tests.
104. At the end of Key Stage 2, the National Curriculum test results in 1999 show that the pupils' average points score is below the national average and well below the average for similar schools. This, however, presents an inaccurate picture of standards attained in the national tests because within this small cohort, almost 20 per cent of pupils had a statement of special educational need. All non-statemented pupils attained the expected Level 4 or above and the statemented pupils attained well in relation to their considerable difficulties. Standards are therefore above those that the raw results would indicate. Results between 1996

and 1998 show above average standards, although boys do considerably better than girls. No such gender variation is evident in the pupils' current and past classwork. The results of the last four years show a very uneven trend, but this is not unusual with such small numbers of pupils in each year group.

105. At the end of both key stages, the pupils' attainments in numeracy are above the national expectations. By the end of Key Stage 1, pupils identify odd and even numbers and number patterns, add and subtract small numbers, identify halves and quarters and understand place value of hundreds, tens and units. The more able pupils add and subtract three digit numbers. By the end of Key Stage 2, pupils have a sound recall of number facts and the four rules of number. They add and subtract decimals to two places and a few can multiply decimals to one place. They understand the properties of prime numbers. When given the opportunity, they describe their mental strategies for recalling number facts. For example, pupils in Years 5 and 6 were observed choosing different strategies to double and re-double numbers and could state why they had chosen a particular method. Pupils in Year 6 understand the relationships between fractions, decimals and percentages. Pupils use their numeracy skills confidently in other subjects. In science they make accurate measurements and use recorded data from experiments to draw simple graphs. Measurement in design and technology, co-ordinates in geography and the use of time lines in history all contribute to the pupils' development of skills.
106. Pupils show good knowledge and understanding of shape, space and measurement. Key Stage 1 pupils describe common two-dimensional and three-dimensional shapes and find lines of reflective symmetry. Key Stage 2 pupils use appropriate language when describing three-dimensional shapes, draw angles to the nearest degree and measure in centimetres with accuracy. They find the area of regular and irregular shapes by using the conventional formula and high attainers calculate volume by using a formula. The majority of pupils are confident with six figure co-ordinates.
107. When data handling, Key Stage 1 pupils can sort objects using a variety of reasons and draw and interpret simple bar charts. By the end of Key Stage 2, pupils are able to produce bar graphs and pie charts and compare their results. The use of information technology to support data handling is underdeveloped and the introduction of the numeracy hour has resulted in insufficient attention to investigative approaches.
108. Pupils at both key stages make good progress as a result of consistently good teaching, positive attitudes to learning and a well organised curriculum. The numeracy strategy is used well to guide teachers' planning and ensures that pupils work at appropriate levels and build progressively on their previous learning. For example, pupils throughout the school are making good strides in the recall of multiplication facts. The current focus on implementing the numeracy strategy has taken the emphasis away from work on shape, space, measure and data handling, therefore progress in these aspects of mathematics in the current

term is limited. Similarly, insufficient attention is given to using and applying mathematics, particularly giving pupils independence in investigative work. Pupils with a statement of special educational need make good progress when supported by additional teaching and non-teaching staff but only minimal progress when support is not available.

109. Pupils' attitudes to mathematics are very good throughout the school. Pupils respond with enthusiasm and enjoyment to questions, work well together, share willingly and treat resources with care. They are not afraid to offer answers and strategies which may be incorrect because they are confident that their peers will not make fun of them. In doing so, they learn from their mistakes. Pupils work independently as required. Behaviour is invariably very good and it only takes a quiet word if a pupil is not fully concentrating. Relations between pupils, and between pupils and adults, are very good.
110. The quality of teaching is good at both key stages. Teachers have good subject knowledge that enables them to ask and answer questions confidently and explain strategies clearly. Expectations of pupils are consistently high. Very good questioning and discussion encourages pupils to use mathematical language confidently and explain their mental strategies. Questioning is targeted very accurately to pupils of differing attainment levels, and in this way, all are able to fully participate in whole-class sessions. Lively, whole-class activities introduce each lesson, in which resources such as number sticks, are used to good effect to focus the pupils' attention and aid their learning. Transitions between whole-class activities and individual work are managed soundly on most occasions, although the lively pace of learning occasionally drops at Key Stage 2 as pupils wait patiently whilst tasks are being explained to other groups. Teachers know their pupils very well and provide work that is well suited to their stage of development. Occasionally, older and high attaining pupils do not move on to new work quickly enough and repeat work that they have already mastered. Work is regularly marked with useful comments to guide pupils in their learning. Homework is used well to consolidate learning.
111. The curriculum is planned well, to ensure that the pupils build progressively on their previous learning. The school has fully embraced the National Numeracy Strategy guidance and has managed the implementation its own strategy with care. The effectiveness of the strategy is yet to show itself in the standards attained by pupils as it has only been started this term. Whilst the curriculum is balanced in its planning, the focus on numeracy this term has narrowed the pupils' overall mathematical experience. Information technology is not used sufficiently in the subject. Assessment procedures are good, with regular checks on the pupils' attainments.
112. The subject is managed well, although the monitoring of standards of work and the quality of teaching has been very limited of late. This will be rectified in the spring term, when the co-ordinator and the numeracy governor will start their planned observations of lessons.

