

INSPECTION REPORT

GREAT CORBY PRIMARY SCHOOL

Great Corby, Carlisle

LEA area: Cumbria

Unique reference number: 112109

Headteacher: Mrs E Clow

Reporting inspector: Ms A Dawson
11608

Dates of inspection: 23rd – 25th January 2001

Inspection number: 197809

Full inspection carried out under Section 10 of the School Inspections Act 1996

INFORMATION ABOUT THE SCHOOL

Type of school:	Primary
School category:	Community
Age range of pupils:	4 to 11 years
Gender of pupils:	Mixed
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Appropriate authority:	The governing body
Name of chair of governors:	Mr M North
Date of previous inspection:	29 th September 1997

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INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
11608	Ms A Dawson	Registered inspector	Mathematics Information and communication technology Art and design Design and technology Music Religious education The Foundation Stage Equal opportunities.	What sort of school is it? How high are standards? The school's results and pupils' achievements How well are pupils taught? How well is the school led and managed? What should the school do to improve further?
19640	Mr P Mason	Lay inspector		Pupils' attitudes, values and personal development How well does the school care for its pupils? How well does the school work in partnership with parents?
27777	Mr R Greenall	Team inspector	English Science Geography History Physical education Special educational needs	How good are the curriculum and other opportunities offered to pupils?

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Great Corby Community School is much smaller than other primary schools. There are 52 pupils in the school; of these 26 are girls and 26 are boys, two of whom are under six. The school serves a rural catchment area and most pupils come from the village of Great Corby. The social characteristics are advantaged in comparison with national averages. Most pupils have experience of nursery or playgroup provision and enter the school in the year they become five with above average attainments. Fourteen per cent of pupils are on the register for special educational needs, including one pupil with a statement of special educational needs. This is below the national average of 23 per cent. The percentage of pupils who are eligible for free school meals is four per cent. This is well below the national average of 18 per cent. All pupils are of white European origin and all speak English as their first language. There are a very small number of pupils throughout the school who are talented. The characteristics of the school are similar to those previously reported in 1997, except that the number of pupils on roll has decreased. There is now a settled roll with very little pupil mobility. At the time of the inspection, the Key Stage 1 teacher was absent through illness and temporary teachers taught the class.

HOW GOOD THE SCHOOL IS

This school has a number of good features. By the age of eleven, the pupils are attaining above average standards in English, mathematics, science, art and design and history because the quality of teaching and learning is good at Key Stage 2. Pupils with special educational needs make good progress in their learning. There is satisfactory leadership and management of the school and a good commitment by the governors, headteacher and the staff for improvement. Overall, the school provides satisfactory value for money.

What the school does well

- The quality of teaching is good in Key Stage 2 and leads to good standards particularly in mathematics.
- There is good provision for pupils with special educational needs and they make good progress.
- There are excellent relationships between adults and pupils, behaviour is very good and pupils are eager to learn.
- The parents and members of the local community make an excellent contribution to the curriculum and pupils' learning.
- The provision for pupils' personal development is very good and helps them become mature and responsible.
- The provision for pupils' social development is excellent. Pupils are mature, often using their initiative to help one another and the staff, which is evident in the excellent relationships within the school. There is very good provision for pupils' moral development and good provision for their spiritual and cultural development.
- The school takes very good care to ensure the pupils' safety and welfare.

What could be improved

- Standards in mathematics, science and writing by the age of seven are not high enough.
- Standards in art and design, design and technology and information and communication technology are below national expectations for pupils aged seven.
- The Foundation Stage for pupils in the reception year has not been implemented, as it should have been in September 2000.
- Teacher's expectations for pupils in Key Stage 1 are too low and some lessons are too long for pupils to maintain their concentration.
- The use of assessment to plan work to meet the needs of all pupils is unsatisfactory in Key Stage 1, and is inconsistent for a few of the most able pupils in Key Stage 2.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

Overall there is satisfactory improvement since the last inspection. There has been very good improvement in the partnership between governors, the staff and the parents. There has been good improvement in the strategic management of the school, and in the provision for special educational needs. Standards have risen in English, mathematics, science, art and design, design and technology and information and communication technology at Key Stage 2, but standards in Key Stage 1 have not improved sufficiently. There has been insufficient improvement in the use of assessment and short-term planning to meet the needs of all pupils in Key Stage 1, and to a lesser extent in Key Stage 2. Concerns expressed about improving the provision for a curriculum for pupils in the reception year are still outstanding. There has been good improvement in the relationships within school and in the pupils' spiritual, moral, social and cultural development and the school accommodation. There has been a small improvement in the quality of teaching and learning for pupils aged seven to eleven.

STANDARDS

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

Performance in:	Compared with			
	all schools			similar schools
	1998	1999	2000	2000
English	A	B	A	C
Mathematics	B	B	A	A
Science	A	C	B	C

Key

well above average A

above average B

average C

below average D

well below average E

The differences between year results are largely due to the varying abilities of the different groups of pupils, and where there are small numbers of pupils taking the tests the results should be treated with caution. The results of National Curriculum tests for eleven-year-olds in 2000 show that pupils' attainment in English and mathematics was well above average, and in science it was above average. In comparison with similar schools, pupils attained well above average standards in mathematics, but average standards in English and science. The inspection finds that standards are above average overall in English, mathematics and science by the end of Key Stage 2. The school has set challenging targets for further improvement. At Key Stage 2, the majority of pupils achieve well. There are a very few pupils in the school who are very able and not always challenged as well as they could be in English and science. Over the last three years, pupils' attainment has kept pace with the national trend. Last year there was significant improvement in mathematics, and improvement to a lesser extent in English. At Key Stage 1, the average attaining pupils and the more able pupils do not make sufficient progress in their work and standards are not high enough. By the end of Key Stage 1, pupils are attaining the national average standards in English, mathematics and science, but below that of similar schools. In other subjects, pupils' attainment in Key Stage 2 is above national expectations in art and design and history, and in line with the national expectations in other subjects. At Key Stage 1, pupils' attainment in art and design, information and communication technology and design and technology are below the national expectation. In all other subjects standards are in line with the national expectation. The reception pupils enter school with above average skills and are on line to exceed the national Early Learning Goals by the time they are six. At all stages, the pupils with special educational needs achieve well and make good progress in their learning.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils have very good attitudes to work. They pay close attention to their teachers and are keen to get involved in their tasks. Their enthusiasm makes a big contribution to their learning.
Behaviour, in and out of classrooms	Very good. Pupils are polite and show consideration for others in lessons and at playtimes.
Personal development and relationships	Very good. Pupils respond well to opportunities to take responsibility. Relationships are excellent. The older pupils are mature in their relationships with adults and the younger children.
Attendance	Very good. Pupils arrive on time and lessons start promptly.

TEACHING AND LEARNING

Teaching of pupils:	Aged up to 5 years	Aged 5-7 years	Aged 7-11 years
22 lessons seen overall	Unsatisfactory	Unsatisfactory	Good

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

The quality of teaching and learning is satisfactory overall, and good by the end of Key Stage 2. During the inspection, 22 per cent of lessons were very good, 33 per cent were good and 44 per cent were satisfactory. No unsatisfactory lessons were seen, however the use of assessment to match work to the attainments of some average and the higher attaining pupils in Key Stage 1 is unsatisfactory. Consequently, in writing, mathematics and science, most pupils underachieve. In Key Stage 2, the use of assessment is inconsistent and teachers do not always plan as well as they could to meet the needs of the most able pupils. In Key Stage 1, lessons were taught by temporary staff due to the long-term absence of the class teacher responsible for the Foundation Stage and Key Stage 1. However, from a scrutiny of past work and discussions with staff and pupils, the Foundation Stage has not been implemented, and there are shortcomings in the teaching of creative and technological activities and outdoor activities. There is insufficient planned work for information and communication technology, art and design and design and technology. The expectations of pupils' achievement are set too low. As a result the needs of the average and more able pupils are not fully met which results in standards in art and design, design and technology and information and communication technology which are below the national expectation. In contrast, at Key Stage 2 the quality of teaching and learning is good. The basic skills of literacy and numeracy are taught well and are planned appropriately into other subjects. There are strengths in the teaching of English, mathematics and design and technology. There is some lack of expertise in the teaching of music and information and communication technology, but this is well compensated for by visiting specialist teachers and voluntary support from parents and members of the community.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The curriculum is unsatisfactory for the Foundation Stage and Key Stage 1, but good for Key Stage 2. Art and design, design and technology and information and communication technology in Key Stage 1 have shortcomings. At Key Stage 2, the curriculum is enriched by the extra-curricular activities and the many visits pupils make to nearby places of interest.
Provision for pupils with special educational needs	Good provision is made for these pupils. They make good progress throughout the school as their needs are successfully met through skilled support from staff and visiting specialist help.
Provision for pupils' personal, including spiritual, moral, social and cultural development	This aspect of the school's provision is very good. Emphasis is placed on all round development of pupils. Staff encourage pupils to reflect on spiritual, moral and social issues and to raise their awareness of other cultures. Developing pupils' confidence and sense of responsibility is central to the ethos of the school.
How well the school cares for its pupils	The school takes very good care of the pupils' welfare, health and safety. However, insufficient use is made of assessment to guide curriculum planning.

There is a very good partnership with parents who are very supportive of the school. Most are happy with the quality of education their children receive and are keen to promote the good work of the school in the local community. They make an excellent contribution to the curriculum as they help with lessons in school and fully support their children's learning at home.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	There is sound leadership and management of the school. The headteacher, support staff and Key Stage 2 staff work very well together to achieve the aims of the school. They are successfully improving standards.
How well the governors fulfil their responsibilities	The governors fulfil their statutory responsibilities well. They have a good grasp of the strengths and weaknesses of the school and are becoming fully involved in its development.
The school's evaluation of its performance	The school has satisfactory procedures for monitoring pupils' attainment and progress. However, it does not use assessment sufficiently to improve pupils' performance. The school development plan lacks detail to enable the governors to rigorously monitor the school's progress on its identified objectives.
The strategic use of resources	The school uses its resources efficiently and spending is linked to priorities. The school makes good use of external funding for school projects, and applies the principles of best value for money.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none">• The majority of parents appreciate that the school expects their children to work hard.• Their children are well behaved and enjoy coming to school.• Most feel the quality of the teaching is good and the school helps their children become mature and responsible.• Parents feel happy with the management of the school and feel comfortable in approaching the school.	<ul style="list-style-type: none">• A few parents would like the school to provide more extra-curricular activities.• A few parents are not satisfied with the homework their children receive.

The inspectors agree with the positive view of the school held by the parents. The range of extra-curricular activities the school provides is good for a school of this size. The homework set is within the normal range expected for pupils of this age.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. The pupils in the Foundation Stage enter school with above average skills and make satisfactory progress overall. They are on course to exceed the nationally expected Early Learning Goals for their personal, social and emotional development, communication, language and literacy, mathematical development, knowledge and understanding, physical and creative development by the end of the reception year. However there are shortcomings in their creative and technological development, and the provision for a range of planned outdoor activities and they are unlikely to achieve expectations in these areas.
2. At Key Stage 1, standards in reading and speaking and listening skills are well above national expectations. In writing, mathematics and science they are in line with the national averages. In art and design, design and technology and information and communication technology, they are below the national expectation.
3. For pupils aged seven, the results of National Curriculum tests in 2000 show that pupils' attainment in reading, writing and mathematics was well above the national average for attainment at the expected Level 2. Almost all pupils attain Level 2. However, at the higher Level 3, pupils attained average standards in reading, but below average standards in writing and mathematics. In the teacher-assessed tasks in science, standards were well below average because no pupils attained the higher level. In comparison with similar schools, the percentage of pupils attaining Level 3 was below average in reading, and well below average in writing, mathematics and science.
4. By the age of seven, standards in writing, mathematics and science in Key Stage 1, are not high enough. Most pupils enter the key stage with above average standards, and by the end of the key stage attain average standards in English, mathematics and science. A similar pattern was evident in the national tests and assessments last year showing underachievement in test levels for the more able pupils. Some average and higher attaining pupils are underachieving. In other subjects, pupils' attainment is variable. In art and design, design and technology and information and communication technology, standards are below average and for most average attaining and the more able pupils, achievement is well below average. For the lower attaining pupils, achievement is below average. In these subjects, progress in knowledge, skills and understanding is unsatisfactory because the full curriculum is not taught. In geography, pupils attain average standards. In history, music, physical education and religious education pupils attain average standards and their progress and achievement are satisfactory.
5. At Key Stage 2, standards in English, mathematics and science, art and design and history are above the national expectation. Pupils' skills in swimming are above the national expectation. In design and technology and information and communication technology pupils attain standards in line with the national expectations. In other subjects, geography, music, physical education and religious education, standards are in line with national expectations at both key stages.
6. For pupils aged eleven, the results of the National Curriculum tests in 2000 show that pupils' attainment in English and mathematics was well above the national average. In science their attainment was above average overall and all the pupils gained the expected Level 4. At the higher Level 5, pupils attained above average standards in English, very high standards in mathematics and average standards in science. In comparison with similar schools at Level 5, pupils' attainment was well above average in mathematics, but below average in English and science. The National Numeracy Strategy has had a positive impact on standards in mathematics.

