

INSPECTION REPORT

WILSON'S ENDOWED C OF E PRIMARY SCHOOL

Over Kellet, Carnforth

LEA area: Lancashire

Unique reference number: 119614

Headteacher: Mrs S. Crewdson

Reporting inspector: Mrs M. R. Shepherd
11328

Dates of inspection: 30 October – 2 November 2000

Inspection number: 225251

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Infant and junior school
School category:	Voluntary aided
Age range of pupils:	4 - 11
Gender of pupils:	Mixed
School address:	School Lane Over Kellet Carnforth Lancashire
Postcode:	LA6 1DN
Telephone number:	01524 732097
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Appropriate authority:	The governing body
Name of chair of governors:	Mr D. J. Mills
Date of previous inspection:	November 1996

INFORMATION ABOUT THE INSPECTION TEAM

Team members		Subject responsibilities	Aspect responsibilities
Mrs M. R. Shepherd	Registered inspector	English Science Information and communication technology Design and technology Physical education	What sort of school is it? How high are standards? Pupils' achievements. How well are pupils taught? How well is the school led and managed?
C. Herbert	Lay inspector		How high are standards? Attitudes, values and personal development. How well does the school care for its pupils? How well does the school work in partnership with parents?
S. Gatehouse	Team Inspector	Mathematics Art and design Music Geography History Foundation Stage Special educational needs	How good are curricular opportunities? Assessment

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Wilson's Endowed CE School was established in 1677. It is an infant and junior school. It has grown from 22 pupils with two teachers, when the current headteacher took up her post, to 80 pupils with four teachers at the time of the inspection. The staffing has only just moved to five teachers this term. Two teachers share the teaching in class 1. The school is set in the middle of a small village but pupils come from far outside the catchment area. Many of these pupils move to the school in Key Stage 2. A high proportion of these pupils have special educational needs. In the current Year 6 class half of the pupils did not join the school until Key Stage 2. There are currently 38 girls and 42 boys in the school. Nearly a quarter of pupils are on the special educational needs register which is above average. Two per cent of pupils are from minority ethnic groups and one per cent has English as an additional language. Attainment on entry is average overall but there is a wide range of ability in some year groups. Attainment on entry is higher in reading than it is in mathematics.

HOW GOOD THE SCHOOL IS

This is a good school with some very good features. Pupils make good progress throughout the school. Leadership of the headteacher is very good. The school gives good value for money.

What the school does well

- Attainment in speaking and listening, art and design, music and design and technology is above national expectations by the end of Key Stage 2.
- Progress of pupils with special educational needs is good and the provision is very good.
- Attitudes, relationships and behaviour are excellent. Personal development is very good.
- Teaching is good.
- Leadership and management are very good.
- Provision for spiritual, moral and social development is very good. Provision for the Foundation Stage is very good. The quality of the curriculum is very good.
- Partnership with parents is very good.

What could be improved

- Standards in the number aspect of mathematics.
- Attainment of a small proportion of more able pupils.
- The amount and variety of written work in Year 6 in order to improve pupils' progress.
- Formal systems for monitoring teaching and learning.
- Outdoor play provision for the Foundation Stage.

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 inspected last in November 1996. Improvement has been good. All the previous key issues have been improved upon except for the attainment of a small proportion of more able pupils. Standards by the end of Key Stage 1 have improved considerably in reading and improved well in writing. Attainment in information and communication technology has improved across the school. Standards in art have improved in Key Stage 2 and significantly in Key Stage 1 where it was previously a weakness. Standards in swimming have further improved and in dance standards have risen. Standards in music are higher at the end of Key Stage 2. Personal development has improved and behaviour and attitudes to work are even better. Provision for spiritual development has improved. The proportion of very good teaching has increased considerably. The small amount of unsatisfactory teaching in the previous report has been improved and all teaching is now satisfactory or better. The headteacher has sustained her very strong leadership and the governors continue to provide a good level of support. Systems for pupils' welfare are further improved and the very good links with parents have been sustained.

STANDARDS

National tests and teacher assessment at the end of both key stages is not reported as the size of the year groups are too small.