118. Science

113. In the previous inspection, attainment and progress in science were above the national expectation throughout the school. In the subsequent years, attainment was variable and deteriorated at the end of Key Stage 2. The school's analysis of results has led to the reorganisation of science teaching. Now there are separate groups for Years 1 and 2, Years 3 and 4 and Years 5 and 6. This is in order to reduce the range of age and ability. The time allocation for science has also been increased. The findings from this inspection show that the adjustments have already helped to improve progress and attainment at both key stages, particularly in the knowledge and recording aspects of the subject. Attainments are now above the national expectations at the end of both key stages.
114. The results of the 1999 Key Stage 1 National Curriculum assessments show that all pupils in this very small group of five, attained the expected Level 2 or above and two pupils attained Level 3. These results are much higher than the average both nationally and in comparison with similar schools. All pupils attained Level 2 or above in 1998.
115. The 1999 results of the National Curriculum tests for Key Stage 2 pupils indicate that the proportion of pupils reaching Level 4 or above is close to the national average but below average when compared to similar schools. The average points score paints a gloomier picture, of attainments below the national average and well below the average for similar schools. These statistics do not present an accurate picture of attainments in science because almost 20 per cent of the pupils in this small Year 6 group, had a statement of special educational need, and were not predicted to reach the level expected. All non-statemented pupils attained Level 4 or above and the statemented pupils achieved good standards in relation to their abilities. It is therefore judged that attainments in these tests are above average in comparison with similar schools.
116. Pupils at Key Stage 1 make satisfactory progress, and by the end of the key stage, attain standards above the national expectation. Both average and above average pupils in Year 2 classify electrical appliances and understand the dangers of electricity. They explain accurately how to make a bulb light up and have put this knowledge into practice by making a lighthouse. They understand the stages of development from baby to toddler and are beginning to understand that they will eventually grow into adults! Their written work is set out clearly and neatly in books. Pictures are carefully labeled and captioned, and the texts are matched to the pictures.
117. The pupils' attainments are built upon well in Years 3 and 4, where pupils make good progress in understanding which materials conduct electricity and which do not. Average and above average pupils devise effective ways of recording results against those they have predicted. These pupils show an increasing understanding of how to conduct a fair test.

118. Pupils make satisfactory progress in Years 5 and 6, and by the end of the key stage, attainments are above the national expectation in almost all aspects of the subject. By Year 6, the pupils have a good knowledge of the topics covered and this knowledge is expressed well in illustrated written accounts. Due to careful and precise instruction by the teacher, they can explain the uses of electricity and the above average pupils are confident when explaining the difference between renewable and non-renewable energy resources. However, in the planning and in the pupils' written work, there is little evidence of prediction, investigation and the use of fair tests, and progress in this aspect is unsatisfactory.
119. Literacy skills are planned for and used effectively in the written accounts of experiments. A limited contribution however, is made to numeracy through the use of tables to present findings, and graphs to display information. In addition, insufficient use is made of information technology to support the work.
120. All the pupils listen very attentively and are eager to answer questions. The older, average and above average pupils have the opportunity to answer at length and this contributes to their progress in the oral aspects of literacy. Pupils in Years 3 and 4 respond well to set homework and most is completed. When given the opportunity, as in the Year 3/4 lesson, to use and share equipment, they take turns and their interest is heightened as they discuss their ideas during the practical sessions. From Year 2 onwards, all the pupils work hard and take pride in completing the task neatly and carefully and are expected to do so by the teacher.
121. The quality of teaching in the three classes during the inspection was good. The characteristics of good teaching were evident in all three groups and this ensured that for most pupils, there was good progress made in the objectives set by the teachers. Detailed planning, both in medium- and short-term, well prepared resources, lively and challenging questioning in the introduction and subsequent tasks which matched most pupils' attainment, ensured that good progress, particularly in knowledge, was evident. However, the tasks set for the above average Year 6 pupils lacked challenge, and progress for this group, although satisfactory, was less than expected for their abilities. Good provision was made for pupils with special educational needs. They took full part in the lesson and made satisfactory progress.
122. The science policy is detailed and wide-ranging, including as it does, detailed reference to health and safety. However, although reference is made to multi-cultural and equal opportunities, there is no specific reference made to pupils with special educational needs.
123. The curriculum for science has sufficient breadth, and planning, including reference to the Qualifications and Curriculum Authority and local authority schemes of work, is used well to provide the detail necessary to ensure that pupils build progressively on their previous learning. The lack of progress in the investigative aspects of science in Years 5 and 6 is not a deficit in the guidance