7. By the age of eleven, most pupils achieve well, make good progress overall and attain above average standards in English, mathematics, science, history and art and design. In information and communication technology, geography, music, physical education and religious education pupils attain average standards. As pupils progress through Key Stage 2, their attainment shows improvement at the higher levels, with significant improvement in mathematics, and to a lesser extent in English. Because these pupils are taught well they make good progress to attain good standards. However, a small number of the most able pupils could attain better standards in English and science if there was more challenge in their work.
8. Attainments in the National Curriculum tests and assessments fluctuate from year to year because of the differing attainments of the pupils in the cohorts of pupils taking the tests. The results should therefore be treated with caution as only a small number of pupils take the National Curriculum tests and assessments each year.
9. Pupils throughout the school do better where there is detailed guidance, such as in literacy and numeracy. In subjects such as art and design and information and communication technology pupils also do well when additional expertise of a visiting artist and a parent support the development of pupils' skills and motivate them to achieve well. Standards are enhanced in music where pupils have the opportunity to receive personal tuition in music. The well-documented use made of the local environment, visits to places of interest and the school's environmental projects have a positive impact on pupils' learning in history, geography and on their spiritual, moral, social and cultural development.
10. Trends over the last four years indicate that above average standards are being maintained at the expected levels in both key stages, and that the school is improving at Key Stage 2 in line with the national trend. It has set challenging targets to raise attainment even higher. In the last year most progress was made in mathematics, where 55 per cent of pupils attained Level 5 compared with 24 per cent nationally.
11. In English, pupils' speaking and listening standards are well above the national average by the ages of seven and eleven. By the age of seven, pupils have developed their skills well. By the age of seven, standards in reading are well above average, and standards are high by the age of eleven. However in writing pupils' achievement is unsatisfactory by the age of seven as most pupils attain average standards. At Key Stage 2, pupils attain above average standards but there is a lack of challenge for the most able. In mathematics, pupils learn well and make good progress from the ages of seven to eleven in all areas of mathematics. However between the ages of five to seven, pupils' progress is satisfactory as many of the average attaining and the more able are not sufficiently challenged to attain the higher Level 3 of which they are capable. By the age of eleven, pupils are developing very effective mental strategies and apply their learning very well to solve problems working with numbers up to one thousand. In science, pupils' attainment is average by the age of seven and above average by the age of eleven. By the age of seven, most pupils' achievement is unsatisfactory. Some average and more able pupils are capable of gaining the higher Level 3 but are limited by the Level 2 curriculum that is taught. By the age of eleven, pupils' knowledge of the science curriculum and their skills in investigational work are secure. However, the most able could attain higher standards.
12. In information and communication technology, pupils' attainment is below the national expectation by the ages of seven, and in line with the national expectation by eleven. Pupils make unsatisfactory progress in Key Stage 1, but satisfactory progress in Key Stage 2. By the age of eleven, pupils use CD-Rom programs effectively to research information and are beginning to use the Internet. Most have computers at home, which make a good contribution to the development of their skills. However, information and communication technology is not sufficiently used in other subjects. Between the ages of five and seven, computers and other

resources such as a floor robot are frequently not used during the day-to-day activities which limits pupils' attainment and progress.

13. Since the previous report there has been a very small improvement in the quality of teaching and learning, and at Key Stage 2, the curriculum and the standards pupils attain overall have improved. Improvement is evident in the standards for English, mathematics and science, which have improved from average to above average. There is very good improvement in art and design from below average to above average, and good improvement in design and technology and information and communication technology from below average to average. Otherwise standards are similar. There are more demands made on curricular time for literacy and numeracy than previously which has reduced the time available for teaching other subjects.
14. Pupils with special educational needs are identified early, and support systems, which have been significantly improved since the last inspection, enable them to maintain good progress through the school and, in some cases, to move off the register. There is no significant difference in the progress of boys and girls, who attain equally well in lessons.

Pupils' attitudes, values and personal development

15. Pupils' attitudes and behaviour are consistently very good. This is an improvement from the previous inspection where they were judged to be good. The pupils respond very well to the school's high expectations of them. This is due mainly to the care and support given by staff and parents, and to the encouragement given to each child to be a part of the school community. They understand extremely well how their words and actions can affect others. They are aware of how their behaviour and relationships are important to the school. They understand the school's reward systems, and willingly abide by the rules.
16. There is eager involvement in the school's activities, both in lessons and in the good range of extra-curricular activities provided by the school. They listen very well during lessons and maintain concentration. When moving around the school, and at breaks, they maintain their behaviour very well. They express their personalities without any boisterousness. Letters sent to the school following school visits have remarked on very good attitudes and behaviour. No instances of inappropriate behaviour were seen.
17. The personal development of pupils is very good. Pupils have confidence in themselves and enjoy being together. They are socially mature and feel comfortable with one another and with their teachers, and so talk freely and articulately about their work. For example, in one lesson centred on pupils taking responsibility, Year 5/6 pupils role play a scenario depicted in the book 'Flour Babies' by Anne Fine where a bag of flour represents a baby. Pupils discussed the roles and responsibilities involved in looking after this 'charge' as they would look after a baby. The level of debate was raised when some of the boys regarded the activity as 'sissy' were reminded sharply of their responsibilities as one of the girls commented 'It will be good experience for you when you are fathers!' Pupils develop very well socially through the many activities in and out of class, frequently sharing resources and caring for one another, helping each other when they are in difficulties is an automatic response. No particular pupil or groups of pupils were seen to be anxious or upset by adverse circumstances. For such a small school there is considerable effort put into raising funds for several charities such as cancer relief or refugees. This helps pupils to develop a sense of responsibility for others outside the school community. Older pupils undertake routine but responsible tasks to help the smooth running of the school, such as collecting and distributing registers and looking after younger children during break and lunch-times.
18. There are excellent relationships between pupils, and towards adults. There is a high level of mutual trust between staff and pupils. Pupils are very respectful of staff, and courteous and helpful towards visitors. Pupils work and play well together, and routinely help each other when needed. Pupils with special educational needs show a very positive attitude towards school.

They work hard at their tasks and play a full and happy part in the life of the school. They are greatly supported in these respects by the care and understanding shown by other pupils. All pupils know one another well. Besides striving to do their best, they enjoy celebrating the achievements and successes of their fellow pupils. Recent starters feel at ease and show bright interest in school activities. These relationships make a significant contribution to the calm, caring ethos of the school and an effective learning environment.

19. The school council provides very good opportunity for pupils to be involved and take some responsibility for improving the school and for arranging events. The council meet regularly, and is run by the pupils themselves with representatives from each year group. They use their imagination and initiative, testing ideas, and working collaboratively under the guidance of a teacher. For example, a school bird-watch project has been organised on behalf of the Royal Society for the Protection of Birds. The council also promotes its aims and the right of pupils to express their view.
20. Attendance is very good. The attendance rate at the school is well above the national average. The pupils are punctual and lessons start on time. Good use is made of registration time for learning. The school meets statutory requirements for recording absence and maintaining registers. There are no exclusions so far in this academic year nor have there been in recent years.

HOW WELL ARE PUPILS OR STUDENTS TAUGHT?

21. The quality of teaching and learning is satisfactory overall. During the inspection, 22 per cent of lessons were very good, 33 per cent were good, and 44 per cent were satisfactory. No unsatisfactory teaching was seen. The good and very good teaching was consistently observed at Key Stage 2, and as a result most pupils learn well. At Key Stage 1 the class was taught by two temporary teachers due to the long-term absence of the class teacher. The lessons observed were satisfactory overall, as the staff did not know the pupils and could not match the work closely to their individual needs. Most parents are happy with the quality of teaching their children receive. Because of timetabling arrangements and the limited number of lessons seen, it was not possible to make a judgement on the quality of teaching for both key stages other than in English and mathematics. However, evidence was based on teachers' planning and assessments, pupils' past work and discussions with staff and pupils.
22. In the Foundation Stage the quality of the teacher's planning and use of assessment is unsatisfactory. The Foundation Stage has not been implemented. The planning is not in place for the teaching of the Early Learning Goals. This does not show an appropriate balance of activities that are both directed and chosen by pupils. It does not allow pupils of this age to investigate, explore and express themselves in a well-structured learning environment. There is unsatisfactory planning for the development of pupils' creative and technological skills and outdoor activities. The teacher's planning does not build on pupils' previous learning. The initial assessments made on entry are not used to plan the work according to the pupils' needs. However, despite not getting the best start to their education the pupils are on course to exceed the Early Learning Goals. Parents support them well at home with their learning.
23. At Key Stage 1 the quality of teaching is unsatisfactory. The teacher's planning is unsatisfactory. There are shortcomings in the teaching of art and design, design and technology and information and communication technology. The skills, knowledge and understanding of these subjects are not taught in sufficient breadth or depth. In writing, mathematics and science there is underachievement because there are low expectations of the standards of work for the average and more able pupils. Pupils in Year 2 have difficulty in writing independently at length. In mathematics and science pupils acquire basic knowledge and understanding, but are not taught investigative or problem-solving skills in enough depth for them to attain the higher levels. The use of assessment is unsatisfactory because it is not used appropriately to plan pupils' work. This means that the average and more able pupils do not make progress as fast as they should.

24. Pupils in Key Stage 2 benefit from good quality teaching. At Key Stage 2, there are strengths in the teaching of English, mathematics, art and design, history, physical education and personal and social education. In all these subjects teachers have good subject knowledge, and this enables them to teach with confidence and enthusiasm.
25. The staff work and plan well together. Basic literacy and numeracy skills are taught well in both key stages. The staff at Key Stage 2 are well trained in literacy and numeracy through regular in-service training, and plan their work appropriately according to the national strategies. The teaching of numeracy is particularly effective in the beginning of the lessons where pupils regularly practise their mental arithmetic. However, in information and communication technology staff lack confidence and expertise, but are to receive training in the near future and receive additional help from a supportive parent. Teachers do not always exploit opportunities to use the computers enough during the day in all subjects. Lessons are often enhanced by the skilled use of links to other subjects, so that while pupils are working, for instance in an English lesson about forms of writing, they also practise their skills in history writing accounts of events for instance. Mathematics and art and design are linked well as pupils study pattern.
26. Teachers' planning is satisfactory at Key Stage 2. Termly planning provides the framework for daily plans for individual lessons, and teachers clearly identify what is to be learned and how it will be taught. There are some inconsistencies in teachers' daily plans. In some English and mathematics lessons, although the teachers make the learning targets clear, they do not always allow enough time to ask the pupils whether they think they have achieved them. Pupils are therefore not always fully involved in their own learning to realise where they need to improve their work. The work is suitably planned for the less able and average attaining pupils, but is less challenging for the most able due to the inconsistent use of effective assessment procedures to track pupils' progress. The quality of teaching and learning for pupils with special educational needs is good. The individual education plans for pupils with special educational needs have clear, concise targets, which are shared with pupils and parents and reviewed regularly. The visiting specialist teacher liaises well with classroom staff and outside agencies to ensure that expert assessments are available and well used. As a result, teachers and the very good classroom assistant provide well-focused support. The learning support assistant who works with a visually impaired pupil in Year 1 adapts work very skilfully to her needs, and enables her to progress successfully and happily within the classroom. Effective communication between all teachers and support staff enhances pupils' learning. Teaching meets the needs of both boys and girls effectively.
27. Because the quality of teaching is good in Key Stage 2, pupils learn well especially in the core subjects of English, mathematics and science. They systematically acquire the knowledge, understanding and skills to enable them to attain above average standards. However, some of the most able need to be presented with greater challenge in their work and expected to work at a faster pace. In other subjects, pupils learn well in art and design where learning is enhanced by the work of visiting artist. In music, design and technology, history and geography, teachers make good use of specialist teachers and members of the community to provide a wide range of instrumental tuition, to enrich the history curriculum or involve the pupils in a school design and technology project to make a gate. Both pupils and staff know a lot about environmental issues. A salient feature of the teaching and learning is the use made of the local environment to enrich pupils' understanding of conservation and care of the environment. Pupils are encouraged to keep their own wildlife garden, to participate in energy saving competitions, bird watches and improvement projects in the local community.
28. A great strength of the teaching throughout the school is the relationships between pupils themselves, and between pupils and other adults. The relaxed and good-humoured interaction between teachers and the pupils creates a pleasant working environment that has a positive impact on everything that pupils and teachers do together. Older pupils feel they can discuss their ideas with their teachers freely and learn well from their teachers and the contributions of others. Pupils want to learn and put a lot of effort into their work. They are fully involved in their

lessons and persevere with their work until they are satisfied they have achieved their best. They often continue learning at home by independently researching topics in books, or on CD-Rom or the Internet. A team of regular adult helpers work very effectively with the staff to provide good quality help and support to pupils.

