

INSPECTION REPORT

DENT CE (Aided) PRIMARY SCHOOL

Dent, Sedbergh

LEA area: Cumbria

Unique reference number: 112331

Headteacher: Mr M French

Reporting inspector: A C Davies
3639

Dates of inspection: 4-6th March 2002

Inspection number: 208983

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Infant and Junior
School category:	Community
Age range of pupils:	4 to 11
Gender of pupils:	Mixed
School address:	Laning Dent Sedbergh Cumbria
Postcode:	LA10 5QJ
Telephone number:	015396 25259
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Appropriate authority:	The Governing Body
Name of chair of governors:	Mrs M Fothergill
Date of previous inspection:	November 1998

INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
3639	A C Davies	Registered inspector	English Art and Design Design and Technology Music Foundation Stage of Learning	How high are standards? <i>The school's results and pupils' achievements</i> How well are pupils taught? How well is the school led and managed?
9214	J Garland	Lay inspector		How high are standards? <i>Pupils' Attitudes, Values and Personal Development</i> How well does the school work in partnership with parents?
27677	D Davenport	Team inspector	Mathematics Science Geography History Information and communication technology Physical education Equal opportunities Special educational needs	How good are the curricular and other opportunities offered to their pupils? How well does the school care for its pupils?

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Dent is a small Church of England (Aided) primary school situated in a rural village in Cumbria. There are 52 pupils attending. Pupils are organised into three classes in the morning and two in the afternoon. The classes of the two oldest groups combine for the afternoon. Very few pupils are entitled to school meals free of charge and all speak English as their main language. An above average number have special educational needs and one has a statement. The previous inspection judged that the school had serious weaknesses. This combined with the uncertainty caused through the long-term illness of the previous headteacher resulted in a number of parents withdrawing their children to other schools. A new headteacher took up his post at the beginning of January 2002. The majority of children start school with personal and academic skills that are as expected for their age.

HOW GOOD THE SCHOOL IS

This is a school that is fast improving from a position that was, until very recently, giving serious concern. The new leadership has helped to give a clear direction to all staff and has placed greater emphasis on raising standards. The strengths now outweigh the weaknesses, with strong teaching in two of the three classes making a positive contribution to pupils' learning. Standards are good for 7-year-olds and the underachievement that was evident for older pupils is not as prominent now as it was. The school gives satisfactory value for money. As a result of the improvement that has occurred recently the school no longer has serious weaknesses.

What the school does well

- The new headteacher through his drive, vision and energy has already started to make a big impact on the pupils' learning and achievement.
- There is a very positive atmosphere in school where pupils' contributions are valued and their personalities appreciated.
- Pupils behave well, are polite and are quick to form positive relationships with their friends and adults.
- The teaching in Years 5 and 6 (Class 3) is very good with pupils being challenged effectively.
- The youngest children are provided with a good start and are helped to settle into school routines very quickly.

What could be improved

- Older pupils lack confidence in expressing themselves both orally and in writing.
- More able Year 3 and 4 pupils are underachieving.
- Pupils are not provided with enough information to help them focus on what they need to do next in order to improve.
- The standard of presentation of work is unsatisfactory for pupils in Years 3 to 6.
- There is only limited use being made of assessment to help focus on the learning needs of pupils.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school was last inspected in November 1998 and it has made good progress since that time and has the capacity to improve still further. The major concerns relating to leadership at the time of the previous inspection are no longer issues. A group of pupils is still underachieving but the level of underachievement noted at the time of the previous inspection is no longer evident. There is a strong sense of the school improving in all aspects of its work. A more appropriate curriculum is now being provided which is more exciting and stimulating. The quality of teaching is now much better and having a positive impact on children's learning.

STANDARDS

The low standards attained by 11-year-olds in English, mathematics and science has been an issue for the past few years. The new headteacher has moved quickly to stop the slide. Older pupils in the school are now being provided with much more challenge and the outlook for the present group of pupils in Year 6 is much more positive. However, there is still some underachievement happening in Years 3 and 4 with pupils not producing work of the standard that they are capable. Younger children have fared much better in the National Curriculum tests with 7-year-olds results being generally better than the national average when taking account of the last four years.

When children first start school their academic and personal skills are quite varied but generally in line with that expected for their age. Just over a quarter of the last three years' intake have serious problems with their listening. Good progress is made by the reception children with many exceeding the learning goals in each of the six areas of learning. There is very good attention to the basic skills of reading, writing and mathematics during Years 1 and 2 and this results in almost all pupils attaining or exceeding the expected level for their age in the National Curriculum tests for 7-year-olds.

As they move through Years 3 to 6 the instability over the past few years has had its effect with older pupils now having to 'catch up'. This has resulted in National Curriculum test results for 11-year-olds being disappointing for the past few years. However, there are already signs of much improvement with all this year's Year 6 pupils likely to attain at least at the level expected for their age in English, mathematics and science and a significant number moving beyond this. There is still some way to go before the underachievement evident in the past few years is no longer an issue, but much has already been done. There still remains some underachievement amongst the present, more able Year 3 and 4 pupils in mathematics and science. Throughout the school pupils with special educational needs are making satisfactory progress.

The standards attained by 7-year-olds is as expected in all other subjects. However, the standards attained by 11-year-olds are below the levels expected for information and communication technology although pupils are now making satisfactory progress and there is appropriate use of ICT in other subjects. Standards attained by older pupils are appropriate for physical education, music, history, art and design, design and technology. However, they are not satisfactory for geography.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils are beginning to respond positively to the new ethos that is being established. However, many older pupils are still lacking confidence when it comes to answering questions in class.
Behaviour, in and out of classrooms	Very good. Pupils are a delight to spend time with. They are courteous, well-mannered and polite. Lunchtimes are exceptionally pleasant occasions.
Personal development and relationships	Pupils are very kind to each other. Older pupils, in particular, take responsibility for younger pupils without being prompted or asked to do so.
Attendance	Above the national average.

TEACHING AND LEARNING

Teaching of pupils in:	Reception	Years 1 – 2	Years 3 – 6
Quality of teaching	Good	Good	Satisfactory

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

The teaching of English is good throughout the school as is the teaching of mathematics and science in Class 1 (reception and Years 1 and 2). The teaching of mathematics and science is satisfactory, but not as strong, for Years 3 and 4 resulting in some underachievement in those subjects for more able pupils in the early part of the juniors.

There are particular strengths in the teaching in Class 3 (Years 5 and 6) and in Class 1. In Class 3 the teacher sets high expectations and pupils have to work at a very demanding level to make up for lost time. The way in which the teacher supports pupils, using humour and carefully prepared resources, is helping the pupils rise to the challenge. In a very short time the teacher has generated a very positive working environment where pupils are working hard and trying their best. Pupils who had lost interest in learning are now beginning to be enthusiastic once more. Much of this is down to the creation of a secure learning environment with pupils being expected to contribute a great deal in each lesson.

There is still some way to go with greater attention needing to be given, throughout the school, to helping pupils understand what it is they need to do next in order to improve. The way pupils' work is marked is not helping them have a deeper appreciation of what needs to be done next. There are also times when sloppy or untidy presentation is accepted. However, when comparing the work that was being produced only a few months ago much has already been achieved.

In Class 1, the teacher and teaching assistant work very effectively together to support and challenge the pupils in their care. There is very good attention given to supporting their basic skills in reading, writing and number and to help them to enjoy learning. Pupils with special educational needs are recognised at an early stage, and although the formal documentation is not always in place or up-to-date, their learning is moved forwards because appropriate work is set to meet their individual needs.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	There is good use made of the locality to enrich the curriculum. Up until the beginning of this term too much work for pupils aged 7 to 11 didn't provide opportunities for them to record work in a variety of ways. This is beginning to improve.
Provision for pupils with special educational needs	There is good support provided for all pupils with special needs. However, there is limited documented information available about the progress they are making.
Provision for pupils' personal, including spiritual, moral, social and cultural development	The school is strong in spirituality with many opportunities for pupils to reflect on what they have learnt and to be up-lifted by the experiences provided for them. All pupils are very clear about what is expected of them in terms of behaviour and they are keen to help out in any way they can.
How well the school cares for its pupils	All pupils are very known to all staff and there is a strong commitment to making sure that their pastoral needs are well catered for. At the moment there is less attention given to their academic needs, as there is not a secure system in place to check on the progress being made by all individuals as they move through the school.

The school still has much to do to gain all the parents' confidence after a period of instability. The information provided for parents about what is happening in school is now satisfactory. The last set of individual reports that went home to parents about the progress being made by the pupils was unsatisfactory. However, this is an issue that is well in hand. The improvements planned for the next set will give parents more personal information about the progress being made by their children.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The new headteacher has quickly put his stamp on the school. He has already gained the confidence of staff, pupils and parents. He has established effective routines, which helps pupils to work hard and to be enthusiastic about learning.
How well the governors fulfil their responsibilities	The governors have had a very difficult few years when they have had to deal with some very serious issues. The problems encountered by the school in the recent past could easily have destabilised it. However, they have used the experience to help them establish systems that are helping them be more secure about how the school is performing.
The school's evaluation of its performance	The new headteacher has quickly put in place procedures to help everyone make better use of the information gained from the national test results. Systems for overseeing the teaching and learning are only just being introduced.
The strategic use of resources	The difficulties that the school has encountered in the past few years have left it with a small budget deficit. The governors and the headteacher are very clear about making sure that all its money is

	directed at improving standards.
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The school is generously staffed and there are very few occasions when teaching groups are more than 15 in number. The number of computers per pupil is at a good level and the number of quality books in the school is good. However, the resources available for the very youngest pupils are inadequate. The school building is desperately in need of improving so that there is a room for confidential issues to be discussed privately. The building is also badly in need of redecorating.