Attainment by the end of Key Stage 2 in speaking and listening, art and design, design and technology, music, dance and communication in information and communication technology is above national expectations. Standards in swimming are well above the expected level.

By the end of Key Stage 1 attainment in reading is well above average. Attainment in writing is above average.

Differences between the number of pupils in each year group and the proportion of pupils with special educational needs in each class makes annual trends in national tests unreliable.

The school makes realistic targets and generally exceeds them. Where they do not meet the targets it is due to a pupil leaving the school before the end of Key Stage 2.

Children make good progress in the Foundation Stage.¹ Progress of pupils with special educational needs is very good. Progress of gifted and talented pupils is very good.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Attitudes to school and work are excellent.
Behaviour, in and out of classrooms	Behaviour in all the aspects of school life is excellent.
Personal development and relationships	Relationships throughout the school are excellent. Personal development is very good.
Attendance	Attendance is satisfactory.

TEACHING AND LEARNING

Teaching of pupils	aged up to 5 years	aged 5-7 years	aged 7-11 years
Lessons seen overall: 23	very good	very good	good

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

Over nine-tenths of teaching is good or better. Nearly four-tenths is very good. There is no unsatisfactory teaching. Teaching in English is very good in Key Stage 1 and good in Key Stage 2. Literacy is taught well. Teaching of mathematics is good throughout the school. Numeracy teaching across the curriculum is satisfactory. Teachers have a very good understanding of the development of each pupil. They manage pupils very well. Resources are used very effectively to maintain concentration and stimulate imagination. Teachers' planning is good. Teachers have good subject knowledge in art and design, reading and design and technology. Teachers meet the needs of pupils with special educational needs and gifted and talented pupils very well. They do not meet the needs of a small number of more able pupils. The time-share teachers in class 1 work very effectively with each other and with the nursery nurse.

¹ The Foundation Stage is for the reception children in class 1.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The quality and range of the curriculum is very good. It is broad and balanced and relevant to the pupils' needs. The quality of extra-curricular activities is very good.
Provision for pupils with special educational needs	Provision for pupils with special educational needs is very good. Individual education plans are very detailed. Teachers support these pupils very well in lessons. Provision for gifted and talented pupils is very good.
Provision for pupils with English as an additional language	Provision for pupils with English as an additional language is very good.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Provision for personal development is very good in lessons. Provision for pupils' spiritual, moral and social development is very good. Provision for cultural development is good.
How well the school cares for its pupils	The school takes very good care of its pupils. Procedures for child protection are very good.
Partnership with parents	Partnership with parents is very good. Parents hold the school in high esteem.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The leadership and management of the headteacher are very good. She sets a clear educational direction for the school. She sets high standards for spiritual development. Co-ordinators are all enthusiastic and hard-working.
How well the governors fulfil their responsibilities	Governors fulfil their roles well. They have a clear understanding of the strengths and weaknesses of the school. The chairperson and vice chairperson play an active role in the daily life of the school.
The school's evaluation of its performance	The school evaluates its performance well. There are effective informal monitoring systems. The increase in staffing this term requires more formal monitoring of teaching and pupils' work.
The strategic use of resources	The school uses its resources efficiently. It applies the principles of best value well.
Staffing, accommodation and learning resources	Staff are well qualified. The match of expertise to co-ordinators' role is good. The quality of the nursery nurse's teaching is very good. Accommodation is satisfactory. The hall is too small for gymnastics for the older pupils. Provision for outdoor play for the Foundation Stage is not yet appropriate. Learning resources are satisfactory.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

Sixty-nine per cent of parents returned the questionnaire. Sixteen parents attended the parents' meeting.

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none">• The way problems and concerns are handled.• The leadership and management of the school.• High expectations for their children.• Their children become mature and responsible.• Their children make good progress.• Teaching is good.	<ul style="list-style-type: none">• The range of activities outside lessons.• The amount of homework.• The venues for school performances.