29. There has been some improvement in the quality of teaching since the school's previous inspection, when the quality of teaching was judged to be sound overall but some areas identified for improvement remain outstanding. There is good improvement in the teaching for pupils with special educational needs. In the last report, this was judged as inappropriate. The school has adopted national guidance, which now appropriately guides their subject planning. However, the planning for the younger pupils in Key Stage 1, the low expectations of some more able pupils and the use made of assessment are shortcomings which have not been resolved.

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

30. The quality and range of curricular opportunities is unsatisfactory overall, because they fall short of National Curriculum requirements in some subjects and do not always meet the needs of all pupils in others.
31. Most of these shortcomings occur in the provision for the four- to seven-year-olds. Pupils who are not yet six do not experience a satisfactory range of planned outdoor activity or technological and creative activities. The curriculum for pupils aged six to seven also lacks range because the school does not teach all the prescribed elements in design and technology, art and design or information and communication technology. Pupils across the four- to seven-year-old age ranges on many occasions do the same work. This failure to match learning activity to different ages and abilities means that pupils do not have equal quality of access to the curriculum or of opportunity within it.
32. On the other hand, learning opportunities for the seven- to eleven-year-olds are good in both range and quality. The planned curriculum meets statutory requirements, although not enough use is made of information and communication technology to support learning in other subjects. The recently refurbished library provides good space for group research and quiet study, and lessons frequently create good opportunities for independent and collaborative enquiry and practical investigation. These features show significant improvement since the last inspection. Pupils' previous work shows, however, that some planned activities do not present sufficient challenges for the most able and talented pupils in English and science.
33. Time is not always used efficiently. Most particularly, morning lessons in literacy and numeracy often expand to fill more time than the planned learning activity justifies. The school has yet to adjust fully to the curriculum requirements that became statutory in September 2000. Planning for subjects such as music, physical education, art and design, design and technology and information and communication technology requires some development, especially for pupils up to the age of seven. The programme of religious education fulfils the recommendations of the locally agreed syllabus, but the strongly developing programme for personal, social and health education has no specific time allocated to it. These new curriculum requirements and developments offer an ideal opportunity to review and adjust the timetabling of the day, and the balance and effective use of teaching time.
34. The school has effectively developed its planning and resourcing for literacy and numeracy in line with the national strategies for these areas. The recently improved performance of eleven-year-olds in both English and mathematics can be traced to this good development. However, further development is needed to ensure that results at higher than expected levels reflect the true capabilities of the most able pupils. The declining performance of seven-year-olds in these subjects reflects the fact that, for reasons noted earlier, the strategies are less well developed at Key Stage 1.

35. In all other subjects, developments in long-, medium- and short-term planning increasingly take account of the national guidance that has largely replaced the old schemes of work. Here too, the developments are more advanced and effective for the seven- to eleven-year-olds than for younger pupils. For example, a comparison of the medium-term plans for the different key stages reveals much greater depth and quality of detail in the planning of interesting and challenging work for older pupils. A similar difference can be seen in short-term planning. Inappropriate expectations for pupils with different prior attainments were identified by the last inspection as a key issue for action. At Key Stage 1, unsatisfactory improvement means that low expectations and the under-use of assessment remain a key issue. At Key Stage 2, however, short-term plans show satisfactory improvement in these respects, although some underachievement amongst the most able pupils points to the need for more rigorous planning for this group.
36. Provision for pupils who have special educational needs have been carefully improved since the previous inspection and are now good. The school makes good use of the relevant agencies to gain expert assessments of need, and follows these up in strict accordance with the Code of Practice. Links with parents are good, and regular joint consultations ensure a full sharing of information. The school shares with other small schools the work of a specialist teacher. She ensures that arrangements for individual education plans are effective, with well-focused individual targets that are frequently reviewed and updated. Activities related to these targets are carefully planned and supported. The very good quality of support for a visually impaired pupil enables her to benefit from skilfully adapted work whilst being fully integrated into the activities of her class.
37. The school has a clear commitment to equality of opportunity for its pupils. All staff that were in school during the inspection show a keen awareness of equal opportunity issues. They provide good role models and seek to ensure that all pupils have full access to activities relevant to their stage of development. However, access to the full prescribed curriculum is not equal between the two key stages, and pupils in Year 2 do not have equality of opportunity to progress as well as they should.
38. Provision for the personal, social and health education of pupils is good. The school has a strong commitment to this area and a range of well-established and successful provisions has been developed through other subjects. The school is now co-ordinating these provisions into a single coherent entity. It is part of the local healthy schools project, and is involved in a working party, which is planning a programme of work suitable for small schools. Following consultation with parents, sex education and drugs awareness are being developed sensitively at appropriate times as integral parts of the science programme.
39. In relation to its size and limited facilities, the school provides a good range of activities to extend and enhance the curriculum. Popular clubs for football, netball, recorders, chess and small games meet at lunch-times or after school. Visiting specialists offer instrumental tuition in brass, woodwind, keyboard and the guitar. The school shows a strong determination to overcome its inherent limitations of scale so as to give its pupils a wide variety of social and personal experience. A number of specialists, including the local blacksmith, have been involved in curriculum projects. Good links with the Tullie House Museum have resulted in practical experiences to support pupils' work in history. Enterprising planning in conjunction with other small schools, and supported by parents' fund-raising efforts, has enabled pupils to benefit from educational excursions and residential visits. For example, pupils have studied Roman history at Hadrian's Wall, and they have stayed at the Eden Valley Centre to study river systems or food chains, and undertake various outdoor pursuits. The school promotes strong interest in wildlife and the countryside. The pupils are either members of the Royal Society for the Protection of Birds, or contribute to a red squirrel watch, or tend the school's butterfly garden.

40. Very good relationships with partner institutions support and enrich the work of the school in various ways. Each year the school provides good work experience for several trainee teachers. A significant strength is the development of a mutual support system across the cluster of small schools in the area. This network enables each school to provide far more opportunities for pupils and staff than it could possibly create on its own. For example, by pooling resources, several schools can afford to buy in the expertise to lead staff training in areas of shared need, or the visits of performing artists, such as the 'Shakespeare 4 Kids' group, who enhance the curriculum. Enough is done to ensure a smooth transition for eleven-year-olds to the next phase of their education, and the school is now planning joint projects with a secondary school in Carlisle.
41. Since the last inspection, similar progress has been made in developing links with the local community and these now make a very good contribution to pupils' learning. The 'Before and After School Club' provides a good service to pupils and their families, and a more recently developed 'Mums and Toddlers Group' builds links with new parents and pre-school children. Elderly residents are welcome members of the school family, and contribute significantly to work in music, reading and history. Links with the churches have also been improved and the local vicar regularly leads assemblies. The school participates in the village gala and carol service, and organises a summer barbeque for the community. A recent 'storysacks' initiative with Carlisle College now involves some 13 parents and other villagers in workshops, which enable them to qualify as storytellers.
42. The school's very good provision for pupils' spiritual, moral, social and cultural development is the main strength of its wider curriculum. Parents greatly appreciate the significant improvements achieved in this area of the school's work.
43. Provision for spiritual development is good. It is fostered mainly through assemblies, through subjects such as religious education, English, science and dance, and through planned opportunities to study the countryside and the wildlife of river or woodland. Daily acts of collective worship work evocatively on human themes, and consistently encourage pupils to reflect on their own lives and appreciate those of others. It was typical that, in personal and social studies time, pupils sat in a circle and shared their thoughts on quiet places, where these might be created and how they could be used. In art, pupils in Year 6 worked eagerly on the task of designing a box to hold an important wish associated with a feeling or memory. Pupils have good opportunities to wonder at human skill and achievement. For example, they share the lovely poem their teacher has written, or watch the blacksmith making the intricate gate they have designed, and they try to comprehend the achievement of Hadrian's Wall. Most particularly, they have excellent opportunities to wonder at the natural world when, for example, they go pond-dipping, study butterflies in the garden they have created, or watch a red squirrel taking food from the hopper they have built.
44. Provision for moral development is very good. All staff provide very good role models, reinforcing the clear values set out by the school. High expectations of good behaviour are consistently applied in all areas of school life. Moral principles are reinforced through story and prayer in assemblies. All pupils participate in the team system; they prize the points they earn for their team and respond well to the targets set at the weekly celebration assembly. They happily conform to a simple code of conduct based clearly on self-discipline, self-respect and consideration for others, appreciating the order and harmony that it brings.
45. Provision for pupils' social development is excellent and results in the outstanding quality of relationships. Pupils have many opportunities to work collaboratively in independent groups. They learn to appreciate the value of teamwork and the skills they develop are reinforced by team games, and through increasingly varied and demanding experiences of working with others in, for example, field-study activities or residential settings. Pupils are taught to understand and appreciate human differences, and to be helpfully aware of the difficulties that others might have. For example, five- and six-year-olds were so supportive of a visually impaired classmate in a dance lesson that she was able to play a full, happy and confident part

in every activity, and to benefit at least equally from the learning experience. As they get older, pupils are encouraged to take increasing personal responsibility for its smooth running. Through the School Council, every pupil can contribute to improving the school environment and its quality of life. As a result, the school generates great loyalty and pride. All pupils cherish its caring culture, and friendly but demanding ethos. The school works very effectively to promote an appreciation of the environment. For example, a current initiative involves pupils and their parents in restoring a neglected local pathway for the benefit of the community. Since the last inspection, the school has significantly improved the quality and range of opportunities for pupils to take individual and collective responsibility for initiatives, which are socially as well as personally beneficial.