but is associated with a need to develop the teacher's confidence in dealing with some demanding aspects of classroom management during practical work.

124. The teachers know the attainment of individual pupils very well, as is evident from the lesson planning. The folder of science work for each pupil provides a useful check on individual progress, particularly in knowledge. A current priority is to improve the assessment of investigative skills in order to improve the pupils' attainments in this aspect of the science curriculum.
125. Resources for science are satisfactory and accessibly organised. The school site is being developed as a resource and currently includes a wild life area and pond. Visits are included in the curriculum, closely linked to the scheme or work.
126. The teachers' planning and the pupils' written work show that in the studies of life and living processes, the subject contributes to the spiritual development of the pupils. The quality of leadership and management is good and there are effective systems in place to monitor and evaluate the quality of provision and the standards attained by the pupils.

132. **OTHER SUBJECTS**

127. The previous inspection report provided contradictory judgements about standards in IT. The subject paragraph described standards as 'in line with the national expectation', whereas the section on attainment and progress stated that standards were 'above the national expectation'.
128. Standards have fallen since the previous inspection and currently they are below the national expectation throughout the school. The reasons for this are clear. The school has not implemented the full National Curriculum for IT, has not integrated its use into all other subjects of the curriculum, there has been insufficient suitable equipment and not all teachers have the knowledge, understanding and confidence to teach all aspects of the subject. The school is fully aware of these weaknesses and is implementing its good quality IT action plan that already is starting to redress the defects effectively.
129. By the end of Key Stage 1, pupils are familiar with the functions of the keyboard and mouse and are prepared to experiment should anything go wrong. They know the names of parts of the computer such as mouse, keyboard, monitor and disk drive. They understand that work must be saved before turning the computer off, otherwise it will be lost. They carry out simple word processing tasks and understand that text can be enhanced, for example, by illustrations and borders. Pupils do not have regular and systematic experience of using information technology to handle data, explore simulations, interrogate information on CD-ROM or the Internet, or use a floor robot. Lack of opportunity to develop information technology skills contributes to the low standards attained by the end of the key stage.