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 provision for pupils with special educational needs • The quality of teaching. • Children enjoy coming to school • Children are making good progress. • The very good start provided for children in the reception. 	<ul style="list-style-type: none"> • Greater degree of stability to make up for the very unstable period they have had in the past few years • Homework arrangements being more consistent. • Presentation skills for older pupils. • The support available for Year 5 and 6 pupils who have lost out on so much.

Most of the positive comments made by parents are well founded. However, not all children are making good progress in all areas at the moment. Clearly, parents are quite right to feel uneasy about what has happened in the past few years and the inspection team would agree that the present Years 5 and 6 have had the worst end of things. However, there is every reason to suggest that this is no longer an issue as the new headteacher’s leadership and teaching are having a very positive impact on the provision for these pupils. The presentation skills of many pupils need addressing. The homework arrangements are improving and just about in line with that expected for pupils of this age.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

- 1 With only a few pupils taking the National Curriculum tests for both 7-and-11 year olds each year it is important that the national and similar schools comparative statistics are looked at with some caution. However, even when taking account of the small numbers involved with these tests each year the performance of 11-year-old pupils in English, mathematics and science have been disappointing for the past few years. The main concern has related directly to the limited number of pupils who are attaining the higher levels. The pupils presently in Years 5 and 6 are working at a more demanding rate and a significant number of the present Year 6 are likely to attain the higher levels, in each of the three core subjects, in the national tests that are about to take place. However, there is still some underachievement happening in Years 3 and 4 with pupils not producing work of the standard that they are capable.
- 2 There has been much more stability for younger pupils. This has resulted in National Curriculum test results for 7-year-olds being mostly either well above, or above the national average for the past two years in reading, writing and mathematics. The exception being the 2001 results for reading, which were in line with the national average. This variation can be put down to small numbers taking the National Curriculum tests and is not due to underachievement. The present Year 2 is attaining at the levels expected for its age in each of the three areas of reading, writing and mathematics.
- 3 When children first start school they display a wide range of academic and personal skills. However, the majority are attaining at the level expected for their age. Over a quarter of the last three years' intake have had serious concerns relating to their hearing. In most cases, the problems have been dealt with through a combination of specialist support and individual attention. Most are confident speakers and are able to hold an adult's attention using a wide and varied vocabulary. This confidence level helps most children to achieve to their full potential. During their reception year most move to a position of at least meeting the learning goal in each of the six areas of learning. A good number exceed the learning goals, especially in activities associated with literacy and numeracy.
- 4 In Years 1 and 2 pupils achieve appropriately for English, mathematics and science. Most pupils are confident communicators and the listening problems evident with younger pupils is no longer an issue. They do have a good oral vocabulary and are able to use this well to help them in their written work. Most pupils are secure in their spelling and make a good attempt at spelling words that they are not sure about. This results in most words that they do not know being spelt well enough for the reader to work out what was meant. The more able pupils are capable of writing imaginatively and their stories follow a sequence and hold the reader's interest. In numeracy, most demonstrate very secure knowledge of number and can work out simple calculations mentally. There is appropriate use of literacy and numeracy skills in other subjects throughout Years 1 and 2. The very good attention to the basic skills of reading, writing and mathematics during Years 1 and 2 results in almost all pupils attaining or exceeding the expected level for their age in the National Curriculum test for 7-year-olds. In all other subjects standards are in line with the levels expected for pupils in Years 1 and 2 and the vast majority achieve appropriately. This includes pupils with special educational needs who are well supported and make satisfactory progress.

- 5 There have been problems relating to the rate of progress made by older pupils. This has been the case in the past few years and has been the main reason why the school was deemed to have serious weaknesses. This has resulted in the National Curriculum test results for 11-year-olds being disappointing for the past few years. The position is changing very rapidly. What is now evident is that older pupils are having to work at a much more demanding rate and the pupils presently in Years 5 and 6 are achieving more in line with their potential. However, several of these pupils are having to 'catch up' to make up for lost time. The present Year 6 pupils are all likely to attain the level expected for their age and a good third are likely to exceed this level in the National Curriculum tests to be undertaken in the next few weeks. When looking at the quality of work being produced by Year 5 and 6 pupils at the beginning of the academic year and comparing it with that being produced at the moment there is a vast improvement evident.
- 6 Year 3 to 6 pupils write for a range of purposes. However, even the more able are finding it difficult to sustain their good openings and tend to lack confidence in using new vocabulary. Stories tend to be unadventurous and there is a lack of imaginative flair in the writing. This tends to hinder the descriptions appearing in their stories. The main problems relates to their inhibitions when it comes to answering questions in class. Many older pupils are reluctant to offer suggestions unless they are very sure that they are correct. Presentation skills are also poor. However, the rate of progress being made by Year 5 and 6 pupils gives every reason to suggest that they are quickly gaining in confidence and that they should be able to overcome their lack of confidence if it is sustained.
- 7 More able pupils in Year 3 and 4 are still underachieving. There are too many occasions when they are asked to carry out the same tasks as others in their class. Their written work is often presented in an untidy way. The lack of challenge for this group of pupils is not helping them to achieve to their full potential. Pupils in Years 3 to 6 with special educational needs are achieving appropriately and are taking advantage of the good levels of support provided for them.
- 8 The standards attained by 11-year-olds are below the levels expected for their age in information and communication technology, although pupils are now making satisfactory progress in this subject. There is appropriate use of ICT now happening in other subjects. There is appropriate use of literacy and numeracy by pupils in Years 3 to 6 across most subjects. However, the skills are not being maximised in some subjects where there is a tendency to rely too heavily on worksheets where the literacy demands are too low. This is no longer the case for Year 5 and 6. Standards attained by older pupils are appropriate for physical education, music, history, art and design, design and technology. However, they are not satisfactory for geography, mainly because of the lack of appropriate time devoted to the subject.

Pupils' attitudes, values and personal development

- 9 The recent changes that have occurred in the school has helped older pupils to reflect on the way they are expected to work. All older pupils mentioned that they were more enthusiastic about learning in the last few weeks. They remarked that they were clear about what they had to do and what was expected of them. This is both in terms of work and behaviour. The new approach has helped them to be more enthusiastic about school.

- 10 In all the lessons seen pupils showed good levels of enthusiasm. This is despite older pupils sometimes being reluctant to offer answers to questions posed. The levels of enthusiasm and commitment were seen at their best during art and design lessons, where there was an expectancy that they worked in a creative and imaginative way. Younger pupils were consistently enthusiastic about learning. They enjoy reading and bring to school a good level of general knowledge. This means that staff are able to encourage pupils, especially those who live on farms, to talk about developments outside the classroom. The good attitudes noted at the time of the previous inspection have been retained with pupils continuing to show good levels of concentration and being able to listen appropriately.
- 11 The behaviour of pupils is very good. Pupils are courteous, well mannered and polite. This again mirrors the position reported at the time of the previous inspection. During lunchtimes pupils are able to sit together in mixed aged groups and there is a very pleasant atmosphere. When they move outside to play the pupils show discipline and maturity in organising games of football and netball by themselves. Pupils of different ages share the same space amicably. There is a good range of equipment available to them and pupils co-operate well when organising games to play. The appropriately marked areas, which demark different play activities, are helpful in the organisation of the play taking place. In classrooms pupils are quick to display good manners, when asked questions. Younger pupils are happy to take turns and show good levels of maturity and consistently use 'please' and 'thank-you'. Older pupils could not recall any incident of bullying but were clear as to what to do if they did feel intimidated in any way.
- 12 Pupils are able to take on responsibilities where they can. However, few have good information about how they can improve their work, what standards they have attained and how they can take responsibility for improvement. Older pupils take responsibility for younger pupils especially at lunchtimes. The intermix of age groups at different tables is helping to maintain the pleasant atmosphere that exists in the dining room. Older pupils are helping younger ones to understand what is expected of them in a very friendly and informal way. This is also carried over into the playground where older pupils show very mature attitudes towards the well-being of younger pupils. The small number of pupils attending the school is helping the quality of these relationships. There is, at present, a lack of a structured personal and social development programme where pupils can air their views or feelings, for example, in 'Circle Time' or 'School Council'. However this is an improving position and work has already started to give pupils more say in the school as was seen when they had opportunities to re-design the playground to enable different activities to be played in different sections.
- 13 The quality of relationships between adults and pupils and between pupils themselves is very good. Pupils stated very clearly that theirs is a friendly school with very little friction. Pupils also have an appreciation of the differences between their lives and that of others in different parts of the world. One group of pupils focused on water and described how fortunate they were in comparison to some others in the world. They are also aware of local issues as many had been personally affected by the recent foot and mouth epidemic in the locality.
- 14 Attendance is above average and pupils are punctual attenders.

HOW WELL ARE PUPILS TAUGHT?

- 15 The teaching of English is good throughout the school as is the teaching of mathematics and science in Class 1. The teaching of mathematics and science is not as strong for Years 3 and

4 resulting in some underachievement in those subjects by more able pupils in the early part of the juniors. This is a positive position compared to the previous inspection when one lesson in ten was unsatisfactory and the amount of very good teaching seen was not as high as it is now.