46. The provision for pupils' cultural development is good. This marks a considerable improvement in quality since the previous inspection. The school carefully plans good opportunities to promote pupils' awareness of their own local and national culture, and also to prepare them for life in a wider society that is far more diverse than they can experience in their village. Increasing co-operation with the immediate community, its history, trades, talents and age groups, fosters a growing awareness of local character and custom. Visits further afield to museums and sites of historic and cultural interest extend this awareness. Multi-cultural understandings are developed through the study of other countries and civilisations in history and geography, and of Christianity and other faiths in religious education. Imaginative planning creates further opportunities. For example, in art pupils studied the rangoli patterns on an India sari, and in a very good dance lesson, pupils devised movement patterns to fit the character of traditional African dance music, and improved their movements as their appreciation of the music and its meaning developed. Enterprising planning with other small schools has enabled pupils to learn by working with groups of performing artists, such as the 'Shakespeare 4 Kids' company and a touring group of African drummers.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

47. The school provides a safe environment for pupils. The staff and governing body are aware of their duties and they work well to ensure the safety of pupils in their care and welfare. The needs of the pupils are responded to promptly. Policies and procedures cover key areas for safety. Fire protection, electrical safety and security measures are very well implemented. The railway police regularly visit the school to instruct staff and pupils on the dangers of the nearby line. There are appropriate arrangements for the administration of first aid and medicines.
48. The arrangements for child protection are appropriate. The headteacher as the designated person is knowledgeable of the issues and has links with support services. Refresher training is planned. Staff are aware of the need to be vigilant on behalf of the pupils and know whom to contact with any problems.
49. The school has very good ways of promoting good behaviour. Staff have high regard for pupils and encourage them to reflect on how their actions affect others. The Home-School Agreement clearly sets out the school's expectations for parents and pupils. Responsibility is encouraged by the rewards system, based on points gained or lost by pupils as part of the four school teams. 'Team of the Term' certificates are awarded for the best team.
50. There are good procedures for monitoring attendance. The education welfare officer makes regular visits to the school, but special action is not normally required because parents are very supportive and ensure regular attendance of their children.
51. The school has improved to a satisfactory level the assessment procedures that were judged unsatisfactory in the previous report. Initial assessments are used to assess pupils' attainment soon after they enter the reception class. Information provided by the statutory national tests for seven- and eleven-year-olds is analysed to identify points of strength and weakness in pupils' performance in English, mathematics and science. The school is beginning to use optional end-of-year tests for eight-, nine- and ten-year-olds in order to

monitor its performance between the statutory tests. Regular tests of reading ability and end-of-topic tests in numeracy and science fill out the profile and provide enough information to track individual progress in the three main subjects through the school. Several good developments usefully augment this information and give pupils a stake in the process. For example, pupils in Years 5 and 6 undertake reading interviews, which explore and record in some depth the development of their reading tastes and strategies. These pupils also write thoughtful self-assessments of their achievements in speaking and listening. Another good development, undertaken in conjunction with other small schools, is the development of portfolios of moderated work. The intention to share this with pupils and parents is good. The quality of the procedures for gathering and recording assessment information is much better at Key Stage 2 than it is for pupils up to the age of seven. At neither key stage, however, has the school developed adequate and consistent procedures for assessing the development of knowledge and skills in the other subjects of the curriculum apart from information and communication technology.

52. Procedures for monitoring and supporting pupils' personal and academic progress are similarly inconsistent between the key stages, but satisfactory overall. In the case of pupils with special educational needs, the procedures are good. Their needs are identified early and regular assessments enable teachers to set, review and refine carefully focused individual targets. In relation to these targets, progress is carefully planned, supported and recorded. Teachers keep notes of the progress of other pupils in English, mathematics and science. At Key Stage 2, this information is used to place pupils in groups according to age and attainment. Good examples were seen of work being fully matched to these differing ages and attainments, but examination of pupils' previous work indicates that this is not yet consistent at Key Stage 2 and rare at Key Stage 1. The practice of marking pupils' work is also inconsistent. Teachers discuss work with pupils but do not always record a comment on completed work. When written comments are added, they more usually congratulate pupils than identify the gains they have made or should go on to make. As a result, pupils' workbooks do not show points for improvement that enables pupils and their parents to understand and improve progress.
53. The uses of assessment information are unsatisfactory overall. They are unsatisfactory at Key Stage 1 but satisfactory for most pupils except the most able in Key Stage 2. Teachers of seven- to eleven-year-olds include assessment in their planning and the school uses assessment information to set challenging whole-school targets. However, it does not yet make enough use of this information to evaluate and improve the curriculum, or to track the progress of individuals and groups, or to set targets to ensure that all pupils progress at their best rate.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

54. Overall, most parents are very happy that the school is providing a good education for their children and feel positive about the special family ethos. At the parents' meeting with the inspectors, parents were unified in their full support of the school, and recognise that relationships with parents have significantly improved since the last inspection.
55. The questionnaires and written comments received from parents showed many favourable responses with some concerns. A small minority of parents feel that their children do not get the right amount of homework. An informative homework policy makes the expectations of the school clear. Parents are committed to helping their children at home or in school, and their contribution to their children's learning is excellent and makes a significant contribution to the standards their children achieve. A small number of parents feel the school does not provide an interesting range of activities outside of lessons. Pupils are invited to join a chess club,

netball and football coaching. Additional tuition in music is offered through a recorder class and visiting specialist teachers provide tuition in a range of instruments. The work of the pupils is enriched by the opportunities provided by the school for visits to places of interest and residential breaks. The range of extra-curricular activities provided by the school and the amount of homework provided is similar to that found in schools of this size.

56. The school has effective links and consultation with parents, which has raised issues that the school seeks to address. Awareness of a growing concern about the small numbers of entrants to the reception year has mobilised the school community to publicise the school and set up the mothers and toddlers group to encourage contact with parents who may later enter their children into school. The Before and After School Club is well managed providing a useful service to parents. The pupils enjoy the fun and interesting activities prepared for them. Parents recognise that provisions for special educational needs have improved significantly since the last inspection. They also appreciate the way that those with special educational needs are included in everything, and looked after by other pupils.
57. The impact of parents on the work of the school is excellent. Many parents are in full-time employment but find time to support the school and make a significant contribution to their children's learning and to the improvement of school resources, building and grounds. One parent with an interest in information and communication technology writes interesting programs for the Years 5/6 and teaches them a range of skills. For example, the pupils interrogate and amend a database to solve a problem of a biscuit company. Others regularly work in the classroom assisting teachers, sports, school improvements and events. Another member of the community regularly plays the piano for hymn practice. The active and hard-working parents association raise significant funds for the school. The parents collect £2000-£3000 per year through unusual fund-raising events. Most money came from an 'auction of promises' where parents bid for a promise such as a badger watch or a week in a holiday cottage pledged by other parents. The monies raised fund projects including physical education equipment, musical instruments, new equipment for reception, and subsidising the Christmas outing. Parents and other local people help in the school by mowing the school grass and planting flowers.
58. Parents are made very welcome and can approach the school at any time. The prospectus is a useful document for parents and includes very good information about the expectations of the school. The informative governors' annual report is available to parents. The information provided to parents is satisfactory overall. The school has a newsletter that includes curriculum information as well as general information. There are three opportunities for parents to meet class teachers each year with an annual report in the Summer term. The report contains information about what the pupils have learned and achieved and has a section for comments from pupils and parents. However, while the reports are of good quality in Key Stage 2, they are too general in Key Stage 1, and do not give parents a clear idea of their children's strengths and weaknesses so they can help them further at home.

HOW WELL IS THE SCHOOL LED AND MANAGED?

59. There is sound leadership and management in the school. The headteacher is monitoring the academic standards in Key Stage 1, and is taking appropriate action to improve the quality of the curriculum and has been successful in raising standards with other staff in Key Stage 2. Parents are pleased with the way these aims are reflected in the day-to-day life of the school. The headteacher takes the leading part in ensuring clear educational direction. The staff, governors and parents support her effectively. There is a shared commitment to succeed among the staff, parents and governors. The school is successful in meeting its pastoral aims, which are reflected in everyday practice.
60. Many of the governors are parents or regular visitors or work on the premises, and are in a good position to monitor the curriculum on a day-to-day basis. All staff and governors are fully

involved in school development planning and effectively monitor the progress of the school through their various committees. The main strengths and weaknesses of the school have been identified and the school is working towards meeting the challenging targets that it has set for improvement. The work of the governors has improved since the last inspection. Almost all the governors are new to their role. Their committee work and involvement in strategic planning has improved. The school development plan is regularly monitored and reviewed by the governors, but lacks sufficient detail for it to be an effective tool for the governors to monitor the school development in the short term. Priorities are set and carefully costed for the present year and projections and outline plans are set for the future. Best value for money is sought before committing the school to expenditure when new initiatives are prioritised for spending. Statutory requirements are met.

61. The headteacher and the staff ensure that all pupils have equal opportunity and access to all school activities. There is good management of special educational needs. The recommendations of the Code of Practice are closely followed. The support staff are well trained and work closely with the class teachers to ensure pupils with special educational needs are fully integrated into the life of the school and that they make good progress against their set targets. This is good improvement from the previous report. However, there is a very small number of talented pupils in the school and a larger number of pupils who are most able, who at times are not set sufficient challenges in their work to extend their learning.
62. There is good teamwork in Key Stage 2 with staff working together towards a common purpose on specific initiatives to raise standards. The headteacher has a heavy commitment in teaching and teaches almost full-time, leading by example. The staff work together well to plan and implement the requirements of the National Curriculum. However there is a weakness in provision and expertise in Key Stage 1. The Foundation Stage has not been implemented for the pupils in the reception year and the curriculum is unsatisfactory. It is narrow. In Key Stage 1, the curriculum for art and design, design and technology, information and communication technology and planning for outdoor activities are not taught in sufficient depth or breadth. The headteacher is taking appropriate steps to improve the curriculum for the Foundation Stage and Key Stage 1. Although the basic skills of reading, writing and mathematics are taught appropriately, the work set is not challenging enough for the more able and higher attaining pupils in Year 2 who could achieve more and attain higher standards in the core subjects, especially in science. For most subjects, the staff follow the national guidance for the curriculum. The school has recognised the need for developing specific guidance for all classes and revising systems of assessing pupils' progress in the light of the new curriculum introduced into school this year.
63. The headteacher takes the leading role in day-to-day management and works closely with the staff. The quality of teaching and learning is monitored infrequently but is used well when there is a specific focus on a subject to give individual staff feedback on the quality of their teaching. The planning and the standards achieved by the pupils from samples of work are monitored half-termly. Teachers in Key Stage 2 plan well together and informally share their expertise. In Key Stage 1, although the overall planning for the year is in place, the half-termly plans lack sufficient detail to meet the needs of the pupils. The school undertakes analyses of its data on pupils' performance at Key Stage 2. The outcomes are used appropriately to identify strengths and weaknesses in English and mathematics, and the progress of pupils and differing groups of pupils through the school. However, it is used inconsistently to meet the needs of all pupils.
64. Financial planning is approved by the finance committee and then is taken to the full governing body. The governors work hard and succeed in providing best value for money for the school and are currently seeking to maintain the existing staffing. The current reserves on the budget are designated to safeguard the present level of staffing.
65. The day-to-day administration of the school is good. The school administrative officer has a good understanding of both the school and the local education authority systems. She

efficiently ensures the smooth running of the school with cheerfulness and enthusiasm. All the points raised in the latest audit report have been resolved.

66. There are effective induction procedures and written guidance in place for new staff and students who are on school experience from St Martin's College. Professional development interviews for staff are informal. In-service training in subject areas are carefully prioritised according to the considerations of the core subjects set out on the school development plan. Professional development needs are met where there are sufficient funds and the priorities contribute to school development. The school staff benefit from attending the in-service training within a small cluster of nearby small schools. Specific agendas and venues are drawn up according to the needs of the group, and are supported well by the local authority personnel who work with them to meet the needs of training requirements.
67. The Victorian building and its site are very clean and well kept, and provide adequate space for the demands of the curriculum and the number of pupils. Recent work has significantly improved the quality of the learning accommodation. A new floor means that the hall now supports all indoor work in physical education effectively. The hall and classroom environments have been improved by redecoration and the addition of a suspended ceiling, and good work by parents in refurbishing the library has created a good centre for quiet study and group research. As at the time of the previous inspection, displays show teaching aids rather than using pupils' work to illustrate the flow of the curriculum, celebrate learning and exemplify expected standards. The outside play area is adequate, and the site has been enhanced by the development of wildlife areas that contribute well to pupils' learning. Very good use is made of the immediate environment for visits to enhance pupils' learning, for example in science, geography and history.
68. Learning resources in most subjects are satisfactory, both in quantity and quality. Stocks of books and equipment adequately support teaching and learning across the school. The development of the national strategies for literacy and numeracy has enabled the school to improve the quantity and quality of its resources for these areas, and the library and classroom collections of non-fiction and fiction texts are good. In science, equipment is barely adequate to support a changing programme of work, and in physical education, the limited range of equipment restricts work in gymnastics. There are some deficiencies in music, design and technology and the Foundation Stage. Resources are good for pupils with special educational needs.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

The governors, headteacher and staff should:

- Raise standards in English, mathematics and science at Key Stage 1 by:
 - raising teachers' expectations of pupils' achievement;
 - using assessments of pupils' attainment and progress to plan challenging work for the more able and talented pupils to enable them to attain the higher levels of the National Curriculum in writing, mathematics and science;
 - improving the curriculum provision by allocating and using curriculum time on the class timetables more effectively by planning shorter sessions.
(paragraphs 23, 31, 35, 53, 62, 90, 97, 104, 113, 115, 116)
- Raise standards at Key Stage 1 in art and design, design and technology and information and communication technology by:

- ensuring all the elements of the Programmes of Study are taught;
 - making more effective use of information and communication technology in other subjects in both key stages;
 - ensuring that the marking policy is consistently applied and that pupils' reports inform parents and pupils how to improve their work in both key stages.
(paragraphs 4, 12, 62, 122, 127, 140)
- Implement the Foundation Stage of learning for pupils in the reception year.
(paragraphs 70, 76, 79, 81, 85, 87)
 - Use assessment consistently in Key Stage 2 to plan appropriate work to raise the attainment of those pupils who are the most able and talented in English, mathematics and science.
(paragraphs 26, 35, 53, 62, 63, 101, 117)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	18
Number of discussions with staff, governors, other adults and pupils	18

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	22	34	44	0	0	0

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

Information about the school's pupils

Pupils on the school's roll	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	50
Number of full-time pupils known to be eligible for free school meals	2

FTE means full-time equivalent.