130. By the end of Key Stage 2, most pupils can confidently use a mouse to accurately move the cursor around the screen, and are able to open files and save work. They can switch on, and shut down a computer in the correct manner. They use basic word processing and many can use clip art pictures to enhance their work. The majority of pupils are not confident with the layout of the keyboard, and therefore they are slow in producing their work. Many lack confidence to change the style, size and colour of fonts, justify margins or move, copy and paste text by highlighting. Some pupils bring quite advanced knowledge and skills from their use of computers at home, but these abilities tend to be limited in range. Pupils do not have sufficient, regular opportunities to use screen logo, floor robots, control boxes, spreadsheets or data handling.
131. The pupils' progress at Key Stages 1 and 2 is unsatisfactory because they have insufficient opportunities to use the full range of IT applications and they have not followed a planned programme that builds continuously and progressively of their previous learning. The school has taken recent and decisive action to rectify the situation, and now there are signs that progress is improving. In lessons seen during the inspection, progress was good. New equipment is being used well to teach pupils in Key Stage 1 how to enhance text by including pictures and a boarder. Pupils in Key Stage 2 are starting to use the computers independently and enjoy taking responsibility for starting the machines in the morning and closing them down at the end of the day. They are also starting to use the commercially produced workcards, purchased by the 'Friends Association', and in doing so, are developing their basic skills and understanding soundly. They are becoming increasingly aware of how IT can be used to attract a reader's attention to text.
132. Pupils' response to information technology is good. When using the computer, they are well motivated, well behaved, show confidence and co-operate with each other. They respond well to suggestions from their peers. Pupils take pride in their work and enjoy showing and discussing their computer skills with other pupils and adults.
133. The quality of teaching at both key stages is satisfactory overall, but was very good in the Key Stage 1 lesson seen and good in the lessons at Key Stage 2. Whilst the teachers' knowledge was sufficient to lead the lessons observed, overall there is insufficient understand and confidence to teach all parts of the curriculum. Planning for individual IT lessons is good, with clearly defined learning objectives and a sequence of tasks that is well matched to the differing learning needs of pupils in the class. Appropriate activities, different from the rest of the class, are provided for children under the age of five. In the Key Stage 1 lesson, the pupils were organised well so that they could see the teacher demonstrating the use of the computer, and frequent opportunities were given for them to have 'hands on' experience. Questioning is used very effectively to develop the pupils' understanding and assess how much they have retained from previous lessons. Expectations of work and behaviour are high, and lessons are conducted at a lively pace.

134. The school is in the process of implementing a new curriculum based on the Qualifications and Curriculum Authority guidance for IT. This is at an early stage, however, and has a long way to go before pupils receive adequate breadth, balance and depth in their IT learning. The integration of IT into the work of other subjects is a weakness, although the school is fully aware of the need to do so. The IT experience of individual pupils is starting to be routinely recorded, but procedures for the assessment of skills, knowledge and understanding have not been developed.

135. The subject is co-ordinated well by the headteacher, and there is a clear understanding of what needs to be done to improve the curriculum, teaching and standards. Thorough evaluation of the school's position has led to the development of a good IT action plan that is in the early stages of being implemented. Following unsuccessful attempts to gain funding through the National Grid for Learning initiative, the school has spent a substantial amount of its own funds to improve resources for information technology, and these are now adequate.

141. **Art**

136. In the last report, attainment was above national expectations at both key stages. No lessons were seen during the inspection, but pupils' past work was seen and pupils spoke to the inspectors about their work. Progress in art is good at Key Stage 1 and very good at Key Stage 2, and by Year 6, work of high quality is evident in displays and photographic records. It is so in both aspects of the art programme. The pupils, in their study of art, craft and design across a range of cultures, are increasingly accurate in their use of techniques such as sketching, shading, and painting.

137. In Class 1, the pupils paint, draw, print and sew. They use papier-mâché and make collages such as a 'firework' collage and a 'months of the year' collage using a wide range of materials. They mix their own paints using primary colours and are encouraged to use careful observation of items such as fruit and vegetables, as well as observing the style of famous artists such as Lowry.

138. Class 2 pupils build successfully on the skills and techniques they learn in the earlier years. They produce very interesting work of good quality. The time allocated to art is used very effectively by a knowledgeable teacher to teach techniques and also to give the pupils the opportunity to use these techniques. Observations are made of the art, craft and design work of William Morris and of a range of contemporary artists. Enlarging a section of a picture, they match colours, observe line and shape and produce work of quality. The display in the hall is connected with the unit of study, 'African Art'. Looking at African designs, the pupils have designed and made neck collars using a range of paper skills and selecting appropriate colours. When studying animals used in African design, using paint, paper and card of various colours, a very striking and imaginative

border has been made. Effective links are also made with history where the artist Holbein has been used well as a source of inspiration for portraits of Henry VIII.