- 16 In Class 1 the reception-aged children are taught with older Year 1 and 2 pupils. In this class there is very effective use made of the classroom assistant who works very closely with the class teacher to provide an appropriate range of activities for these young children. The staff in this class have taken full account of the new guidelines for children in the foundation stage of learning and provide a balanced ranged of activities that has much practical and first hand tasks. The range of resources for these young children is limited but most is made of the ones available. During one lesson focussing on 'air' and what it is, the teacher successfully draws children's attention to the fact that air exists by getting them to hold a plastic bag above their heads and run around the playground. The bags quickly filled and they were able to feel the pull of the air as they made their way around. There is very good attention given to supporting their basic skills in reading, writing and number and to help them to enjoy learning. In one mathematics lesson, for example, the classroom assistant was able to make learning interesting by playing a game with the children. The game involved letting the children know about the properties of the shape hidden in the bag. The children excitedly came up with sensible answers because they had already developed good knowledge of the name of a range of three-dimensional shapes.
- 17 Teaching is at its strongest in Class 3 (Years 5 and 6). This is the class that is mainly taught by the new headteacher. He demonstrates very effective teaching methods as he 'wins back' pupils' enthusiasm for learning. He sets high expectation and pupils know that they have to work hard. In the first instance he directs a series of questions of individuals so as to draw in the whole group. He ensures that 'there is no hiding place' for the reluctant learner. He is very well prepared as was seen in one English lesson when he used a video extract about the weather forecast as well as the shipping forecast from the radio to help pupils appreciate the difference in the tone and use of language. He also has a full range of activities at hand so that pupils of different ability and age are appropriately challenged.
- 18 The same degree of attention to the needs of the more able is sometimes lacking in Class 2 (Years 3 and 4). In a mathematics lesson, for example, more able Year 3 pupils were happy to take 'easy options' when asked to think of numbers that can be used to make up different calculations. The same situation was noted for Year 4 pupils who didn't complete as much work in the session as they could have. In both cases there is insufficient building on what had happened before. In contrast to this, the first part of a literacy lesson helped pupils to recognise how they could improve their own descriptive writing. During this session the teacher gave good attention to developing pupils' sentence structure and provided an effective model for them to use to do so.
- 19 Throughout the school, teachers are not making the most of assessment information to build on pupils' previous learning. They are not helping pupils to focus on what they need to do next in order to improve their learning. The way pupils' work is marked is not helping them have a deeper appreciation of what needs to be done next. The lack of an appropriate target-setting arrangement is limiting pupils' understanding of their own learning needs. The new headteacher does have a procedure in mind for introducing learning targets for all pupils. He is keen to introduce this in the next few terms.

- 20 Since the arrival of the new headteacher there has been a distinct change in the way older pupils approach their work. The way in which the headteacher supports pupils, using humour and carefully prepared resources, is helping them rise to the challenge. In a very short time he has generated a very positive working environment where pupils are working hard and trying their best. Much of this is down to the creation of a secure learning environment with pupils being expected to contribute a great deal in each lesson. In art lessons, for example, the headteacher is making demands on the pupils' creativity. Pupils are provided with a range of tools and materials to work with and the demands made on their creative efforts has increased significantly. They are beginning to enjoy the challenge but there is still some way to go. Standards of presentation are still not high enough and too often pupils are allowed to get away with sloppy pieces of work. However, when comparing the work that was being produced only a few months ago with the work being produced now much has already been achieved.
- 21 More able pupils in Years 5 and 6 are now being appropriately challenged and are beginning to work to their full potential. This is not yet the case for more able Year 3 and 4 pupils. Throughout the school there is good attention given to supporting pupils' basic skills although they are not being fully applied across the curriculum. The teachers are confident in using information and communication technology but as a result of limited resources until relatively recently many pupils are not yet able to produce work at the levels expected for their age. However, they are now making good progress in this area.
- 22 Pupils with special educational needs achieve appropriately in Years 1 to 6 and achieve well in the reception class. Their needs are recognised at an early stage, and although the formal documentation is not always in place or up-to-date, their learning is moved forwards because appropriate work is set to meet their individual needs.

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

- 23 The curriculum provided for the children in the Foundation Stage of Learning, that is, in the reception year, is satisfactory. All six areas of learning are covered through an appropriate range of practical activities with good attention being given to communication, language and literacy and mathematical development. As a result children make good progress in the reception class with many children exceeding the learning goals in each of the six areas by the end of the year.
- 24 The curriculum for pupils aged 5 to 7 and for pupils aged 7 to 11 is satisfactory. It complies with the requirements of the National Curriculum and is suitably broad and balanced. However the curriculum for physical education for pupils aged 7 to 11 needs to give greater attention to dance and swimming. The geography curriculum for pupils aged 7 to 11 is unsatisfactory. There is insufficient time to cover all the topics that these pupils need to study in enough depth.
- 25 The school has implemented the National Numeracy and Literacy Strategies, successfully adapting them to suit the requirements of the school. The school has recently introduced a planning system for most other subjects based on the nationally approved guidance that is now available. This is helping teachers identify clear learning objectives and appropriate activities to meet the needs of all pupils. Although implementation is at an early stage, this is an improvement since the previous inspection. However the role of the subject co-ordinator is still underdeveloped and many subject policy documents are out of date.

- 26 Provision for pupils' pastoral care is good. The 'family' atmosphere within the school ensures very good relationships and pupils feel secure and valued. Provision for pupils' personal, social and health education is satisfactory. Opportunities are built into lessons to promote this area of learning, for example, pupils work well together, share resources and listen to the ideas of others. They are encouraged to be well mannered and polite and kind and caring both in and out of school. However there are insufficient planned opportunities to help pupils develop a healthier, safer life style. The school has not yet fully agreed a programme of sex education and pupils are not taught about the dangers of misusing drugs and other substances.
- 27 Pupils are encouraged to become confident and independent through taking responsibility in the life of the school. For example, older pupils take good care of younger ones during playtimes and dinnertimes without being prompted or asked. They help set up for dinner, for physical education and organise playtime games. Younger pupils are given responsibilities within the classroom, for example, tidying up and arranging books.
- 28 The school provides a good range of extra curricular activities for a school of its size. The headteacher takes mixed football and netball clubs, he has recently revived a chess club and the local vicar takes a 'Crazy Club'. A number of visits out of school to places of interest enhance the curriculum. These include, visits to Settle, the Buddhist Centre and Victorian mills to enrich the history, geography and religious education curriculum. The new headteacher is providing opportunities for pupils in Years 3 to 6 to take part in a residential visit to North Wales to develop a range of physical, personal and social skills.
- 29 The school is committed to equality of opportunity and access for all pupils. Provision for pupils with special educational needs is satisfactory. However the school needs to ensure that the more able pupils in Years 3 and 4 are given sufficiently challenging work in order for them to achieve appropriately.
- 30 The provision for pupils with special educational needs (SEN.) is now satisfactory and all legal requirements are fully met. This is an improvement since the previous inspection. Pupils on the SEN register all have individual education plans (IEP's), which state appropriate targets. However some of these targets are too broad and the small steps needed to achieve them need to be set out more clearly. Although pupils IEP's are reviewed regularly with parents there is limited documented information available about the progress they are making. Good support is given to pupils with SEN as they work with teachers, classroom assistants and parents.
- 31 The school has developed strong links with the community that successfully enhance pupils' learning and their personal and social development. The school is an integral part of the village community and many of its activities take place in the Memorial Hall. The vicar regularly takes part in assemblies and runs the weekly 'Crazy Club', which further encourages pupils' spiritual and personal development. Parents help within the classrooms and share their expertise, for example, in the 'Art Circus', whilst another person from the village takes a weekly singing practice and plays the piano for some assemblies. There are close links with other primary schools in the area, as they share resources and work together on various projects. The school has developed good relationships with the secondary schools to which Year 6 pupils transfer and pupils are prepared well for the next stage in their education.
- 32 The provision for pupils' spiritual development is very good. Assemblies provide a short time for prayer and reflection and re-inforce the values and the aims of the school. Pupils show a good knowledge of stories from the Bible, eagerly take part in 'role play' activities and

willingly volunteer to take part in Church services, for example, Mothering Sunday. Teachers spontaneously applaud pupils' hard work and attitudes to school publicly acknowledging the value of the individual.