Special educational needs	YR – Y6
Number of pupils with statements of special educational needs	1
Number of pupils on the school's special educational needs register	10

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

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	3
Pupils who left the school other than at the usual time of leaving	1

Attendance

Authorised absence

	%
School data	96.1
National comparative data	94.4

Unauthorised absence

	%
School data	0.0
National comparative data	0.5

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

Attainment at the end of Key Stage 2

	Year	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 2 for the latest reporting year	2000	5	6	11

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC Level 4 and above	Boys			5
	Girls			6
	Total			11
Percentage of pupils at NC Level 4 or above	School			100 (80)
	National			85 (78)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC Level 4 and above	Boys			0
	Girls			0
	Total			11
Percentage of pupils at NC Level 4 or above	School			100 (60)
	National			80 (75)

Percentages in brackets refer to the year before the latest reporting year. Where the number of pupils taking the tests and assessments at Key Stage 1 and in mathematics and English at Key Stage 2 were ten or fewer in 2000, the results are omitted.

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	0
Black – African heritage	0
Black – other	0
Indian	0
Pakistani	0
Bangladeshi	0
Chinese	0
White	50
Any other minority ethnic group	0

This table refers to pupils of compulsory school age only.

Exclusions in the last school year

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

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

Teachers and classes

Qualified teachers and classes: YR – Y6

Total number of qualified teachers (FTE)	3
Number of pupils per qualified teacher	16
Average class size	16

Education support staff: YR – Y6

Total number of education support staff	3
Total aggregate hours worked per week	43

FTE means full-time equivalent.

Financial information

Financial year	1999/2000
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	£
Total income	14,4450
Total expenditure	11,9692
Expenditure per pupil	2,138
Balance brought forward from previous year	-334
Balance carried forward to next year	24,424

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	41
Number of questionnaires returned	12

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	58	33	8	0	0
My child is making good progress in school.	58	25	17	0	0
Behaviour in the school is good.	67	33	0	0	0
My child gets the right amount of work to do at home.	25	42	17	17	0
The teaching is good.	50	33	17	0	0
I am kept well informed about how my child is getting on.	42	42	17	0	0
I would feel comfortable about approaching the school with questions or a problem.	67	25	8	0	0
The school expects my child to work hard and achieve his or her best.	58	25	17	0	0
The school works closely with parents.	33	50	17	0	0
The school is well led and managed.	58	33	0	0	8
The school is helping my child become mature and responsible.	58	25	17	0	0
The school provides an interesting range of activities outside lessons.	17	50	17	17	0

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

AREAS OF LEARNING FOR CHILDREN IN THE FOUNDATION STAGE

69. This section of the report focuses on the children under six years of age in the reception year. Most of the children entering the school have had some pre-school experience and enter the school with attainments which are above average in the year in which they will be five. The admission number is 12 and at present there are two children who are in the reception year. Even though the Foundation Stage has not been implemented, the children make satisfactory progress in their learning and are on course to exceed the expectations of the Early Learning Goals and work at Level 1 in the National Curriculum by the time they reach Year 1 in all areas of learning. During the inspection, the teacher was absent through long-term illness and temporary staff taught the children.

Personal, social and emotional development

70. By the time they are six the children make satisfactory progress in personal, social and emotional education, and are on course to exceed the nationally agreed standards in most aspects.
71. Children enter school as enthusiastic learners, independent in dressing and with well-developed social skills. The children know all the others in the class well and they are open and friendly. At the end of sessions they tidy away well replacing equipment sensibly and putting pencils carefully in the centre of the table. They respond well to all the staff, even though they do not know their temporary teachers, and generally listen carefully to what they have to say. They quickly become involved in the work set, persevering with their work until their tasks are completed. Concentration is only lost when the planned sessions are too long, such as in literacy. However, children are less skilled at making their own choices in learning, as most activities are planned to be teacher directed with few opportunities for the children to explore and investigate in their learning.
72. The teaching that was observed of personal and social education is satisfactory. During the inspection temporary members of staff were patient and consistent with the children. The children are given good support by the adults in the room and are encouraged to make their contributions. As a result the children are happy and secure.

Communication, language and literacy.

73. Most children enter school with good speaking and listening skills and by the time they are six they are on course to exceed standards of the Early Learning Goals. The children make satisfactory progress.
74. Children enjoy and listen carefully to stories such as The Very Quiet Cricket. The children handle books well and enjoy reading simple texts. The children are encouraged to sequence well-known stories such as Little Red Riding Hood and write and record their own versions. When the children have settled into the reception class they are given reading books to take home and are supported well by parents with their early reading skills. At the time of the inspection the children were reading confidently with above average skills within Level 1 of the National Curriculum. Both children are developing writing skills satisfactorily. The children form most letters correctly and are able to write simple sentences about their experiences.
75. The teaching of language and literacy in lessons observed was satisfactory. Staff during the inspection worked hard to improve the fluency of all the children by constant discussions and conversations. Good speaking habits were encouraged and children are actively supported in their need to listen carefully. However, a scrutiny of past planning and observations on classroom organisation indicate there is little development of language and literacy apart from

directed lessons. There was little evidence of planning that is matched to the individual needs of the children so they may progress at their best rate. The quality of displays and the role play area is unstimulating, and does little to promote literacy by encouraging children to independently talk, take on a role, or practise skills of writing and reading.

Mathematical development

- 76. In mathematical development, the children enter with skills above average, make satisfactory progress in their mathematical development and are on course to exceed the Early Learning Goals that are expected of them by the end of the reception year.
- 77. Observations of past work indicate that they are able to sort colours and shapes into simple sets. They are developing an appropriate awareness of capacity as they record how full or empty containers are when filled with water. They understand simple patterns and make a repeating pattern of two colours. Children count to twenty and beyond, and are solving simple addition and subtraction problems.
- 78. The teaching of mathematical understanding was satisfactory during the inspection as children consolidated their understanding of number to twenty. A scrutiny of past work shows that most work is formally recorded through worksheets and there are few planned opportunities presented for children to develop their understanding of number through practical activities and structured play. The children' learning of number is well developed. They sometimes repeat work or cover the same work as older children. However, there are limited practical activities designed to challenge children and capture their interest to extend the learning of number across other areas of learning.

Knowledge and understanding of the world

- 79. In knowledge and understanding, the children enter with skills above average, make satisfactory progress in the geographical, historical and scientific aspects of development, and are on course to exceed the Early Learning Goals that are expected of them by the end of the reception year in most aspects of learning. However their knowledge and understanding of concepts related to design and technology and information and communication technology are average as the provision for these aspects is limited.
- 80. There is a limited range of activities which are planned to extend early concepts in science, design and technology, history, geography and information and communication technology. Children talk about their families and have a good grasp of the main features within their immediate locality. They have some appreciation of how life was different in the past as they listen to accounts of past events such as the Great Fire of London. In science, children know that pushes and pulls are forces that act on objects to move them. Children have some opportunity to use a range of construction kits to create a variety of toys and models. They experiment with a small range of materials and cut, glue and stick. However children have insufficient opportunities to select their own materials and tools to construct models with a specific purpose in mind. Children' knowledge and understanding of information and communication technology is unsatisfactory, as these children have had very little access to the computer or other programmable toys.
- 81. The teaching of knowledge and understanding of the world was satisfactory during the inspection. The temporary staff had planned interesting lessons and confidently made use of information and communication technology.

Physical development

- 82. In physical development, the children enter with skills above average and make satisfactory progress. They are on course to exceed the standards expected by the time they are six.

83. The children use a range of small equipment and materials in their work. Their skills of co-ordination develop satisfactorily. For example, the children are shown how to hold their scissors when cutting out, and their pencils when writing. They use pencils and crayons as they draw and write on a range of different sized and coloured papers. In their music and movement broadcast lesson children are developing a good appreciation of space. Children move around independently without bumping into one another. They are attentive, listen well to the instructions and follow the directions given. Children move in time with the music and enjoy their lesson. They are confident and demonstrate good self-control.
84. The quality of teaching was satisfactory in the lesson observed taken by a temporary teacher. Overall, an appropriate range of activities to extend children's manipulation of small apparatus and equipment is provided. Although children participate in a radio broadcast for dance, their skills of climbing and balancing are limited by lack of access to large equipment and toys.

Creative development

85. In creative development the children enter with above average skills, make satisfactory progress and are on course to exceed the Early Learning Goals by the time they are six. However their learning is restricted by some significant limitations. Children have insufficient opportunities to explore colour, texture, shape and form in two- and three-dimensions. There are insufficient opportunities for children to express and communicate their ideas through role-play.
86. In music lessons the children enjoy singing a range of action songs they know. They respond enthusiastically to music and sing songs tunefully during hymn practice. During the inspection, children worked with a range of coloured papers, tearing and sticking as they made a collage of the Great Fire of London. In their writing of stories of Little Red Riding Hood they used their imagination well to retell the story and draw pictures to accompany the text. However, there are limited planned opportunities for children to express their feelings or choose their own materials for painting and making models. There is not an appropriate balance between activities that are directed by the staff and those selected by the children. There are insufficient opportunities planned for children to use their skills and knowledge they have gained to make up their role play stories and incorporate their own ideas in their work.
87. No lessons was observed in this area during the inspection. Evidence was obtained from discussions with children, observations of their work in class and discussions with staff and teachers' planning.

ENGLISH

88. Standards in English are better than those reported by the last inspection. At that time they were in line with national averages at both key stages; they are now much higher than is normally seen, particularly in reading.
89. National Curriculum test results over the past three years show that the performances of seven-year-olds have been well above average or very high when compared to national results. Girls and boys do equally well overall. In the 2000 tests, every pupil, including those with special educational needs, achieved the expected level both in reading and in writing. In comparison to the performance of similar schools, this result is below average in reading and well below average in writing. In view of the good attainment of pupils when they enter the school, these results indicate satisfactory, and sometimes good, achievement for most pupils, but unsatisfactory achievement for the higher attaining pupils.
90. In the 2000 tests for eleven-year-olds, the proportion of pupils reaching the expected level was well above the national average, but only average in comparison to the performance of similar schools. The proportion reaching the higher level was above the national average but below that of similar schools. In relation to the attainment of these pupils some years earlier, these results represent satisfactory achievement overall, although they again suggest that the more

able pupils should do better, particularly in writing.