Inspectors agree with what pleases parents most. They judge that the range of activities outside lessons is very good and that they are well taught. The amount of homework is satisfactory although opportunities for extended writing in Year 6 are missed. The school considers carefully the venues for school performances.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and achievements

1. Children's attainment on entry to the school is broadly average. However, there is a very wide range of ability across and within year groups. For example, in one year there are pupils with considerable special educational needs as well as a gifted and talented pupil. Assessment on entry shows lower standards in mathematics than in reading and personal, social and emotional development. Children make good progress in reception and by the end of the Foundation Stage most children reach the expected standard across the Foundation Stage curriculum. Attainment is above average in reading as the teaching team cover basic skills very well and give individuals well-targeted support. Children have a good understanding of the meaning of stories and understand how non-fiction texts are used. Attainment in personal, social and emotional development is well above average. Children are given clear guidance for the expectations of school life. They co-operate well, play independently and consider the consequences of their actions for others. For example, children took turns well in passing a toy gorilla around the class and were ready for their turn to contribute.
2. Results of national tests are variable as each year group is very different in size and has varying proportions of pupils with special educational needs. For example, in 2000 there were only five pupils in Year 6.
3. Progress is good in Key Stage 1. In class 1 the teachers organise the mixed-age groups very effectively to ensure that the older pupils receive individual and group support to meet their needs. In the mixed-age class 2 the teacher supports the younger pupils well and they strive to match the standards of the older pupils. Attainment in speaking and listening is above expectations by the end of the key stage. All pupils speak confidently in whole-class discussions. More able pupils show understanding of the main points in discussions. Reading standards are well above average by the end of the key stage as teachers continue to teach basic skills effectively and the National Literacy Strategy is used very well to develop reading skills. More able pupils discuss favourite books with confidence. Writing is above average by the end of the key stage. Pupils have a good knowledge of grammar and use language persuasively. Spelling is above expected standards but handwriting is average.
4. Standards in mathematics are average by the end of Key Stage 1. This represents good progress over the key stage. The Year 1 pupils benefit from their second year in the mixed-age class 1 as the teaching team understand their needs very well and the pupils make a smooth transition from the Foundation Stage. By the end of the key stage pupils work confidently with hundreds, tens and units. They apply their mathematical knowledge confidently and understand shapes and measurements confidently. Standards in science are at the expected level. Pupils have satisfactory investigational skills and knowledge across the science curriculum. They have a good understanding of living things in their school habitat as they regularly work in the school grounds.
5. Speaking and listening is above expectations by the end of the Key Stage 2. The school places a high emphasis on this aspect of their work. Pupils use language effectively to develop ideas and question each other sensitively. More able pupils carry out extended discussions at high levels with adults. Reading is above average

by the end of Year 5 but the higher proportion of special educational needs and pupils who have entered the school late negatively effects standards in Year 6. Attainment is average by the end of Key Stage 2. Standards in non-fiction are above average as all pupils work confidently with these texts. Progress in writing slows in Year 6. Pupils write at the expected level but across a restricted range of writing styles. They do not continue the good progress earlier in the key stage in writing extended pieces of work. Their understanding of grammatical forms is satisfactory. Standards of spelling are above average. Progress in handwriting is above average by the end of Year 4 but standards drop by the end of the key stage as pupils do not take so much pride in the presentation of their work. In Key Stage 2 many new pupils move into the school. The great majority of these pupils have special educational needs. One half of the pupils in Year 6 did not begin at the school until Key Stage 2. A similar proportion did not begin their primary education in the school in Year 5 but several of these pupils joined the school earlier than the new Year 6 pupils. This slows the overall rate of progress in the final two years of the key stage, particularly Year 6. Progress continues to be good in the rest of the key stage. The Year 4 pupils benefit from a single age class for English and mathematics.