- 33 The provision for moral development is good. Pupils are successfully taught the differences between right and wrong and about the impact their actions have on other people. The school is an orderly community where pupils are helpful, polite and very well behaved and they show respect for people and property.
- 34 The provision for pupils' social development is good and is promoted through the good relationships that exist throughout the school. Pupils work well collaboratively during group work and co-operate well with others. Class and school duties develop their sense of responsibility and older pupils show care and consideration for younger ones. The pupils' social development is further enhanced by visits out of school and initiatives to help others, for example, the Operation Christmas Child appeal.
- 35 The provision for cultural development is satisfactory. Visits out of school successfully introduce pupils to their British Heritage and extend their learning in a range of subjects, for example, history, geography and religious education. Some opportunities are also provided that broaden pupils' appreciation of other cultures, through assembly themes, literature and celebrations, such as Chinese New Year and Diwali with a visit to the Buddhist Centre to further enhance learning. However, pupils learn little about the range and diversity of the cultures that exist in Britain today.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

- 36 The school provides a happy, caring and supportive environment for its pupils. Relationships between pupils and all members of the school staff are very good and pupils feel secure. The close links with the Dent Pre-School group help to ease transition to reception and there are appropriate procedures in place to ensure that the children settle quickly into their new routines. The school liaises with the local secondary schools and Year 6 pupils have already visited for 'taster' days to assist transition.
- 37 Provision for pupils with special educational needs is now satisfactory and all statutory requirements are met. This is an improvement on the previous inspection. The needs of pupils with special educational needs are identified early and targets are set in their individual education plans (I.E.P.'s). However some of these targets are too broad and the small steps needed to help pupils improve are not always set out clearly enough. Although I.E.P.'s are regularly reviewed with parents there is limited documented information about the progress they are making. However good quality support by classroom assistants and teachers help these pupils to improve their learning. Statements of special educational needs are reviewed annually in accordance with statutory requirements.
- 38 Although the school does carry out some work on personal development, mainly through curriculum areas, there is a lack of a structured personal and social development programme where pupils can air their views or feelings, for example, in 'Circle Time' or 'School Council'. However the new headteacher has plans in hand to address these issues and pupils have already had opportunities to re-design the playground to enable different activities to be played in different sections. Teaching about health education is limited and there is insufficient teaching about healthy eating and the dangers of drugs. Visits are planned to enhance pupils'

personal and social development, for example, a train journey to Settle and visits to local mills and a residential visit to North Wales is planned for the Summer term. Good care is provided for pupils at lunchtimes and playtimes and there are appropriate procedures in place for recording playground accidents and for informing parents as appropriate. This is an improvement since the previous inspection as are the school's procedures for child protection, which now meet statutory requirements. Governors on the Health and Safety Committee carry out regular inspections of the school premises.

- 39 The school places good emphasis on positive behaviour and there are appropriate systems in place to promote this, for example, the 'family' atmosphere within the school and the teachers' good use of praise in lessons. Pupils of all ages play happily together and the older pupils gladly take responsibility for younger pupils. The school's anti bullying policy ensures that all staff are able to deal quickly with any instances should they occur.
- 40 Attendance throughout the school is good and above the national average. Parents are aware of procedures for reporting absences and ensure their children arrive at school punctually. There have been no exclusions in the past year.
- 41 Procedures for monitoring and assessing pupils' progress are unsatisfactory. Whilst there is some analysis of test results these are not used effectively to inform teachers' planning or improve pupils' performance. Procedures to help track individual pupil progress as they move through the school are insecure. Teachers' planning does not always take into account the different ages and abilities of pupils within the class, particularly when four age groups of pupils come together for history and geography, or to set targets to take their learning forward. Marking, throughout the school, is ineffective as there are few encouraging comments or advice on how pupils can improve their work. In many areas presentation of work is unsatisfactory. However the new headteacher is aware of these issues and plans are in hand to address them.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

- 42 The previous inspection indicated that the school's partnership with its parents was ineffective. This was a position that had not improved much until very recently. Many parents are still cautious about being positive about the way the school provides for their children. Although all are very happy with the start made by the present headteacher they feel uneasy about being fully confident that the school is now moving in the right direction. Their caution is as a result of the disappointment they have experienced over the past few years. This can be noted by the fact that half the parents who replied to the questionnaire did not want to commit themselves to answering the question about 'How well is the school led?'.
- 43 The new headteacher has started to reorganise the way information is passed on to parents and this information is contained in newsletters sent home on a regular basis. The information contained is helping parents to have a good idea about what is happening in school on a day-to-day basis. Information about how their children are making progress has been unsatisfactory to date. The new headteacher has recognised the deficiencies in the present arrangements and has already planned to introduce a new system which will be much more appropriate in giving parents the information they need. The headteacher is also keen to introduce a system of target setting with individual pupils that will help parents have better information about the role they could have to improve their child's progress.

- 44 Parents are keen to play their part in forming a positive relationship with the school. They help their children with reading and homework. Many parents give frequent and valuable help to school in both fundraising and helping with events. The community also plays an important role in forming an important partnership with the school. The annual 'Dentdale Run' is a good example of the school and the community working hand in hand for the benefit of the pupils. This annual event has become an important event in the runners' calendar throughout the country as well as the local community. The school acts as the headquarters for the event and the money raised is passed onto the school. Parents like the family atmosphere of the small school and see it as an integral part of the village and the rural community and value its presence.

HOW WELL IS THE SCHOOL LED AND MANAGED?

- 45 The new headteacher has quickly put his stamp on the school. He has already gained the confidence of staff, pupils and parents. He has established effective routines, which helps pupils to work hard and to be enthusiastic about learning. Although he has been in post for a very short time his presence has already meant that the school's leadership and management are in a much stronger position than they were reported at the time of the previous inspection. The new headteacher has quickly put in place procedures to help everyone make better use of the information gained from the national test results. Systems for overseeing the teaching and learning are only just being introduced and it is too early to make sweeping judgements about their effectiveness. Although much is at an early stage of development there is every indication that the new headteacher has helped this school turn the corner. He is largely responsible for the school not having serious weaknesses any longer.
- 46 When he first arrived the new headteacher faced a school that was in some difficulty. Results had been low and parents were becoming disillusioned with the school. Many felt it had more than enough time to demonstrate that it was able to improve and had lost patience and taken their children away. Morale was therefore quite low and despite the hard work of the remaining staff and determination of the governors there was little sign of improvement. Some of the older pupils had started to lose enthusiasm for learning and the new headteacher went into a class where he found working habits not being positive enough.
- 47 In a very short time he has won the faith of the parents and has successfully motivated pupils. His combination of determination and quiet sense of humour has helped pupils to be motivated and be interested in learning once more. He has worked hard with staff to help them recognise what needs doing. The overall impact has been very positive indeed. His analysis of the school's situation has been very accurate. He has shared his views with all staff and governors and therefore ensured that all were committed to moving forward the school. This meant, that by the time the inspection started, there was a strong sense of unity amongst the staff with all believing that the school was fast improving. His main quality is to bring a sense of stability to a school that was very much in need of it. He is a very clear thinker and his previous experience as headteacher of a small school has helped him as he sets about the task of helping this school improve.
- 48 His analysis of national test data is very thorough and he appreciates what can be learned by looking at the results and at what should be achieved. He has very secure procedures to check on the quality of teaching and learning but as he has only been at the school for a short time he has not yet had time to use these to help staff focus on future targets. He is a good listener and has been keen to listen to appropriate people so as to gain an accurate overview of the school's present situation. He has, though, recognised the expertise in the school and allowed

individuals to develop appropriate procedures as is noted in the developments that have occurred in Class 1 to implement the foundation stage of learning.

- 49 The new headteacher developed an interim action plan because he recognised that he could not afford to wait until all his information-gathering had taken place before he started to implement important changes. His analysis of the school's position helped him to focus on aspects of pupils' writing amongst other areas. The present school action plan, although put together rather hastily, does reflect the main issues that the school needs to tackle. The plan has only partially been able to take account of parental views but this is something that the headteacher has in mind as he moves to the next stage of school improvement.
- 50 Leadership and management of special education needs (SEN) are currently underdeveloped. The co-ordinator has only taken the role on in the past two weeks after the previous co-ordinator left the school. All required provision is in place to meet the needs of pupils with SEN, including those with statements. Statutory requirements are met and the SEN register is kept up to date. However, although pupils with SEN have individual education plans, which are reviewed regularly with parents, these meetings are not currently minuted and there is only limited documented information available about the progress pupils with SEN are making. The school has appropriate links with external agencies involved in supporting pupils with SEN and they are used as necessary to help address specific weaknesses in learning. The co-ordinator is to attend training courses to help her in this work and the new headteacher has outlined his plans to improve management in this area.
- 51 All subject leadership is undertaken by the three teachers in the school. They share the responsibilities and the new headteacher is keen to introduce procedures that will help each of them play a more active role in managing their subject across the whole school. There are many policies and schemes of work that need to be up-dated and this is something that has already been recognised. It may be some time before the school reaches the position where it is able to have as much impact from subject leadership as it would like. However, the early indications are that all staff are very committed to play a full and active role in the new organisation and want to support the new headteacher.
- 52 The governors have undergone a very difficult period. They have had to deal with some very serious issues over the past few years. As a result of this they have now far stronger, and more efficient, procedures in place to help them deal with overseeing the school's performance. They are now relatively experienced governors who continue to take a deep interest in the school. The systems that they put in place to recruit the new headteacher is one example of their ability to take stock of a situation and follow effective procedures to deal with an issue. The impact that the governors have on the school has improved since the time of the previous inspection.
- 53 The difficulties that the school has encountered in the past few years have left it with a small budget deficit. This is likely to be resolved in the very near future and enable the school to move to a more secure position. The school already benefits from generous amount of parental fundraising that is taking place. The governors and the headteacher are effective in ensuring that everything is appropriately costed and that funds are used with the intention of raising standards and improving the overall provision for pupils.
- 54 The school is generously staffed. Class sizes are relatively small with few occasions when teaching groups are more than 15 in number. However, teachers have to cope with as many as four age groups in one class. The one classroom assistant in Class 1 is very effective in

reducing the problems related to the number of pupils of different age in one class by providing very effective support to the teacher of the youngest pupils.