91. The standards of work seen during the inspection are entirely consistent with these test results.
92. Standards in both speaking and listening are well above those normally seen. Pupils develop these skills well because they have frequent and good opportunities to use them at home and school. In reading activities, teachers read or tell stories and poems aloud expressively, and encourage pupils to do the same. For example, pupils in Year 2 told their own different endings to the story of Red Riding Hood. Across the curriculum, pupils have good opportunities to work in pairs or larger groups, using talk to support their learning. For example, pupils in Year 4 used collaborative talk very responsibly and effectively to carry out a mathematical investigation, and in a history lesson they used talk critically to share their research findings and decide how to select and present their information to the rest of the class. Pupils listen to their teachers and each other with strong interest and concentration. They answer questions relevantly and clearly, and build on each other's ideas. They enjoy sparking each other's thoughts to sustain lively discussion, for instance in working out how an amusing poem uses language to achieve its effect. Most pupils can develop substantial and coherent contributions with clear voice. These skills contribute significantly to the quality of pupils' learning throughout the school.
93. Reading standards are high and all pupils acquire and use the basic skills well. Teachers make consistent use of homework and check attainment to ensure that each pupil makes progress through the reading scheme at a good pace. This is strongly reinforced by the very good support provided by parents, and the good use of reading diaries to share useful information and maintain motivation. Good support systems and strong partnerships help pupils to overcome learning difficulties such as dyslexia, and read with confidence and enjoyment. Attitudes are good and pupils eagerly take advantage of their frequent opportunities to read. Each day begins well with a period of quiet reading in which pupils are encouraged to read adventurously and for pleasure. They respond well to challenging tasks that require them to solve problems or find things out for themselves, for example how different living things use air. In a very good history lesson, pupils in Years 3 and 4 were asked to work in pairs to use an assortment of book and CD-Rom resources to find and then share information about Ancient Egypt. Each pair worked with urgent commitment to produce an informative report for the class on an allocated topic. Pupils showed secure skills in selecting relevant resources and using good book knowledge to locate target information. Most Year 4 pupils could scan this information quickly, select what was most useful to the task and note it in their own words. Throughout the school, pupils are accustomed to reading demanding literacy texts together. Pupils in Year 2 show a good range of strategies and cope confidently with challenge in both fiction and non-fiction. By the time they are eleven, pupils tackle difficult poems and critical tasks with assured skill. Even the lower attainers have very positive attitudes, and choose and use a good range of texts independently. For example, all pupils in Year 6 participated keenly in a critical comparison of two letters. Not only could they observe points of layout or linguistic error, they also discussed how well the style of writing matched each letter's purpose. Average and above average readers can explain their reading preferences in a discriminating way. They comment on the qualities offered by different authors and enthuse perceptively about the appeal of their chosen novel.
94. Achievement in writing is unsatisfactory at Key Stage 1. At Key Stage 2, it is satisfactory overall with some good features. A good feature of curricular provision is the increasingly wide range of purposes for writing that pupils are asked to face as they move through the school. Good examples of instructions, play-scripts, reports, memoirs, reviews, and most especially, poems and stories of different kinds, were seen in the samples of pupils' work. Most pupils respond well to this varied programme, which ensures well-planned opportunities for writing in other subjects. The school's literacy strategy provides a reasonable balance between factual and imaginative writing, especially at Key Stage 2. Pupils are often asked to explore the effects of images or the sounds of words. For example, 'a string of snakes', or 'Jimmy James jumps

whilst juggling jugs', or 'Curled cats purr, snuggled up, by the fire'.

95. In Years 5 and 6, pupils respond to the challenge to think imaginatively and use words adventurously and with precision, as was seen in a good lesson in which they tried to parody a serious style in writing an 'Elegy on the Death of an Onion'. As a result, pupils write very effective poetry and many good examples are seen in their class anthologies. However, this quality of challenge is not consistent throughout the school or in all aspects of writing. Although pupils plan their work, they are not required often enough to evaluate and redraft it. Nor do they have enough opportunities to develop their ideas at length and achieve control of larger structures and amounts of detail. As a result, pupils become very competent in a range of short pieces. Teachers' marking seldom shows pupils exactly how they have improved or can improve further. Consequently pupils lack targets and the sort of feedback that develops their knowledge of their own learning. Although all pupils lose out in these respects, it is the most able pupils who most need the extra challenge to achieve more.
96. These symptoms of low expectation are most widespread and costly in Year 2. The work of these pupils shows little evidence of progress since the beginning of the school year. Their writing activity is dominated by worksheets and small tasks that are the same as those given to Year 1. Basic skills receive much routine practice, but without enough opportunities for pupils to develop vocabulary, sentence variation or story structures. Very little work is marked; where comments are added, they are congratulatory but not helpfully informative. The result of these low expectations can be seen in tests, when all pupils reach the expected level and none reach the higher level. This does not reflect the prior attainment and potential of the more able pupils.
97. Progress in handwriting, punctuation and spelling is sound throughout the school and pupils achieve good standards in these aspects at both seven and eleven. A joined style is introduced early and pupils practise it regularly. By the time they leave school most pupils have developed a personal style, which is fluent, neat and legible. Spelling too is systematically taught. Most pupils use dictionaries well to support their work in a number of ways and their spelling is usually accurate. Opportunities for pupils to use the computer to edit and support their writing, and enhance its presentation, have improved in frequency and quality since the last inspection. However, the quality of opportunity is inconsistent and undemanding, and the frequency remains restricted in relation to current expectations.
98. The few pupils who have special educational needs make good progress and take a full part in all learning activities. The provisions for these pupils have been significantly improved since the previous inspection. They are strongly supported by learning assistants and often attain expected standards in national tests. Expert assessments are well used and the targets set in their individual education plans guide their learning in a well-focused way. On the other hand, the pupils who are the most able lack targets that are geared to accelerate their learning and raise their achievement, especially in writing.
99. Five English lessons were observed, of which three were good and two satisfactory. One of the lessons was taught by a teacher providing short-term cover for the absent teacher of the Key Stage 1 class. It is not possible to judge the overall quality of teaching at Key Stage 1. At Key Stage 2, it is good overall and mirrors most pupils' achievements at this stage. These teachers plan well within the framework of the literacy strategy and have a good understanding of how to teach reading and writing. They manage their classes well and their dedication to their pupils promotes excellent relationships and a very good climate for learning. Their style has a strong creative aspect. For example, they set poetry writing in the context of an environmental project, or write their own poems to stimulate and model pupils' efforts. They use resources to generate good levels of interest and intellectual and creative effort. Their knowledge and love of literature give books high status in the classroom, foster pleasure and independence in reading, and ensure that pupils experience a wide range of quality texts. Questioning skills are good and promote sustained discussions that engage all pupils and develop their skills in spoken language. Often these good skills are used successfully in

collaborative investigations in which pupils must find things out independently. Amongst these strengths are a number of common areas for improvement. Often the ends of lessons are not rigorously focused on new learning and its uses. Sometimes the literacy hour unnecessarily moves into 'extra time' because pace is too leisurely. As a result, learning loses momentum and focus. Learning is sometimes not challenging enough. For example, writing tasks for the most able pupils are too similar to those given to the rest of the class. Consequently, these pupils do not move on and produce work that fulfils their potential. Marking and assessment also lack rigour and do not consistently promote a culture of high expectation.

100. Good improvements have been achieved since the previous inspection. The National Literacy Strategy has been established and adapted to the character and existing quality of the school. The quality of resources and staff expertise has been raised, and improved texts and literacy activity now raise the quality of learning across the school. Good developments have improved the school's provisions for special educational needs. Useful steps have been taken to improve assessment processes and skills, and the newly completed portfolio of moderated written work reflects good expertise and will raise the awareness of pupils and parents. However, assessment still has too little direct impact on pupils. Target setting is in its infancy and has not yet raised the level of expectation. Much the same can be said of the evaluation of teaching and learning.

MATHEMATICS

101. Pupils' standards of work at seven are in line with the national average and at eleven they are above the national average. Pupils' work in mental mathematics and number work is particularly strong at Key Stage 2.
102. Standards were average at both key stages at the time of the last report. Since then average standards in Key Stage 1 have been maintained but there has been a good improvement at Key Stage 2. The National Numeracy Strategy has been implemented since the last report, which has had a positive impact on standards in Key Stage 2.
103. The results of the 2000 National Curriculum tests for seven- and eleven-year-olds were well above the national average. While pupils attained well above average standards at the higher levels in Key Stage 2, they attained below average standards at higher levels in Key Stage 1. Most pupils attained the expected levels in both key stages and in comparison with schools in a similar context pupils are attaining above average at Key Stage 1, and well above average at Key Stage 2. The inspection finds that while the less able and some average attaining pupils do well to achieve the expected levels, there are some very able pupils in the school who should be achieving higher than average standards in Key Stage 1. This is reflected in the 2000 results for Key Stage 1 where, although all the pupils achieved the expected Level 2, only 14 per cent in comparison with the national 25 per cent of pupils gained the higher Level 3. At Key Stage 2, however, pupils did much better at the higher Level 5, with 55 per cent in comparison with 24 per cent nationally attaining the higher Level 5.
104. The trend in improvement over the last three years has been overall in line with the national trend at both key stages. However, in the last year results have risen faster than the national trend for pupils at the end of Key Stage 2. This is because of the positive impact on teaching and learning resulting from the implementation of the National Numeracy Strategy. All areas of mathematics are taught but there is a strong emphasis on number work and mental mathematics at the start of each lesson. This is challenging the pupils well at the end of Key Stage 2 to see the relationships between numbers in order to solve problems quickly. There are no significant gender differences in pupils' attainment. These results should be treated with caution as only a very small number of pupils take the tests each year. Variations between groups of pupils each year taking the tests can vary according to the individual attainments of the pupils in the class.

105. By the age of seven the majority of pupils have a secure understanding of the value of two-digit numbers, and can add and subtract to twenty and beyond. Pupils' mental skills are developing appropriately as they identify the relationship of numbers in sequenced patterns. They count to one 100 in two's, five's and ten's. Pupils know the names and properties of common two- and three-dimensional shapes, and work out simple problems on measurement.
106. By the age of eleven, pupils work confidently using a range of different strategies to solve problems. They work with number to 1,000 and beyond and multiply, divide, add and subtract numbers, employing a range of strategies to find solutions to problems. Pupils are encouraged to check their own work using alternative methods or using a calculator. They solve problems of money, decimals fractions and percentages. Pupils find the area of regular and irregular shapes and measure their angles. Pupils' mental skills are well developed. They are quick to see pattern in number and the relationship between decimals and fractions, and use mathematical vocabulary well.
107. Pupils who have special educational needs receive good support and make good progress towards their targets. The less able and the average attaining pupils make satisfactory progress in Key Stage 1, and overall good progress in Key Stage 2. The work for most of the average attaining and more able pupils in Key Stage 1 is not sufficiently challenging for them to work at the higher Level 3, of which they are capable. In Key Stage 2, most make good progress and work within their capabilities. There is no significant difference in attainment between the girls and the boys.
108. The quality of teaching and learning is good overall in Key Stage 2. Two lessons were observed, of which one was good and the other was very good. In Key Stage 1, one lesson was observed which was taken by a temporary member of staff and was satisfactory. In the very good lesson the effective demonstration and modelling of mathematical thinking was helping the pupils to understand how to work out problems in different ways and find answers to them. Teachers in Key Stage 2 have good subject knowledge and hold high expectations of behaviour that have a positive impact on the working environment and pupils' learning. The staff are skilled at asking questions to extend pupils' learning during the initial introduction and mental work, and lessons get off to a good start. They teach the basic skills well. The small number of pupils with special educational needs are supported well in their learning and make good progress. All are fully integrated into the curriculum and take a full part in lessons.
109. At Key Stage 1, a scrutiny of past work shows that the most able pupils and the Year 2 pupils are not systematically acquiring the skills and knowledge at an appropriate pace or in enough depth. There is little evidence in the marking or planning of work that assessment is used to match the work to pupils' individual needs. On many occasions all pupils in the same year group are given the same work. There is a low expectation of achievement for the average and most able pupils who are capable of more challenging work to take them on to higher levels of attainment. Work is repetitious and centred on number work with little evidence of practical or investigative work. This results in underachievement for most of the average attaining and more able pupils.
110. Good use is made of information and communication technology in Key Stage 2 to support and improve pupils' learning in data handling. There are other good examples of pupils using mathematics in science, design and technology and information and communication technology as they design bridges and record results of investigative work and work on databases on the computer. However more frequent use needs to be made of mathematics across the curriculum.
111. The mental mathematics work at the beginning of lessons provides an effective start to lessons and creates a positive learning atmosphere. Relationships are excellent between staff and pupils and most pupils enjoy their lessons and want to learn and do their best. Most pupils behave very well, have confidence in their teachers and respond very well in discussion.

112. The subject is satisfactorily managed. The staff in Key Stage 2 work together effectively as a team to implement the curriculum. Teaching and learning is benefiting from the introduction of the National Numeracy Strategy, which is a major school initiative for this year. Consequently, the progression and continuity of pupils' learning is assured through Key Stage 2. In Key Stage 1, partly through the long-term absence of the teacher there is a lack of continuity in the curriculum, and pupils' learning is less secure. There are satisfactory procedures for assessing and monitoring pupils' attainment and progress. Test results are analysed and challenging targets are set for improvement. However, the use of assessment is unsatisfactory in Key Stage 1. The development of assessment is a priority for the school. Parents make a significant contribution to pupils' learning as they work with their children at home and help with small groups of pupils in school.