6. Standards in mathematics are at the expected level for 11 year olds. Progress in number work is not as good as other aspects of mathematics. Pupils respond at the expected rate in mental mathematics. However, pupils do not receive sufficient opportunities to produce written number work, which reduces the rate of progress in these skills. Pupils have a good understanding of shape, measurement and handling data. They apply their mathematical knowledge well as teachers provide good opportunities for this across the curriculum. Standards in science are average. Pupils understand the importance of fair tests. They make sensible predications and record their findings efficiently. They have the expected level of knowledge across the science curriculum.
7. The staff and governors set realistic targets in partnership with the local education authority. They generally exceed their targets unless a pupil leaves the school before the end of Key Stage 2. With such small numbers in year groups one pupil leaving can change overall averages considerably. Unlike the national trend boys' attainment is better than girls'. This is due to the great emphasis the school makes on personal development of pupils. Boys contribute very confidently in discussion and take part in all activities such as dance. Boys respond to teachers in an equally positive manner as the girls. Standards of literacy are above average up to Year 5 and are then average. Standards in numeracy are average.
8. Standards in information and communication technology are at the expected level overall by the end of both key stages. Standards by the end of Key Stage 2 in presenting information across different forms are above expectations. Pupils use PowerPoint and design web pages confidently. Standards in art and design, music, design and technology and dance are above expectations by the end of Key Stage 2 and attainment in swimming is well above expectations. Attainment in art and design is above expectations by the end of Key Stage 1. All other subjects are at the expected level.
9. Pupils with special educational needs make very good progress. They have detailed individual education plans that support their needs well and teachers give them very effective support in lessons. The pupils who enter the school midway through their education with special educational needs are absorbed into the school's systems very effectively. Pupils who are gifted and talented make very good progress. The school organises their timetables very sensitively and ensures that they have a high level of challenge. However, the school does not identify a small proportion of more

able pupils sufficiently clearly and there is some underachievement by a small number of pupils. Pupils with English as an additional language make very good progress. The school builds high quality relationships with these pupils, which allows them to gain confidence quickly and fulfil their potential.

10. Since the last inspection standards in reading have improved up to Year 5, particularly so in Key Stage 1. Standards in writing have improved up to Year 5. Attainment in information and communication technology has improved across the school. Standards in art have improved in Key Stage 2 and significantly in Key Stage 1 where it was previously a weakness. Standards in swimming have further improved and in dance, design and technology and music standards have risen by the end of Key Stage 2.

Pupils' attitudes, values and personal development

11. The attitudes of pupils to school and to their learning are excellent. They are keen to come to school. Their behaviour, in and around school, is excellent. Relationships between all members of the school community are excellent. Pupils are courteous, trustworthy and show a respect for property. Children in the Foundation Stage are very confident and tackle their work with enthusiasm. They show a very good level of independence in their play. The high standards that were evident at the last inspection have been consolidated and improved and this aspect remains a core strength of the school.
12. In lessons the behaviour of pupils across the school is consistently very good and often excellent. In a music lesson, taught by a visiting musician, the behaviour of pupils was judged as impeccable. These high standards have a very positive impact on pupils' learning. Similar very high standards of behaviour were observed in the playground and in the dining hall. The school has very high expectations for behaviour and all pupils have a very good understanding of what is acceptable and not acceptable. There are no exclusions from school.
13. All pupils enjoy their lessons and are keen to discuss their views in class. For example, in a Year 4 history lesson, pupils were fascinated to learn about aspects of World War Two and they were talking enthusiastically about the plight of evacuees and the fact that children were provided with gas masks. Additionally, in a Year 1 Circle Time², pupils were telling each other about their special teddies and why they loved them.
14. Relationships between pupils and one another, and pupils and adults, are excellent. There is an ethos of mutual respect between all pupils and adults throughout the caring, family orientated, school community. Pupils collaborate very well in the classroom and enjoy working together. They play sensibly together in the playground and there was no evidence of any unsociable behaviour, racism or bullying. All pupils are consistently polite and well mannered towards visitors. They are confident to engage visitors in conversation on a variety of topics including the importance of Poppy Day. The very high quality of these relationships has a positive impact on pupils' learning.
15. Pupils are keen to take responsibility around the school and in their classes. In addition to acting as class monitors, older pupils are often seen looking after younger ones. In class pupils are encouraged to express their views, which are always

² During Circle Time pupils discuss a wide range of personal and general issues. It is agreed by all pupils that no interruptions should occur and only one person at a time will speak. Respect for other pupils' views will occur at all times and therefore pupils feel confident that they can talk with ease and free from any form of interference of interruption from other children.

valued by teachers. Pupils also have the opportunity to contribute to their own annual reports. Overall, the responsibilities that pupils are given in school and the mature relationships that exist have a very positive impact on their personal development.