- 55 The number of computers per pupil is now at a good level. This ensures that there is appropriate access to computers for all pupils in each of the three classes. The number of quality books in the school is good. However, the resources available for the very youngest pupils in the foundation stage of learning are inadequate. The school building is desperately in need of improving. At present it is difficult for any member of staff, especially the headteacher, to meet with anyone in a room that provides privacy and confidentiality. The building is also badly in need of redecorating.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

- 56 In order to continue the recent improvement the governors, headteacher and staff need to:

- **Seek ways of helping older pupils to express themselves more fully, both orally and in writing.**
- **Help pupils gain a better understanding about what they need to do next in order to improve their work by: developing an appropriate marking system and developing a target setting structure.**
- **Improve the standard of pupils' presentation in Key Stage 2.**
- **Provide more challenge for more able Year 3 and 4 pupils.**
- **Make better use of assessment information when planning future work.**

- 57 In addition to the main issues outlined above the school also needs to take account of the following less pressing issues:

- Update special educational needs documentation;
- Check on the amount of time dedicated to each of the foundation subjects;
- Provide pupils with more opportunities to have a say in the school's running by developing a school council or an appropriate alternative system;
- Introduce procedures to help oversee the quality of teaching and learning throughout the school.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	20
Number of discussions with staff, governors, other adults and pupils	46

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	0	2	10	6	1	0	0
Percentage	0	12	53	30	5	0	0

The table gives the number and percentage of lessons observed in each of the seven categories used to make judgements about teaching. [When the total number is substantially less than 100, add] Care should be taken when interpreting these percentages as each lesson represents more than one [two, three, etc] percentage point[s]. [Where the total is close to or greater than 100, use only the first sentence.]

Information about the school's pupils

Pupils on the school's roll

	Nursery	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)		52
Number of full-time pupils known to be eligible for free school meals		0

FTE means full-time equivalent.

Special educational needs

	Nursery	YR – Y6
Number of pupils with statements of special educational needs		1
Number of pupils on the school's special educational needs register		16

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	2
Pupils who left the school other than at the usual time of leaving	10

Attendance

Authorised absence

%

Unauthorised absence

%

School data	5.1
National comparative data	5.6

School data	0.0
National comparative data	0.5

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

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	
Black – African heritage	
Black – other	
Indian	
Pakistani	
Bangladeshi	
Chinese	
White	52
Any other minority ethnic group	

This table refers to pupils of compulsory school age only.

Teachers and classes

Qualified teachers and classes: YR– Y6

Total number of qualified teachers (FTE)	2.8
Number of pupils per qualified teacher	
Average class size	20

Education support staff: YR – Y6

Total number of education support staff	1
Total aggregate hours worked per week	25

Qualified teachers and support staff: nursery

Total number of qualified teachers (FTE)	n/a
Number of pupils per qualified teacher	n/a
Total number of education support staff	n/a
Total aggregate hours worked per week	n/a
Number of pupils per FTE adult	n/a

FTE means full-time equivalent.

Recruitment of teachers

Number of teachers who left the school during the last two years	2
Number of teachers appointed to the school during the last two years	1
Total number of vacant teaching posts (FTE)	0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	0
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	0

Exclusions in the last school year

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

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

Financial information

Financial year	2000/2001
	£
Total income	[]
Total expenditure	[]
Expenditure per pupil	[]
Balance brought forward from previous year	[]
Balance carried forward to next year	[]

FTE means full-time equivalent.

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	52
Number of questionnaires returned	29

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	31	66	0	0	3
My child is making good progress in school.	34	59	0	0	7
Behaviour in the school is good.	24	66	0	0	10
My child gets the right amount of work to do at home.	28	59	7	0	7
The teaching is good.	41	48	0	0	11
I am kept well informed about how my child is getting on.	17	52	14	0	17
I would feel comfortable about approaching the school with questions or a problem.	48	34	7	3	7
The school expects my child to work hard and achieve his or her best.	31	62	0	0	7
The school works closely with parents.	14	62	10	0	14
The school is well led and managed.	17	34	0	0	48
The school is helping my child become mature and responsible.	28	66	0	0	6
The school provides an interesting range of activities outside lessons.	14	69	10	0	7

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

AREAS OF LEARNING FOR CHILDREN IN THE FOUNDATION STAGE

- 58 There are 10 children of reception age and all are in the same class as Year 1 and Year 2 pupils. However, effective use of the teaching assistant ensures that for most of the focused teaching the children are taught as a small group on their own. Great care has been taken to ensure that the classroom is organised to meet the needs of the youngest children.
- 59 The initial assessment undertaken with these young children when they first start school shows that the vast majority are attaining at the levels expected for their age. One or two are attaining slightly better than this, especially for communication, and one or two are below the anticipated level for their age. There are appropriate procedures in place to track the progress pupils are making as they move through the reception year. More than a quarter of the last three-years' intake have had particular issues associated with their hearing. For a few of the children this has been a very serious issue requiring specialist help. For others it is something that has been addressed within the class.

Personal, social and emotional development

- 60 The vast majority of children start school with personal, social and emotional skills that are expected for their age. During their time in the reception class they make good progress and achieve well in this area. As a result most are attaining the learning goal expected at the end of the reception year and several are moving on beyond this. The children attend whole school assemblies and the lunchtimes also provide them with opportunities of feeling very much part of the school. In both situations, assemblies and lunchtimes, they behave very well and show mature attitudes.
- 61 The teacher and classroom assistant effectively use 'circle time' to help children to develop good listening skills and to help them to listen to each other. Children in these situations are often expected to work together and to give consideration to each other. During a celebration of the Chinese New Year, for example, children had to choose someone that they wanted to give a pouch to and had to explain why they wanted to give it to that person in particular. There is much attention given to helping children make decisions about their learning and behaviour. Children have occasions when they can choose to participate in an activity. During these sessions they have to consider carefully other activities that they have already been involved with. This is helping children to be mature and think about what they have done during the day. Visitors come into the class very regularly. The children have learnt how to speak to these and are now confident when communicating with adults in general.

Communication, language and literacy

- 62 When children first start school most are confident communicators. One or two each year is very confident in this area. However, this is balanced against a number who lack confidence in this area of learning. Overall, children demonstrate skills that are as expected for their age. During their time in the reception most achieve well and make good progress resulting in about a third of them exceeding the learning goal at the end of the reception year.
- 63 A number of children experience difficulties with listening appropriately early on. This is mainly due to so many having physical difficulties with their hearing. However, the vast

majority overcome the difficulties and quickly settle into the school routines. A few children are very confident communicators and are able to hold adults in a long conversation. These children demonstrate a good vocabulary and are able to explain exactly what it is they are doing and what they are likely to do next. There is much attention given to reading activities during this first year. Most children are able to recognise all the letters in their own name and a few more able children are coping with reading a large number of words by sight. All children have regular sessions when they concentrate on phonics giving particular attention to initial sounds and different letter combinations such as, sh, st, th and ch. Many are able to read the initial books in the main reading scheme used by the school before the end of their reception year.

- 64 Children's oral vocabulary is widened by the opportunities presented to them to finish off stories or find different endings to familiar stories, such as the Three Bears. They are provided with many opportunities to practise their letter formation and most are demonstrating very good ability to write their names clearly and effectively. In the play environment there are numerous chances for children to write lists or greeting cards.

Mathematical development

- 65 Just as with the previous area of learning children make good progress in this area with about a third exceeding the learning goal by the end of the reception year. Children achieve well, especially in mental and oral work. They have opportunities to practice these skills daily.
- 66 Number rhymes take up an important part of children's experiences from the moment they start in the reception class. During the inspection children showed that they could count in 5s, add two numbers that make up 5 and were familiar with the number zero. Most of the activities associated with basic number are used alongside action songs and rhymes. Children are also familiar with a range of three and two-dimensional shapes. They use the computer to help them recognise these shapes in different contexts.
- 67 Much work is associated with forming sets and matching and sorting activities. There is good effort made to use the major stimuli of the moment, such as Easter eggs, to make the learning as relevant as possible.

Knowledge and understanding of the world

- 68 Good use is made of children's own experiences and the local environment to help promote learning in this area. As children start school most have a reasonable understanding about the local environment and know that certain objects are much older than others. During their time in the reception class the vast majority make satisfactory progress and are meeting the learning goals by the end of the year.
- 69 Children visits local farms, although the recent 'foot and mouth' outbreak prevented this from happening last year. They have carried out a survey of the local shops and have a good understanding as to what the function of each is, especially the post office. They have studied many pictures and photographs and talked about the different uses of land and how Dent is different to a large place like Kirkby Lonsdale and different again to a place like Carlisle.
- 70 They have a good understanding that air is around us although we can't see it. They are able to conduct simple experiments to help in this respect. During the inspection a small group of children were able to run around the playground collecting air in a plastic bag that they held

above their heads. They are helped to understand about the way things grow because of the access they have to so many places that grow things, for example, soft fruits on 'pick your own' farms. The class has also taken advantage of talking to builders who are building a new cottage across the road from the school.

Physical development

- 71 The children have three periods of physical education in the hall. They have one period dedicated to small apparatus work, one to dance and one to games activities, usually using balls. The school does not have facility for an enclosed, outside area. However, as the playground is just outside the main classroom and there are usually two adults working with Class 1 there are frequent opportunities for children to engage in outside play. They also use the hall if there has been a long period of inclement weather.
- 72 Children start school with a range of physical skills and the opportunities provided for them help them make satisfactory progress so that the vast majority are able to meet the learning goals by the time they finish the reception year. A larger percentage, than experienced for other areas, is exceeding the learning goal in this area of learning. Children are confident in their movements and join in with physical education activities alongside Year 1 and 2 pupils.
- 73 Most children are able to show good control when using the mouse on the computer or when writing their names. They also show good control when painting and their manipulation skills are good for their age. They can join two materials in a number of ways and spread glue with care without using too much of the adhesive when doing so.