SCIENCE

113. Standards are better now at the end of both key stages than at the time of the previous inspection, when they were in line with the national average. On basis of teacher assessment in 2000, all seven-year-olds reached the expected level in all aspects of science. This result is very high in comparison with both the national average and the average for similar schools. However, no pupil reached the higher Level 3 and this result was well below the national and similar schools' averages. All eleven-year-olds also achieved the expected Level 4 in the National Curriculum tests in 2000. This again was very high in relation to the national and similar schools averages. Attainment at the higher level was close to the national average but below the average for similar schools.
114. Since 1996, the school's results have improved at a slightly better rate than the national trend. This improvement reflects developments in teaching and the curriculum, especially in increasing the emphasis on investigative work in all aspects of the school. However, in view of pupils' good attainment on entry to the school, the below average performance at the higher level shows that the more able pupils underachieve, especially at Key Stage 1. Inspection evidence confirms this picture of unsatisfactory achievement by the higher attainers but sound achievement by other pupils.
115. No science teaching was timetabled for the Key Stage 1 class during the three inspection days and, because of the class teacher's prolonged absence, records of the teacher's planning and pupils' work were incomplete. However, discussion with pupils and examination of the available work sample provide a clear outline picture. Pupils follow a sound programme of work based on national guidance. In recent months they have studied human growth and health, and sorted common materials into types by collecting evidence of their properties. Pupils have enjoyed opportunities to investigate for themselves and use first-hand experience. They particularly recalled the visit of a real baby. They tested how different materials reacted to water. However, it is clear that all pupils do the same work, irrespective of age or prior attainment. Moreover, the unsatisfactory quality of the presentation and marking of their recorded work indicates low expectations and lack of opportunity for higher attainers to advance at their best rate. Pupils have not been challenged to record their findings efficiently and tidily.
116. By the age of eleven, pupils have a secure understanding of a range of scientific concepts, and of the basic principles of scientific investigation. For example, their recorded work shows that they can devise their own experiments to investigate the effects of micro-organisms such as microbes or bacteria on organic matter under different conditions, or to prove that air is all around us. They understand how to extend their knowledge by choosing and using different sources of information. They can, for instance, find out independently as a homework task, how living things use and modify air. Pupils' experience and understanding of the processes of practical experimentation and information research have improved as a result of more consistent emphasis and practice since the previous inspection. Their knowledge is sound and articulate. Pupils of different abilities give clear and reasonable explanations of how and why growth will vary between plants kept under different conditions with regard to light, heat

and water. Progress through the key stage is satisfactory overall, as a result of consistent, structured and balanced planning and consolidation across the different aspects of science. However, assessment procedures are not yet detailed enough to identify and then target the specific learning needs of pupils of different abilities. Teachers are beginning to set targets on the basis of periodic assessments, but these are not sufficiently focused and kept in view. In particular, they are not demanding enough to raise the performance of the more able pupils to a higher level. When teachers modify tasks in relation to attainment, it is more usually to support the less able than to raise the aim of the most able. Pupils have very good attitudes to the subject. They work eagerly and responsibly in practical activities and co-operate well. Excellent working relationships enhance quality of learning.

117. Good links with information and communication technology and other subjects support learning well. Pupils' good skills in literacy and numeracy are used and developed well by work in science. Pupils gain good practice in reasoning skills, both in speech and in writing. They develop their skills in note-taking, recording and reporting as writers, and regularly practise skills in measuring, estimating, calculating and in representing results graphically. However, the most notable contributions to learning in science stem from the school's strong commitment to environmental study and links with geography and organisations such as the Eden River's Trust. Imaginative work enables pupils to excite and satisfy a scientific curiosity by watching butterflies or red squirrels and other creatures in their wildlife garden. Recently, a major water project involved older pupils in pond-dipping and other studies which extended their understanding of food chains and other life processes.
118. Teaching was sound in both the lessons observed. A strong emphasis on investigation motivates pupils, and this is reinforced by open questioning which requires pupils to use their knowledge to reason things out and explain their thinking. Teachers have strong interest and expertise in the subject and this leads to clear and lively explanations. At times these go on too long and slow the pace of learning. Too often, the planning does not gear the learning intentions to the full range of pupils' needs and potential.
119. Overall the management of the subject is satisfactory. Enthusiastic management of the subject at Key Stage 2 has led to significant improvements since the last inspection. On the basis of national guidance, a scheme of work has been developed that provides good support for teachers, and strengthens the emphasis on investigative work throughout the school. Much of this work now makes highly effective use of the local environment, and this has also greatly strengthened links with other subjects and with the community. On the other hand, procedures to monitor the quality of teaching and learning have not developed well; nor have the uses of assessment. As a result, weaknesses have not been identified and tackled, and expectations of higher attaining pupils have not been raised consistently, especially for pupils aged between six and seven.

ART AND DESIGN

120. Although only two art and design lessons were observed in Key Stage 2, the scrutiny of work and discussions with pupils indicate that in Key Stage 1 the curriculum lacks breadth and depth and standards are below the national expectation. In Key Stage 2, pupils attain above average standards, and make good progress in their learning. Evidence for standards in art and design was taken from the scrutiny of pupils' work and discussions with teachers and pupils. At the time of the last inspection the standards were below average at both key stages. While there has been very good improvement in Key Stage 2, the improvement is unsatisfactory in Key Stage 1.

121. By the age of seven, pupils work infrequently with art materials. Work on display indicates that they draw well-proportioned self-portraits. During the inspection, pupils worked appropriately with a temporary teacher to make collages of the Great Fire of London, using a range of papers. However there is little evidence of pupils working in sufficient depth or breadth to systematically build on their previous learning to attain satisfactory standards by the end of the key stage. The pupils in Year 2 have little knowledge of well-known artists. There are insufficient planned opportunities for pupils to investigate qualities and range of media they should work with or try out tools and techniques. Work is not planned in enough depth for them to work imaginatively, representing their ideas and feelings through making images and artefacts.
122. By the age of eleven, pupils are knowledgeable about the work of famous artists such as Matisse, Gauguin, and LS Lowry, and appreciate differences in pattern and design from countries such as India, Egypt and Greece. Their understanding of a range of artists' work makes a positive contribution to their cultural development. Pupils in Years 3/4 understand that pattern plays an important part in design as they compare patterns from a range of artefacts from well-known artists. For example, pupils discuss how pattern is created by knitting, engraving and printing on fabric and wallpaper as they observe an Indian sari, a Tunisian teapot, wallpaper designed by William Morris and the pottery of Clarice Cliff. Pupils have a good grasp of understanding how patterns are designed for a specific purpose. They practise their knowledge and understanding of pattern as they successfully continue a pattern they have studied. In Years 5/6 pupils observe and experiment successfully with line shape to design a container for a wish. They investigate and combine a range of media and shape to reflect their wishes. For example, a container representing adventure was demonstrated in bright bold shapes and colours. They draw their inspiration from a range of containers from countries such as Egypt and India. Their drawing is well proportioned to reflect three dimensions and their artwork is skilful and intricate.
123. The quality of teaching is good from the two lessons observed in Key Stage 2. The lessons are planned well to build pupils' knowledge and skills. Pupils are introduced to new skills and knowledge through purposefully structured activities. They acquire skills of working with materials and tools systematically through the key stage, and are encouraged to express their ideas and feelings. They understand the various techniques used by some of the famous artists and incorporate those techniques into their work. Pupils with special educational needs are supported well in lessons and make good progress towards their learning targets. Teachers manage all the pupils very well. The curriculum is planned very well to link effectively to other subjects such as design and technology and mathematics.
124. Pupils concentrate well on their lessons, applying themselves with enthusiasm because the lessons are made interesting and challenge pupils' thinking. This was particularly evident in the Years 5/6 class where pupils take great pride in their work, recreating and improving their designs and relating their work with associated feelings of joy, love, happiness and adventure to reflect their wishes for their containers.
125. Art is developed and co-ordinated well throughout Key Stage 2 but is unsatisfactorily at Key Stage 1. The work on display around the school provides an attractive and stimulating environment. The resources are satisfactory and well maintained by the staff. The curriculum is well designed for pupils to experience a wide range of materials and techniques. Visiting artists make a good contribution to pupils' skills in felt making and collage work.

DESIGN AND TECHNOLOGY

126. No teaching of design and technology was observed during the inspection due to the arrangement of the curriculum. No judgement can be made on the quality of teaching. However the scrutiny of pupils' work and discussions with staff and pupils indicates that for the pupils in Key Stage 1, the curriculum lacks breadth and depth. Pupils make unsatisfactory progress and standards are below the national expectation. In Key Stage 2, pupils attain the

standards expected nationally, and make satisfactory progress in their learning. In the previous inspection the attainment of the pupils was unsatisfactory at both key stages. While there has been good improvement in Key Stage 2, improvement in Key Stage 1 is unsatisfactory.

127. By the age of eleven, pupils continue to develop their skill in design and technology. The pupils accurately design and make their artefacts and know how to choose the best materials and tools to use for their purposes. They enter into local competitions such as designing a structure for a new Millennium bridge in a Roman style for walkers, cyclists and the disabled. Pupils annually take part in the school 'eggology' day at Easter. The Key Stage 2 pupils solve design problems such as making a container to carry an egg safely. All pupils in Key Stage 2 have designed a new gate for the school grounds with the help of the local blacksmith who successfully made the gate. The pupils create three-dimensional models of the landscape using Plaster of Paris as part of their fieldwork in geography. Using paper folded technology and computer designs, they design and make a range of cards for celebrations such as Christmas. Pupils currently work on designing and making containers. The younger pupils in Years 3/4 investigate mechanisms in a range of artefacts such as levers and hinges to find out how they work. They design and make puppets using a range of materials.
128. Younger pupils in Key Stage 1 use a range of construction sets to make moving models. They design a healthy meal. However, the older pupils have insufficient opportunities to investigate a range of familiar products to find out how they work. Nor do they have sufficient opportunities to explore the sensory qualities of materials or select their own tools to measure, mark and cut a range of materials and assemble them into their finished products. Opportunities are not planned for pupils to evaluate their finished work and their achievement is low.
129. During the inspection pupils in Key Stage 2 clearly enjoy their design and technology lessons, as they are pleased to talk about their work. The teachers' planning is clear and follows the national guidance. The curriculum is effectively linked to other curriculum subjects such as art and design. There are opportunities for them to use their literacy and numeracy skills when planning and organising their work, for example by measuring and drawing plans for bridge designs and by writing accounts of their work. However, the assessment and recording of pupils' skills is recognised for development. Resources for the subject are satisfactory and are stored effectively. However, there are insufficient tools such as saws and hammers for working with harder materials such as wood, which has a negative impact on pupils' learning.

GEOGRAPHY

130. As at the time of the last inspection, pupils attain standards that are similar to those expected of seven- and eleven-year-olds. The school's timetabling arrangements gave no opportunities to observe geography lessons. Discussions with pupils and the evidence of their recorded work and of teachers' planning indicate satisfactory progress at Key Stage 2. At Key Stage 1, recent work has depended on opportunities for pupils to learn about contrasting climates and localities as they follow the travels of Barnaby Bear as he goes on holiday with a succession of friends and relatives. Overall, pupils make satisfactory progress.
131. By the age of eleven, well-planned work develops sound knowledge and understanding of different localities and their physical features. Pupils develop secure skills in using a variety of maps and atlases and other sources of information. By the time they are eleven, pupils are able to explain how they used atlases and a range of evidence including CD-Rom, to investigate the physical differences between two European countries, for example Norway and

Spain, and how they recorded their learning using different ways of representing information. They show a sound understanding of how climate and terrain affect the character of a place and the lives of those who live there.

132. By the time they are seven, pupils have a clear understanding of the character of their village, its streets and buildings, and of what it is like to live there. They can explain a simple local street map, or a plan of the school, and how places and people adapt to the seasons or how the stream changes after heavy rain. Pupils are very articulate and express clear and well-formed views of the countryside, and a growing awareness of different places such as the coast or the town, or a holiday destination overseas.
133. The management of the subject is satisfactory. Good planning at Key Stage 2 ensures that pupils' good skills in literacy and numeracy are well used to support learning in geography. Learning is also supported by well-planned links with work in literature, history and science. These links are particularly well developed in the context of the environmental projects, which are a strong feature of the school's work. For example, during the Autumn term, pupils in Years 5 and 6 completed a 'Water Project', which included pond-dipping, writing poems about the river and studying food chains involving fish and birds. These activities linked with geographical fieldwork in which pupils studied the Eden River system, and did practical investigations of the relationship between the channel of a stream and changes in the way the water flows. The development of environmental investigations and related practical and collaborative skills have been strong since the previous inspection, and good contacts with the Eden River's Trust and the Eden Valley Centre support these activities well.