139. The pupils talk enthusiastically about their work in art, show much interest in the work of famous artists and show pride in their past work.
140. Based on the scrutiny of planning, discussion with the teacher and the scrutiny of the pupils' previous work, the quality of teaching is good at Key Stage 1 and very good at Key Stage 2. Particular strengths are in the teacher's knowledge and expectations of pupils, that enable all to progress well in their practical skills and understanding of the subject.
141. As a result of the last inspection, medium-term plans have been produced which help to ensure that there is a steady build up of the pupils' knowledge and skills. The skills and enthusiasm of the art co-ordinator are used effectively to teach throughout the school and the assessment of progress is effectively dealt with by this teacher who is able to judge progress accurately. A wide range of resources are available and used well, particularly in Class 2. Art contributes significantly to the cultural development of pupils, including an appreciation of cultural diversity.
147. **Design and Technology**
142. Standards in design and technology were above the national expectations in both key stages at the time of the previous inspection. There is insufficient evidence to make overall judgements about progress in either key stage. Only one lesson was observed at Key Stage 1 and the one Key Stage 2 lesson involved Year 3 pupils only. There is insufficient photographic or other evidence available.
143. In the Key Stage 1 lesson, pupils of all age and attainment levels made satisfactory progress in developing their knowledge and understanding of differing types of fruit and vegetables and the preparation needed before they are eaten. Good questioning from the teacher promoted the pupils' oracy skills well as they described in detail the texture and appearance of the samples. Year 3 pupils made good progress in understanding that the design of an object is usually directly related to its use. In their examination of a wide range of torches and flash-lights, they made considered suggestions about which type of torch would be used for different purposes, and listed the necessary characteristics of battery powered lights for different professions, such as, miners, the police and farmers.
144. In both lessons observed, the pupils were enthusiastic, sustained concentration and were eager to ask and answer questions. They handled equipment carefully. Behaviour was very good in both lessons and pupils maintained very positive relationships with their peers and adults.
145. The teaching at both key stages was good. Interesting, lively introductory sessions captured the pupils' attention and motivated them to carry out the tasks set. Questioning was used well to assess the pupils' knowledge and to give

opportunities to extend learning and oracy skills. The lessons were planned effectively and tasks were well matched to the pupils' learning needs. Resources were prepared well and the volunteer helper was deployed effectively.

146. The curriculum is planned effectively and the subject is managed well.

152. **Geography**

147. In the previous report, attainment in geography was in line with national expectations and for many pupils, progress was good.

148. With the exception of one lesson in Class 1 where progress was good, it is not possible to say whether the progress the pupils make in developing geographical skills and knowledge continues to be good. Geography is taught in a rolling programme of topics, and alternates with history on a termly basis. The Qualifications and Curriculum Authority guidelines have been introduced in response to the last report's adverse comments about curriculum planning. However, a term's gap in geography teaching does not help when trying to build on what the pupils already know, understand and can do, after such an extensive period of time.

149. The long-term planning shows that a satisfactory curriculum is provided at both key stages and contributes to the pupils' cultural development, not only of other cultures, but also of their own. The pupils in Class 1 learn about people who help them and about their school. The summer term focuses on 'Going to the Seaside'. By following the Qualifications and Curriculum Authority guidance, the teachers ensure that medium-term planning focuses precisely on the geographical skills, whilst setting it in the context of the pupils' own experiences. This was evident in the lesson seen in Class 1 where the unit was 'Island Home'.

150. No teaching was seen at Key Stage 2, therefore no judgement can be made. The quality of teaching is good at Key Stage 1. In the lesson seen, the pupils' previous knowledge was recalled and clear explanations and instructions were given. A range of resources had been prepared which matched most pupils' attainment. Good support was given to pupils with special educational needs. As a result, most pupils were interested and worked hard. They responded well when interpreting the photographs and gained in confidence as they identified natural and man-made features on the island. The pupils settled quietly to complete the well-matched reinforcement task.

151. No overall judgement can be made about the pupils' progress at either key stage due to insufficient evidence. However, in the lesson seen at Key Stage 1, progress was good for all Years 1 and 2 pupils. Years 1 and 2 pupils could identify features and classify them according to whether they were natural or man-made. The above average pupils were challenged both by the introduction and by the subsequent work. Progress was also good in the recording of the acquired knowledge in a range of ways. Oral and written aspects of literacy were positively

included. However, progress was unsatisfactory for the under-five children who were taught in this class. It was only in the construction of an island in the sand tray that the provision matched these children's particular needs. Neither numeracy skills nor information technology are used sufficiently to support the work.