Creative development

- 74 The play environment in Class 1 is changed regularly from being such environments as a post office to a hairdressers to a travel agents. It has also been an old time shop. Pupils are provided with many opportunities to show off their creative prowess and are helped to enhance their skills in this area. When children first start school they display creative skills expected for their age. They make good progress through the reception year and by the time they finish many are exceeding the learning goal for this area of learning.
- 75 The children have regular opportunities to sing and play music. They enjoy acting out various stories and different children play different roles. They particularly enjoy experimenting with their voices as they move from timid characters to villains. They are able to draw and paint to the levels expected for their age and are beginning to appreciate that different artists used different methods and media.

Teaching and Learning

- 76 The teaching is good overall. The teacher and classroom assistant work very effectively together and focus on the needs of the children in their care. They make good use of the new guidance for the foundation stage of learning and are using appropriate systems for tracking the progress being made by the children. Good attention to the basic skills of literacy and numeracy is helping children to achieve well in these areas. The activities are very stimulating and children are excited about learning and enjoy coming to school.
- 77 Both the adults working with the children know them well. This is very helpful when it comes to consider how best to promote their personal, social and emotion needs. They know the

children that find it difficult to share and those who may be a little uneasy about speaking out in front of others. Careful methods are employed to help children in different circumstances to overcome these problems. There is very good partnership effected with the parents. All parents that were spoken to during the inspection went out of their way to talk about the good start that their children have at the school.

ENGLISH

- 78 The National Curriculum test results for the past few years show that the pupils are attaining at well below the national average in English at the age of 11. However, the current Year 6 pupils are attaining at much better levels, with all very likely to attain the expected level for their age and about a third attaining at the higher level. Although there have been only a few pupils taking the National Curriculum tests each year and therefore comparative figures need to be handled with some care, the overall statistics did show that there has been some underachievement in the subject for some time. In the past, the main concern has been that far too few were attaining the higher levels. This meant that more able in particular were not achieving to their full potential.
- 79 The 7-year-olds National Curriculum test for reading and writing did not give the same picture. Over the past few years the results have been either well above or above average, with exception of reading in 2001, which matched the national average. The present Year 2 pupils are working at levels expected for their age. They are competent readers who can read for pleasure as well as to find out information.
- 80 As pupils start Year 1 most have met the learning goals for communication, language and literacy and about a third have exceeded them. During their time in Years 1 and 2 they are able to explore their good oral communication skills by being engaged in class discussions and by finishing off stories that they have had read to them or finding different endings to familiar ones. They demonstrate a good vocabulary when doing so. The confidence that they have in their speaking is helping them to be adventurous in their writing and to use new words. However, this confidence level is not retained as pupils move through Years 3 to 6 and many pupils underachieve in this area of their English work. This is particularly the case amongst the oldest pupils who are rather reluctant to answer questions in front of others in their class. In Class 3, for example, the Year 5 and 6 pupils were not able to answer questions with the fluency expected and often resorted to phrases such as, 'sort of' or punctuated their answers with the word 'like'. The listening is of a better quality with pupils throughout the school being able to listen effectively to what is being said to them.
- 81 Pupils make satisfactory progress in their reading as they move through the school. Pupils are provided with a good start in Class 1 (reception, Year 1 and 2) and use a variety of methods to work out what any unknown word says. They learn to read with enjoyment and can use good expression when reading aloud. They are quick to understand how an author may use the print to make different emphasis and respond positively to italics and bold print. They know how an information book works and can explain the purpose of the contents, index and glossary contained within many of these books. Pupils in Years 3 and 4 have a daily opportunity to concentrate on a range of reading skills. This is helping this age group to develop appropriate higher order skills in reading, such as scanning and skimming. The pupils enjoy reading and can talk about a range of authors with some authority. The oldest pupils in Class 3 (Years 5 and 6) are all fluent readers and use their reading appropriately for the purpose of research. They make use of these skills when carrying out research in history or science. By the end of Year 6 the vast majority of pupils are reading at least at the levels expected for their age with a significant number moving beyond this level.
- 82 Pupils are provided with opportunities to write for a range of purposes. They do so with quite proficiency in Years 1 and 2. They write fiction and non-fiction accounts with some confidence. More able pupils achieve well, are very good spellers and their handwriting is usually neat and legible. Their ideas are well organised and they can follow a clear sequence

when writing stories. There is good use of a range of adjectives to help their descriptions. This good position is not maintained as pupils move into Years 3 to 6. The presentation skills are poor in some cases and the work is often littered with sloppy punctuation, spelling and grammatical errors. The good range of descriptive writing apparent for Year 1 and 2 pupils is carried on with Year 3 and 4 pupils but is no longer as evident with Year 5 and 6 pupils. Year 3 and 4 pupils use phrases such as, 'with only the moonlit window beaming down on my bed.' By Years 5 and 6 they are not achieving to their full potential. Older pupils have lost this ability to write with adventure and full description, although recent pieces of writing show much improvement. Year 5 and 6 pupils still write for a range of purposes and for different audiences. The more able writers start off strongly but too frequently they are not able to sustain their work beyond the openings. They have good ideas but are let down by their limited written vocabulary. Their writing lacks descriptive passages and their storylines tend to unadventurous. Average and lower ability pupils tend to have too many punctuation and grammatical errors and this is hindering their progress.

- 83 Pupils have positive attitudes to the subject and most show a real excitement when talking about books they have read. Most older pupils are able to talk about the reasons why they have developed strong preferences for certain types of authors. Younger pupils are held entranced by the way the teacher introduces certain topics, for example, the way the teacher used the non-fiction book 'Teddy Bears' to stimulate interest amongst the pupils.
- 84 The teaching is good. Despite the underachievement noted amongst older, more able pupils in writing the present teaching is high on levels of stimulation and captures the pupils' interest. The underachievement is as a result of pupils having lost out in previous years when work of a low quality was accepted. The present teacher in Class 3 (Years 5 and 6) is very effective in using resources to capture the pupils' interest and to challenge them appropriately. In a lesson focussing on the difference between a traditional shipping forecast on radio and a weather forecast on the television, he successfully gets pupils to appreciate the different types of language used and then moves them on to consider phrases that would be associated with each type of forecast. In the lesson the pupils have to respond at pace and many find this difficult to cope with. However, this does not stop the teacher from continuing at the same pace because he knows that the pupils are more than capable of coping.
- 85 In another lesson in Class 1, the teacher working with Year 1 and 2 pupils is able to use a non-fiction book very successfully to help pupils understand the role that different parts of the book have to play in making the book more accessible to the reader. The pupils enjoy the lesson and are then able to go on to develop their own glossaries, some using the computer to do so. This lesson also moves at a brisk pace but these younger pupils are used to working at this more demanding speed and respond positively.
- 86 The school has successfully introduced the National Literacy Strategy and staff make use of the process to help ensure that pupils are able to make the progress expected for their age and to focus on elements of grammar and punctuation in their teaching. They have not developed an appropriate target-setting system that will further help pupils to consider what they need to do next to improve their learning. Teachers' marking is also not always helpful in giving pupils enough information about what they need to do to improve.
- 87 The headteacher's analysis of National Curriculum test results is beginning to be used to help all staff have greater awareness of what needs to be done to raise standards. There is limited monitoring of the teaching happening at the moment but this is a position that is likely to change in the near future as the new headteacher introduces new systems to help with leadership of

the subject. Assessment information is not being used as effectively as it could to help teachers plan for the next area of learning.

- 88 There is a good range of book available throughout the school but they are not always set out in the most appropriate manner so as to give pupils access to them. There is good use being made of information and communication technology to support work in the subject. However, pupils' skill level in ICT is not yet as high as it could be and this is restricting the impact it is having on the subject as a whole.

MATHEMATICS

- 89 The attainment of the majority of pupils currently in Year 6 is in line with that expected nationally and pupils achieve appropriately and make satisfactory progress. Standards of attainment for pupils In Years 1 and 2 are also in line with those expected for their age and they make satisfactory progress, although a small number of pupils are currently achieving standards above those expected nationally.
- 90 The majority of pupils make sound progress in their mathematical learning as they move through the school. The National Numeracy Strategy is implemented well and teachers make good use of it to plan what pupils are to learn. Their planning is thorough with clear learning objectives that teachers share with and explain to pupils. This is an improvement since the last inspection. Teachers in the mixed Year 1 and 2 and mixed Year 5 and 6 classes plan a wide variety of activities which motivate and challenge pupils. In these classes the good, clear explanations given as teachers are working through examples with the whole class, enable pupils to build successfully on their previous knowledge. For example, pupils in the mixed Year 1 and 2 class quickly and accurately recognise patterns in number, for example, twos, fives, tens and hundreds, whilst pupils in the mixed Year 5 and 6 class build on their secure knowledge of fractions as they tackle work on percentages. However there is some significant underachievement, especially for the more able pupils in the mixed Year 3 and 4 class because the teacher does not successfully build on pupils' previous learning, activities lack challenge, and there are low expectations for the amount of work pupils are expected to complete within a lesson. By the time they are in Year 6, however, pupils have a good knowledge of number work. They know their multiplication tables, understand factors, multiples and negative numbers and accurately multiply and divide by 10, 100 and 1000. They successfully apply their knowledge of number in a range of problem solving activities and have a sound understanding of how to calculate the perimeter and area of simple shapes and solve time problems.
- 91 The quality of teaching for pupils in Years 1 and 2 is good. The teacher shows a good knowledge of how younger pupils learn and prepares a wide range of stimulating activities to meet the needs of all pupils, including those with special educational needs. Very good relationships within the class, together with the teacher's bubbly personality and sense of humour make learning exciting and fun for the pupils who thoroughly enjoy their work and respond well to all tasks. This has a positive impact on their learning. Lessons move at a brisk pace and the teacher's effective questioning continually extends pupils' reasoning skills. The teacher ensures that an appropriate range of mathematical experiences are covered in the Year 1 and 2 class and by the age of seven pupils are working confidently with numbers up to 100. They have a good knowledge of a range of simple mental strategies for working out their answers, accurately double and halve simple numbers and know that some numbers are odd and others even. The teacher ensures that pupils understand simple mathematical language

such as “greater than”, “less than”, and the pupils use these terms confidently when explaining answers. Pupils successfully solve simple problems using money, create fractions such as halves and quarters, represent information in graphs or in diagrammatic form and develop a good understanding of shape, space and measure.