HISTORY

134. The standards now attained by the oldest pupils aged eleven are higher than at the last inspection, when they were judged average by the end of both key stages. Standards remain at the expected level by the age of seven. It was possible to see only one lesson at each key stage during the three days of the inspection, and one of these was taught by a visiting teacher providing short-term cover in the class-teacher's absence. Discussions with pupils, and the evidence of their work and teachers' planning, show that they make satisfactory progress up to the age of seven and good progress after that.
135. Well-planned programmes and visits take their understanding forward well throughout Key Stage 2. In a very good lesson on Ancient Egypt, eight- and nine-year-old pupils showed enthusiastic interest in the subject and a relish for challenging and independent research. A good understanding of information sources, and of how study of a civilisation can be broken down into different aspects, enabled them to identify the best uses of new additions to the topic library. Most pupils showed good collaborative and research skills as they worked urgently in pairs to find out and note basic facts about specific aspects of Egyptian civilisation. Information sources, including CD-Rom, were selected and used skilfully and efficiently. The work of lower attaining and younger pupils was well supported so that each pair could contribute to a successful sharing of new knowledge at the end of the lesson. Ten- and eleven-year-old pupils apply and develop the skills of research and investigation very systematically. For example, they initiate study of a topic by recording their prior knowledge and its sources, before identifying what they need to find out and how they will conduct the process. Recent work on Ancient Greece has made effective use of good skills in literacy, art and design and information and communication technology. Their learning is very well presented in booklet form. It shows well-developed skill in drawing information from different sources and representing historical knowledge in different ways. In discussion, pupils in Year 6 explain how they structure a project and how they need to be critical and selective when deciding what sources to use and what information to record.
136. Seven-year-old pupils show a developing knowledge and understanding of past time and of the lives of some men and women in the past. They can place certain historical events in order on a time line, though with little grasp of the length of the intervals between. They can explain why Florence Nightingale is important, and reveal a growing understanding of change by

contrasting some of the conditions she faced with those of nursing today. Pupils understand how a document such as Pepys' diary provides evidence of an event such as the Great Fire of London, and why our response to a fire would differ from his.

137. The pupils are very keen to learn and enjoy history; the older pupils frequently research information at home to further their understanding. They enjoy extending their work as good links are made with other subjects such as information and communication technology and geography.
138. It is not possible to make an overall judgement on the quality of teaching. However, it is clear that work at Key Stage 2 is well planned, interesting and challenging; that it generates strong interest and skill, and provides good opportunities for pupils to visit places of interest, such as Tullie House and Hadrian's Wall, where they can gain direct experience and perhaps enter into role as archaeologists or Roman soldiers. Work was successful in the lesson on Ancient Egypt because of the skilful management of independent enquiry, the very good use of resources and information retrieval skills, and the infectious sharing of interest in the task and its outcomes.

INFORMATION AND COMMUNICATION TECHNOLOGY

139. By the time pupils are seven, they attain well below average standards. By the time pupils are eleven they attain average standards and make satisfactory progress. One lesson was observed taken by a temporary teacher in Key Stage 1. Other observations were made of pupils in Years 3/4 working with their teacher and Years 5/6 working with a parent. This is insufficient evidence on which to make a judgement on the quality of teaching. At the time of the previous inspection the standards were unsatisfactory at both key stages. There is good improvement in Key Stage 2 but unsatisfactory improvement in Key Stage 1.
140. By the age of eleven, pupils have learned about the usefulness of a database for classification of facts and data retrieval. For example, pupils in Years 3/4 construct a database of minibeasts and learn well the difference between a record and a field. By Year 6, pupils construct a database for the identification of wild birds. With the help of a parent, they study and amend a database for a biscuit company in response to real life problems such as profit according to supply and demand at different times of the year. Good use is made of information and communication technology in a range of subjects such as writing and researching authors in English, making pie graphs in mathematics of pupils' favourite animals. Effective use is made of the Internet to research geography and history topics. Pupils in Key Stage 2, use the digital camera to good advantage to record their work in progress.
141. By the age of seven, pupils know that there are a variety of ways for technological communication such as the video recorder, tape recorder and the Internet. With help, they record their stories of Little Red Riding Hood on the tape recorder and write their names on the computer and print them. However, the pupils are not familiar with the functions of the keyboard and do not use the computer to write stories, create pictures or find out information. At present the school's computer and other technology resources in Key Stage 1 are under-used and pupils' achievement is low. The quality of teaching in Key Stage 1 is unsatisfactory.
142. Pupils enjoy using information and communication technology. This was particularly evident as Year 6 pupils interrogated a database to track down a suspect for a crime. They enjoy playing the detective role and drawing logical conclusions from their deductions. Many of the school's pupils have access to computers at home and are therefore skilled and familiar with many aspects of their use. This advantage is used well by the school, for instance when pupils use home computers to help with homework projects.
143. The staff in Key Stage 2 are working hard to develop all aspects of the subject. A policy has been written, the national guidance is followed in Key Stage 2 and the school has sufficient resources for the teaching of the subject. Although there is some lack of expertise in this

area, this is well compensated for with the skilled help of a parent. Additional training in information and communication technology is planned for the near future. The school has recently adopted a system to assess pupils' progress where pupils gain diamond, gold, silver and bronze award certificates as they progress through the curriculum. Parents make a considerable contribution to the development of this subject by raising funds to resource the subject, donating computers and writing programs to teach the essential skills of the curriculum to pupils in Years 5/6. Specialist equipment is used well for pupils with special educational needs and allows effective support so pupils make good progress.

MUSIC

144. Because of the timetabling of music, no lessons were seen during the inspection. Therefore no judgement can be made on standards or the quality of teaching. Observations were made on pupils' singing in hymn practice and on instrumental tuition lessons on the guitar. However, discussions with pupils and teachers indicate that pupils at both key stages make satisfactory progress and are working within the requirements of the national expectations. Satisfactory standards have been maintained since the previous inspection, and the breadth of the opportunities for pupils to play instruments has increased.
145. By the age of seven pupils enjoy singing their repertoire of songs and make sound progress in their singing skills. They distinguish between fast and slow rhythms and sing tunefully. By the end of Key Stage 2, pupils have improved control and diction and sing well to a range of hymns.
146. By the age of eleven, many pupils understand notation as they have additional tuition and learn to play instruments. The school provides a wide range of instrumental lessons that enrich the curriculum considerably. Instrumental teachers from the local education authority music service and other specialist teachers give tuition in guitar, keyboards, brass and woodwind as well as recorder lessons as an extra-curricular lesson in school. Approximately one half of the pupils take advantage of some tuition. These lessons give pupils opportunities to develop their musical skills and to participate in concerts and other musical activities outside the school. They play in school concerts throughout the year. In these ways music plays an important part in the life of the school. The pupils participate in a local music festival organised by a nearby secondary school, working with other pupils in the area. They have also been to a recent visit to a playhouse, and listened to a musical performance of Macbeth.
147. It was evident from the singing in hymn practices and the observations made of individual music tuition that teachers and pupils shared the involvement and enjoyment of music. Pupils receive good tuition in the guitar and they persevere and sustain interest well, making good progress to achieve good standards. When asked about learning the guitar, one pupil in Year 6 remarked that he had wanted to play the guitar since he was four.
148. The subject is appropriately managed. There is no music specialist in the school and the scheme of work is supplemented well by the use of radio broadcasts. The school has recognised the need for developing procedures for assessing and recording pupils' skills. A member of the community gives up her time to play the piano for hymn practice, making an effective contribution to pupils' learning. Resources are of good quality and easily accessible but there are not enough instruments in both tuned and untuned percussion for a whole class. Music from other countries such as from visiting African drummers during assembly, and in other subjects such as physical education, makes a good contribution to pupils' cultural development.

PHYSICAL EDUCATION

149. On the limited evidence available, pupils attain the standards expected by the end of each key stage and, as at the time of the last inspection, make broadly satisfactory progress through the school. Only two lessons were taught during the three days of the inspection; both were

dance lessons, one at each key stage. Evidence of teachers' planning and of discussion with pupils and teachers shows that pupils experience a balanced and progressive programme of physical activity through the school, with adequate provision for swimming and outdoor and adventurous activities at Key Stage 2. The requirements of the National Curriculum are effectively covered.

150. By the age of eleven, attainment in swimming is above average. Pupils in Years 4, 5 and 6 have swimming lessons at a local pool on alternate weeks through the Spring term. Information provided by the school shows that, by the end of this programme in Year 6, all pupils have achieved the national target of 25 metres continuous and unsupported swimming. Most exceed this target and some work on higher level skills in water safety.
151. By the age of seven, in the long-term absence of the teacher of the Key Stage 1 class, a programme of recorded broadcasts provides continuity in the development of dance skills. An experienced teacher giving short-term cover took the observed lesson. Pupils are eager to work and learn, and they change as quickly as they can so as not to lose time and opportunity. They show a growing awareness and skilled use of space, but still need occasional reminders. They understand why and how to warm up and cool down, and they are quick to comprehend and follow directions. Their co-operative skills are good and they work well with partners, happily and competently switching the roles of leader and led, both in paired work and larger groups. Despite losing pulse and tempo at times, they change the nature of their movements to match the changing character of the music.
152. In a very good creative dance lesson with the Years 3/4 class, the teacher made excellent use of African dance music to challenge and develop pupils' cultural, musical and physical awareness. Searching and stimulating questions, combined with very good management of time and a progressive activity sequence, led to great enjoyment and effort, and rapid learning. A strength in teaching and learning was the way that the developing patterns and skills in movement followed an increasing appreciation of the changing tempo and texture of the music. The lesson built clearly on prior learning and provided good opportunities for pupils to discuss, share, practise, demonstrate and refine ideas about how best to fit movement to the music.
153. Pupils are enthusiastic about physical activity and all dress appropriately for lessons. Their readiness to work with partners, and to appraise each other's work constructively, contributes well to the quality of their learning. In this way, pupils develop the ability to judge standards and improvements for themselves. There is good equality of opportunity. Not only do girls and boys take part equally in all activities, including extra-curricular sports, they also welcome this and make sure that pupils with physical difficulties have thoughtful support and play a full part.
154. The school successfully overcomes the problem of small numbers by working imaginatively with similar schools to ensure that pupils have good opportunities to play large team games, such as football and netball, regularly and competitively.

RELIGIOUS EDUCATION

155. Because of timetabling of religious education it was not possible to observe any lessons during the inspection and a judgement on the quality of teaching cannot be made. However, the analysis of pupils' work, displays and discussions with pupils and teachers indicate that pupils make satisfactory progress through the curriculum and are attaining the expected standards of the locally agreed syllabus.
156. By the time pupils are seven they understand and appreciate that there are similarities and differences between the major world faiths of Buddhism, Judaism and Christianity. Pupils know a variety of stories from the Bible and celebrate festivals such as Hanukkah, Diwali and Christmas.

157. During Key Stage 2, pupils, including those with special educational needs, make satisfactory progress throughout the key stage. For example, pupils understand that there are important Christian rules to live by and that Judaism and Buddhism have different beliefs and traditions. Teachers plan interesting visits to further pupils' knowledge and understanding of the subject. There are good community links with the local clergy who contribute well towards raising pupils' appreciation of Christianity. A member of the clergy regularly takes the morning assembly and pupils visit and study the local church and learn about rites and symbols of Christianity.
158. Pupils are interested and curious to find out about other religions. For example, pupils in Key Stage 2 were keen to ask questions of a Hindu visitor who talked to them about her beliefs. The good use of religious artefacts help to bring the lessons to life for the pupils.
159. The curriculum is managed well and linked to the school assembly topics. The subject has a positive impact on pupils' spiritual and cultural development. Resources are satisfactory as they are supplemented well by the loan of artefacts from the local education authority. The school has recognised that procedures for the assessment of pupils' attainment and progress are an area for development. Since the last inspection, the school has maintained a close liaison with the local clergy.