157. **History**

152. In the previous report, standards of attainment were in line with national expectations and progress was satisfactory for the majority of pupils.
153. Good progress continues to be made at both key stages, particularly in the acquisition of knowledge. The medium-term planning draws on the Qualifications and Curriculum Authority guidelines in both classes, and additional detail provided by the teachers, shows that the coverage of the knowledge, skills and understanding aspects is good.
154. In Class 1, in the theme 'Special Events', knowledge and skills are clearly planned for, as well as the acquisition of knowledge about people such as Alfred the Great and events such as the Fire of London. In the unit 'Famous People's Lives', key elements of literacy are included such as story writing, poetry, diary and lists.
155. In Class 2, in the planning of the unit 'Britain Since 1930' literacy also features strongly. The pupils are asked to find information from other sources and write up their findings in written accounts. Year 6 pupils can recall factual detail from previous units such as 'The Victorians'. The above average pupils are able to contrast life then and now and focus particularly on education, transport, industry and health. In Class 2, good progress was made in the lesson in understanding the difference between primary and secondary sources of evidence. The pupil with special educational needs received good support from a non-teaching assistant and made satisfactory progress.
156. No judgement can be made about the quality of teaching at Key Stage 1 because no lessons were seen during the inspection. At Key Stage 2, the good progress for the majority of pupils is due to very good teaching by a knowledgeable and well-prepared teacher. Both planning and accurate assessment were used to build on what the pupils had already learned. Video tape was used effectively to illustrate the theme of invasion by the Romans.
157. The pupils confidently ask questions and most settle quickly to the written task. These tasks were well matched in most respects across the age and ability range present, with the exception of the provision for above average pupils in Year 6, where their literacy skills could have been challenged more effectively. Homework is a regular feature in this class and extends the pupils' learning.
158. Long-term planning, as in geography, is sensibly based on a rolling programme of topics and the medium-term planning shows that skills are being progressively

developed. Reference is made in the planning to information and communication technology but this is not a strong feature. In their historical studies, the cultural development of the pupils is enhanced. The block of time allocated to history, one afternoon weekly, is over-generous in the light of other pressures on the curriculum. The subject is managed and led well and there is a very good climate in which the pupils learn effectively. There are good resources that are used well to promote the pupils' knowledge and understanding in the subject.

164. **Music**

159. As in the last report, there is very limited evidence about music and therefore very little which can be written about the pupils' progress. As before, the pupils sing hymns tunefully, with expression and with great enjoyment in assembly. They respond well to the musical accompaniment of piano and guitar and listen attentively to a wide range of recorded music as they enter and leave the hall. Pupils have many valuable opportunities to sing in groups and as soloists in church and in school. These opportunities contribute well to the pupils' good standards in singing and to their spiritual development.

160. A number of pupils benefit from woodwind instructions from a peripatetic music instructor.

161. Planning in the subject is unsatisfactory. The school lacks a precise scheme of work to ensure that the pupils build continuously and progressively on their previous learning, and is wholly dependent on a purchased music scheme. The composition aspect of the curriculum is underdeveloped due to deficits in planning and because the range and quality of resources for music are unsatisfactory.

167. **Physical education**

162. The previous inspection reported standards to be in line with national expectations at the end of Key Stage 2 but no lessons were seen at Key Stage 1.

163. During the period of the inspection, no lessons were available to be seen at Key Stage 1 and only one swimming lesson was seen at Key Stage 2, for pupils in Years 3, 4, 5 and 6.

164. The curriculum for physical education meets National Curriculum requirements for swimming. Medium-term planning is improving satisfactorily, following the purchase of a commercial scheme to supplement the guidelines of the local education authority. Assessment procedures are not developed other than in swimming where confidence, distance and survival awards are assessed.

165. Accommodation for physical education is satisfactory. The hall provides an adequate space for gymnastics and dance and the playground is suitable for some games. Accommodation is enhanced by the use of the nearby football field which provides pupils with the valuable experience of playing on grass.