- 92 The quality of teaching for pupils in Years 3 to 6 varies considerably from unsatisfactory in Class 2 to very good in Class 3. In the mixed Year 3 and 4 class, teaching overall is unsatisfactory. Here the teacher does not build systematically on pupils’ earlier work nor does her planning reflect the range of different abilities of all pupils within the class. This results in a lack of challenge to their work, particularly for the higher attaining pupils. The pace of lessons is slow, with too much time being spent on whole class teaching. This is having a negative impact on learning as it leads to an inadequate quantity of work being produced. Teaching in the mixed Year 5 and 6 class is good and sometimes very good. Here the teacher shows a good subject knowledge and uses this well to plan an appropriate range of activities that meet the needs of all pupils. The teacher’s very good planning, preparation and clear explanations ensure that little time is lost when pupils move between whole class, group and individual activities. This results in good pace and productivity in learning. The pupils particularly enjoy the highly motivating mental calculation activities. The teacher’s very effective questioning encourages pupils to think for themselves, to use a variety of methods to solve problems and to provide explanations as to how they arrived at their answers. This has a positive impact on their learning. Because pupils in this class are constantly reminded of the importance of setting their work out accurately, they take a pride in it and the standard of presentation is good. Relationships are good and the pupils respond well to the teacher’s high expectations of their behaviour. They readily share equipment and help each other succeed.
- 93 In all classes an appropriate amount and range of homework is set to enhance pupils’ numeracy skills, for example, requiring them to learn their tables, to become more familiar with basic number facts and patterns and to consolidate the work being done in class. Numeracy skills are used appropriately in other subjects, for example, when measuring and recording data in science, design technology and geography. Information and communication technology is used to enhance mathematical skills as pupils use spread sheets, graphs and diagrams to handle information and record data.
- 94 Leadership and management of the subject are unsatisfactory as the co-ordinator does not currently have an overview of mathematics work across the school. Although there are some assessment procedures in place they are not used effectively enough to identify specific strengths and weaknesses in teaching and learning. There are no procedures in place to track pupils’ progress as they move through the school and no effective analysis of SATS or other test results to set targets or raise standards. There is no regular monitoring of teaching, planning or pupils’ work to ascertain how well they are achieving or what they need to do next. However the new headteacher has plans in hand to address these issues and further raise standards within the school. Resources are satisfactory and appropriately used.

SCIENCE

- 95 Although information available shows that standards in science at the age of 11 have declined over the past two years, the attainment of pupils currently in Year 6 is in line with that expected nationally and they make satisfactory progress. Pupils aged 5 to 7 also attain standards that are in line with those expected for their age and they make satisfactory progress.

- 96 By the end of Year 2 pupils have a sound scientific knowledge and are developing satisfactory skills for making predictions and carrying out a fair test, for example, as they use jet balloons to demonstrate the force of air. Pupils can identify different sources of light, describe changes that occur when materials are heated or cooled and group living things according to their similarities and differences. Teaching of pupils in Years 1 and 2 is good. The teacher is enthusiastic and plans a wide range of stimulating, fun activities, which keep pupils motivated and eager to learn, for example, a sound quiz. Her good use of effective questioning extends pupils' thinking, for example, when describing air. The teacher's constant praise and encouragement help pupils gain in confidence and they are fully engaged throughout lessons. This has a positive impact on pupils' learning. Pupils use their literacy skills accurately paying due attention to spellings, punctuation, handwriting and presentation, for example, in their writing about Isaac Newton. They listen carefully, talk enthusiastically and work well together.
- 97 The quality of teaching in the mixed Year 3 and 4 class is unsatisfactory. In the lesson seen pupils investigated a variety of materials to identify which are opaque, translucent or transparent. However this activity does not build successfully on pupils' prior learning and lacks challenge for the majority of pupils, especially the older, more able ones. Pupils' literacy skills are not used effectively when recording their findings and the quantity and quality of work is unsatisfactory. A scrutiny of pupils' work shows that, although the standard of work of several more able Year 4 pupils is satisfactory, the presentation, content and quantity of work for the majority of pupils is unacceptable and of a standard below that expected for pupils of their age. This impedes pupils' learning as they are not encouraged to take a pride in their work.
- 98 Teaching in the mixed Year 5 and 6 class is good. Here the teacher's good subject knowledge, thorough planning and good use of resources builds on pupils' prior learning. In the lesson seen the teacher uses clear explanations and effective questioning to ensure pupils' good understanding of series and parallel circuits. Using lively and interesting explanations he demonstrates well the results of overloading a circuit, at the same time stressing safety issues. Pupils respond well to this, show enthusiasm for their task and work well with a partner. They record their findings in their own way, taking pride in the presentation of their work. All this is having a positive impact on pupils' learning. By the age of 11 pupils have covered an appropriate range of scientific topics, for example, forces, friction, materials, solids, liquids and gases, using their literacy skills well as they record their findings in a variety of ways. However there is insufficient use made of information and communication technology to research information or record, interpret and present data.
- 99 Leadership and management of the subject are currently underdeveloped as the co-ordinator, the new headteacher, has only been in post for seven weeks. However improvements have been made since the previous inspection in that the school now uses the nationally produced scheme of work to plan a range of scientific activities for all pupils. Assessment procedures are in place which record pupils' attainment against the levels of the National Curriculum. However, teachers do not always use this information to plan activities for the different ages and abilities of pupils within the class or to set targets to move their learning forward. Marking is not used effectively, in some cases, to help improve presentation or inform pupils of how well they are achieving and what they need to learn next. Resources are satisfactory and good use is made of the school grounds and the local environment to enhance pupils' learning.

ART AND DESIGN

- 100 Up until recently the school's approach to art work was unsatisfactory. This can be seen by the limited evidence available to scrutinise from previous terms. The new headteacher teaches all the art for pupils in Years 3 to 6 and has introduced a system called 'art circus' which sees pupils being helped to develop specific skills and techniques in four areas at a time and then being encouraged to move around the each activity on a week by week basis.
- 101 The work seen during the week of the inspection matched the level expected for pupils' age. The work of highest quality is produced by a group of pupils who are following the theme of Andy Warhol and are sketching a can, which is then photocopied and reproduced in vivid colours. The quality of the sketching is good with pupils showing good control of line and proportion as they create a very pleasing piece of art work. They successfully record the image that they are recreating and they have a good sense of colour as they work on the photocopied pieces to create the final effect. Another group working with clay are also successful in joining and shaping the clay to create masks which they are able to decorate to a high quality.
- 102 Work produced by older pupils outside the art circus arrangements do not stand up to the test of quality. The work does not suggest that pupils have been taught techniques and skills and much of the end result is of poor quality.
- 103 Year 1 and 2 pupils have produced work, which is consistent with that expected for their ages. They have been involved in observational drawing and have created some pleasing winter scenes giving much attention to the trees. They have also experimented with paint to create some pleasing prints. They have also looked at famous artists like Van Gogh and Monet and appreciated the way they applied their paint.
- 104 The teaching seen during the inspection week was good. The teacher in charge of the art circus is focusing on technique and skills. He gives good attention to helping pupils acquire life skills as was demonstrated when they used clay and when they sketched. Art is at a stage of being given greater priority in the school and this is apparent from the additional focus it now has in Years 3 to 6 and the use of additional adults to support the art circus arrangements. There is an adequate amount of resources available for the subject and the headteacher is planning major developments in the subject over the next few terms.

DESIGN AND TECHNOLOGY

- 105 It was only possible to see one lesson being taught in this subject during the inspection week. It was part of a series of lessons based on pupils producing their own 'pop-up' books. There was little substantive evidence of much other work being produced in this subject before the beginning of the present term.
- 106 The teacher has to give pupils a very strong lead as many were not used to working in this way (that is, planning, designing, making and evaluating) before the beginning of this term. Pupils' creativity levels are good as they consider different ways of making their books personal to them. They use a range of tools well and safely and are quick to pick up on new ideas.
- 107 It is clear that very limited attention has been given to the subject over the years and pupils now have 'catch up', especially in the areas of evaluation and designing. There is much work to be done to bring the subject up to the level of prominence expected within the National

Curriculum. Work has already started to ensure that this is the case although the policy is still in need of up-dating.

GEOGRAPHY

- 108 No geography lessons were observed during the inspection. There is only a limited amount of pupils' work available for pupils aged 7 to 11. It is therefore not possible to make a judgement on attainment and progress nor on the quality of teaching. However evidence in pupils' portfolios of work indicates that the issues identified in the last inspection have not been addressed and learning overall is unsatisfactory. Standards of attainment for pupils aged 7 are in line with those expected for their age and they make satisfactory progress. This is an improvement since the last inspection.
- 109 Pupils aged 5 to 7 successfully learn about their environment through the practical observation of it. By the age of 7 they are familiar with features within their own school and locality. Pupils map-reading skills are well developed as, for example, they draw a route into the forest. These skills are extended as they plot geographical features of an island on a simple map and make comparisons between their own locality, an island and St Lucia. Effective links are made with many other areas of the curriculum, for example, history and science, as pupils look at the age and range of buildings within the village and the materials they are made from. Food technology is linked to a study of St Lucia and information and communication technology is used to plan routes on a Treasure Island. Pupils use their literacy skills well to record their findings and learn through stories. These activities make learning interesting and fun and have a positive impact on pupils' learning.
- 110 However these good standards are not maintained for pupils in Years 3 to 6 as they move through the school. For much of the time all four-year groups are taught together but the teacher's planning takes little account of the different ages and abilities within the class. This results in a lack of challenge for the more able pupils. A scrutiny of pupils' work shows insufficient coverage of the topics studied, an over reliance on printed work sheets and written work of an unacceptable standard in terms both of content and presentation. This was the case at the last inspection.
- 111 Leadership and management are unsatisfactory. The policy is out of date and planning does not reflect a systematic programme of work, nor does it support the development of skills and knowledge for pupils aged 7 to 11. There is no monitoring of teaching and learning and there are no whole school procedures in place to assess how well pupils are achieving or to record their progress. Good use is made of the local environment and visits to local places of interest, for example, Heron Corn Mill and Settle, especially for pupils aged 5 to 7. Resources are adequate but insufficient use is made of information and communication technology to enhance pupils' geographical skills.

HISTORY

- 112 No history lessons were observed during the inspection. However an analysis of pupils' work and discussion with teachers and pupils indicate that history is taught satisfactorily. Attainment for pupils at age 7 and 11 is in line with that expected for their age and pupils make satisfactory progress. This is an improvement since the last inspection.

- 113 Pupils in Years 1 and 2 experience an appropriate range of learning activities. By listening to stories about the past pupils are helped to develop an understanding of time and how famous people contributed to change, for example, Guy Fawkes. They show a knowledge and understanding of significant events in English history, for example, the Great Fire of London. Pupils learn about life in the past as they make comparisons between old and new toys and they develop a sense of chronology as they study their own life to date. Pupils record their findings in a range of appropriate ways including drawings, displays, for example, old and new toys and photographs of artefacts in local shops. They use their literacy skills well to recount stories and factual information paying good attention to appropriate vocabulary and spellings.
- 114 Pupils aged 7 to 11 make satisfactory progress. Year 6 pupils show they have a sound knowledge of many aspects of history work as they accurately place events in chronological order and discuss the main characteristics of the period. They competently compare past and present, for example, children's working life in Victorian times using a visit to a local mill to enhance their learning. Pupils develop their research skills as they use a range of resources to research and select information. However, whilst their written work accurately reflects factual information, pupils are given too few opportunities to interpret their work creatively.
- 115 Leadership and management of the subject are underdeveloped. There is no up to date policy and planning does not identify a development in the teaching of historical skills. Teaching is not currently monitored and there are no whole school procedures in place for assessing pupils' progress. Resources are satisfactory and the local area is well utilised to raise pupils' awareness of British history, for example, local shops, the Toy museum and the Victorian mill in Sedbergh. The subject makes a good contribution to pupils' cultural development.

INFORMATION AND COMMUNICATION TECHNOLOGY

- 116 Pupils' standards in information and communication technology are still too low although the vast majority are now making satisfactory progress in the subject. There is also appropriate use of ICT across the curriculum with good use noted in English and mathematics.
- 117 Although only one lesson as seen taught during the inspection week there is every reason to suggest that much has happened in the recent past to ensure that this subject is now having more attention. Older pupils are having opportunities to explore different aspects of the subject as was noted in the work portfolio looked at. Direct teaching of basic ICT skills is helping pupils to be more confident in applying skills across the curriculum and in deciding which skills are needed to support different aspects of their work.
- 118 Year 5 and 6 pupils have worked on controlling devices by making a set of traffic lights work. Pupils worked in threes to do this and they have produced some very interesting evaluations suggesting that they would have done better in pairs or if they had worked independently. They suggested that they would have more opportunities to work out their own ideas. This is a mature view and one that pupils were able to talk about in some depth when engaged in discussions with the inspection team. All pupils in Years 5 and 6 have produced a spreadsheet and are able to record data appropriately in this way.
- 119 In the one lesson seen being taught the same age group was being helped to create a multi-media presentation. There were many strong elements to the lesson but it was clear that the pupils' skill level was well behind that expected for their age. Their basic keyboard skills, for example, are poor. The teacher is confident of the subject and has appropriate skills to help the

pupils move on at an appropriate rate. However, the pupils were again working in threes and it was clear to see why the pupils' earlier evaluations suggested that this was not an effective method of working. Pupils are quick learners and they are able to make good progress. They pick up ideas quickly and are able to add their own creative ideas to the ones they are presented with.

- 120 The subject is having far more prominence now that it used to and as a consequence pupils are now making satisfactory progress. Younger pupils are at a greater advantage as their skill level has not fallen behind the level expected for their age and they should therefore be able to make progress at the rate expected for their age.
- 121 Staff are confident in using computers and in teaching the specific skills of ICT. They have received appropriate training over the years and now that the school is moving to a position of having a more adequate number of up-to-date computers in classrooms there is every reason to believe that standards should rise.

MUSIC

- 122 Due to the organisation of the school's timetable and the limited amount of evidence available it is not possible to make a judgement on the pupils' attainment and progress in music or on the quality of teaching overall. However teachers' planning indicates that pupils throughout the school are involved in appropriate range of musical activities.
- 123 In the lesson seen in the mixed reception, Year 1 and Year 2 class pupils join in enthusiastically as they recognise nursery rhymes from a clapped rhythm and are able to clap out the syllables in their name. The teacher's good relationships and sense of fun challenge and excite pupils as they decide the most appropriate instruments to illustrate rain. Through the teacher's clear explanations the pupils know that music can convey emotion and they listen carefully as they enjoy the music of a local musician.
- 124 Leadership and management of the subject are underdeveloped, the co-ordinator only having been in post for a short time. Teachers' planning follows a detailed scheme of work, which ensures appropriate coverage across the school. However there is no monitoring of teaching or appropriate procedures in place to assess pupils' attainment and no records of pupils' progress on which to base next steps in development.

PHYSICAL EDUCATION

- 125 The two lessons observed during the inspection were games lessons – one for pupils aged 5 to 7 and one for pupils aged 7 to 11. Standards in both lessons are at a level expected for pupils of their age and progress is satisfactory, with a small number of pupils working at levels above that expected for their age in both age groups.
- 126 Throughout the school, teachers place good emphasis on ensuring that pupils know and understand the need to warm-up their bodies before starting physical activities and the effect that exercise has on their bodies. Teachers and pupils dress appropriately for physical education lessons.

- 127 Teaching is satisfactory for pupils in Years 1 and 2 and by the age of 7 pupils have experience of an appropriate range of physical activities, which include games, dance and gymnastics. In the lesson seen pupils show a good awareness of working in space, changing direction and using different levels when performing sequences of movements. They control their movements confidently as they travel in a variety of ways, for example, running, jumping, bouncing. The teacher uses a good range of movements, for example, creeping, twisting, stretching, as she encourages pupils to use all parts of their bodies and she effectively demonstrates correct landing skills as pupils use jumping movements. Although pupils are developing good bat and ball skills, opportunities are lost for teaching specific techniques for pupils to improve their control. However pupils show enthusiasm for their work, they behave well and show good co-operation in sharing resources and taking turns. The teacher gives constant praise and encouragement to all pupils, including those with special educational needs, who respond well.
- 128 Teaching is good for pupils in Years 3 to 6. The teacher uses his secure subject knowledge to plan a range of progressively more demanding activities as pupils learn the skills necessary for playing cricket. He effectively demonstrates the correct throwing and catching techniques and batting stance. Pupils are eager to practise and improve their skills as they work well together in teams. The teacher keeps a good pace to the lesson ensuring that pupils are well motivated and working hard. They listen attentively, show good levels of concentration as they apply the skills learned in a full game and respond well to the teacher's high expectations of behaviour.
- 129 Leadership and management of the subject is underdeveloped. The co-ordinator, the new headteacher, has only been in post for 7 weeks but is very clear about improvements that need to be made. The policy and medium-term planning are out of date. There is currently no monitoring of teaching taking place and although teachers make use of assessment opportunities during the lesson, there are no formal procedures in place to assess pupils' work or record the skills and techniques being learned. There is good provision for games and gymnastics for pupils in Years 3 to 6, but the curriculum is underdeveloped as there is currently no provision for swimming limited opportunity to develop dance activities. Out of school sports clubs, for example, football and netball, are open to both boys and girls to consolidate their skills and a residential visit is planned for May to encourage adventure activities such as archery, canoeing and rock climbing. Resources are satisfactory and good use is made of the playground and school playing field.