171. **Swimming**

166. A requirement of this inspection is to report on the standards pupils attain in swimming and the provision that the school makes.
167. Pupils of all attainment levels make good progress as a direct result of very good teaching and the pupils' extremely positive attitudes to learning. Around two-thirds of pupils are already attaining the standard specified within the National Curriculum for pupils at the end of Key Stage 2. The school reports that it is rare for a pupil to leave the school without meeting National Curriculum requirements. These factors also indicate that the pupils make good progress in swimming over time.
168. The six high attaining pupils swim multiple lengths of the 25 metre pool using breast stroke and front and back crawl methods. The quality of their technique is mainly good, for example, when swimming front crawl they adopt a good head position in the water, breath to the side and this enables them to have a flat body position. Most use a high elbow lift and slide their hands into the water. By using these good techniques most swim with a good degree of stroke efficiency. The 18 pupils in the average attainment group also swim multiple lengths, but their strokes are less well developed than the high attainers. These pupils show secure understanding of how to improve their techniques and are making good progress, for example, in back crawl they develop a fast, shallow leg kick and angle their hands as they enter the water to reduce splashing and thus increase efficiency. The 12 low attaining pupils show an appropriate level of water confidence. All can propel themselves across the teaching pool using a float and front crawl leg action. Over a half can use back crawl leg action to swim a width without a float and a few manage the full stroke. All pupils show good awareness of water safety principles both in and out of the water.
169. The pupils behave very well throughout the lesson, travelling to the swimming pool by bus, changing and whilst being taught. They listen very well to the teachers and showed much evidence of trying to apply what they have been taught, within their own strokes. All pupils work hard, show high levels of concentration and a very large majority enjoy their swimming lesson.
170. The pupils are divided into three groups, according to their attainment level in swimming and are taught by two pool instructors and a teacher from the school. This arrangement is very effective in ensuring that the pupils are provided with a consistently high level of challenge in the tasks they carry out. The quality of teaching is very good. Attention to safety is stressed diligently. Teachers have high expectations of the pupils' behaviour and attitudes, both in traveling to the pool, as well as when they are being taught. Lessons are planned well by the swimming pool instructors, and follow a good scheme of work, and this enables pupils to build continuously and progressively on their previous learning. Methods and organisation are good. Demonstration is used effectively to illustrate

techniques, clear instruction is given and, as pupils are working, good analysis of performance and individual coaching are effective in enabling pupils to make good progress.

171. The time for swimming has been reduced significantly in this academic year due to changes in local education authority funding, so now pupils swim during one term only in Years 3, 4, 5 and 6. The current standards and progress are based upon considerably more swimming opportunity and it is not possible to make a judgement about whether the reduced time will have a significant negative impact on progress and standards. The pool provides very good facilities and plentiful equipment for pupils to learn to swim and to learn other water skills.

PART C: INSPECTION DATA

177. SUMMARY OF INSPECTION EVIDENCE

172. A team of three inspectors spent a total of six days gathering first-hand evidence in school. During the period of inspection, 33 hours were spent observing full and part lessons, assemblies, registration sessions, extra-curricular activities, listening to pupils read and scrutinising their work. All full-time and part-time class teachers were observed teaching. Planned discussions were held with members of the teaching and non-teaching staff, the chair and members of the governing body. Inspectors looked at the written work of many pupils and informally discussed their work with them. A wide range of documentation provided by the school was analysed both before and during the inspection. Prior to the inspection, the Registered Inspector held a meeting attended by 17 parents.

178. **DATA AND INDICATORS**

178. **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	48	1	2	0

178. **Teachers and classes**

178. **Qualified teachers (YR – Y6)**

Total number of qualified teachers (full-time equivalent):

2.4

Number of pupils per qualified teacher:

20

178. **Education support staff (YR – Y6)**

Total number of education support staff:

3

Total aggregate hours worked each week:

32.5

178.

Average class size:

24

178. **Financial data**

Financial year:

1998/1999

	£
Total Income	104112
Total Expenditure	101542
Expenditure per pupil	1991
Balance brought forward from previous year	18718
Balance carried forward to next year	21288

PARENTAL SURVEY

Number of questionnaires sent out:
Number of questionnaires returned:

48
18

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	22	67	11	0	0
I would find it easy to approach the school with questions or problems to do with my child(ren)	50	50	0	0	0
The school handles complaints from parents well	18	58	24	0	0
The school gives me a clear understanding of what is taught	11	77	6	6	0
The school keeps me well informed about my child(ren)'s progress	24	65	11	0	0
The school enables my child(ren) to achieve a good standard of work	41	48	11	0	0
The school encourages children to get involved in more than just their daily lessons	44	56	0	0	0
I am satisfied with the work that my child(ren) is/are expected to do at home	27	67	6	0	0
The school's values and attitudes have a positive effect on my child(ren)	33	67	0	0	0
The school achieves high standards of good behaviour	27	62	11	0	0
My child(ren) like(s) school	55	39	0	6	0

* **Six per cent corresponds to one questionnaire return.**