16. Attendance rates have been maintained since the last inspection. They remain in line with national average. Unauthorised absence rates remain below the national average. The punctuality of pupils to school is good.

HOW WELL ARE PUPILS TAUGHT?

17. Teaching overall is good. In the Foundation Stage and Key Stage 1 it is very good with no teaching less than good. Over nine-tenths of teaching is good or better. Nearly four-tenths is very good. There is no unsatisfactory teaching. Since the last inspection the proportion of very good teaching has increased considerably by more than three-tenths. There was a small proportion of unsatisfactory teaching in the previous inspection and now there is none.
18. Teachers throughout the school ensure that pupils have regular opportunities to contribute to whole-class discussion. Pupils are targeted effectively to ensure that they develop communication skills during these sessions. This supports the personal development of boys particularly well and contributes well to their confidence. Teachers accept all contributions and use them skilfully to reinforce learning across the whole class. They use praise well to encourage pupils to offer their opinions. This is continued during whole-school assemblies, which extends the audience for pupils. These strategies ensure very good levels of personal development as a range of different views are accepted. For example, in art in class 4 pupils expressed their opinions of the architecture of Frank Lloyd Wright compared with their own school's design.
19. Teachers all manage pupils' behaviour very well. They have high expectations and set clear standards across all aspects of lessons and expect pupils to work hard to complete their tasks. This results in a good level of productivity in lessons. Many opportunities are provided for pupils to discuss their work and this is always carried out sensibly. If any negative incidences occur teachers tackle them sensitively but fairly and set clear targets for future behaviour. Teachers ensure that pupils move around the building sensibly and pupils are given good opportunities to work independently. For example, pupils work independently on computers in the library.
20. Teachers have a very good knowledge of pupils' level of development and of their family circumstances. This ensures that work is made relevant to pupils' own contexts and accelerates learning. For example, in literacy in class 2 the reference to a baby's first smile in a poem was discussed with pupils with younger brothers or sisters. Teachers' subject knowledge is good in reading, art and design and design and technology. Teachers and the nursery nurse in the Foundation Stage have a very good understanding of the Early Learning Goals³ and the nature of learning of this age group.
21. Teachers throughout the school use resources well to support new learning and to develop skills. In introductions to lessons they provide stimulating supplementary objects to reinforce understanding. So in class 1 the teacher showed pupils different coloured peppers to support their understanding of the poem 'Peter Piper picked a

³ The Early Learning Goals are the outcomes of the curriculum for the children of reception age in class 1. ~~The Early Learning Goals are the outcomes of the curriculum for the children of reception age in class 1.~~

peck of pickled peppers'. Teachers use computers well across the curriculum. This develops pupils' understanding of their use as a tool. For example, in a science lesson pupils recorded their findings of the changes in pulse rates and then produced a good quality graph using different colours on the computer. In class 4 the teacher uses information and communication technology very well to reinforce her key teaching points. For example, she used a PowerPoint presentation to show photographs of the school taken with a digital camera. This ensured a high level of concentration from the pupils during her introduction. Teachers also use the school environment very well to extend learning. For example, in class 2 pupils identified a range of plants and animals during a science lesson in an investigation across the school site.

22. Teachers' planning is thorough. It is very detailed in literacy and numeracy. However, the planning in class 4 lacks sufficient detail in the group sessions to provide tasks to match the needs of the different age groups. Planning is carefully based on assessment as teachers keep records of the progress during lessons. This is particularly good in class 1 where the two time-share teachers keep very comprehensive records of their work and pupils' progress to ensure a smooth transition between their provision across the week. These teachers plan very carefully for both age groups to ensure the younger children receive their allocation of play. Individual education plans for pupils with special educational needs are detailed and give clear targets across different aspects of the pupils' needs. The mathematics' targets are particularly well focused. Daily assessment is used well in guided reading, where teachers record individual progress. This can now be extended to relate progress more clearly to the National Curriculum levels.
23. Teachers set satisfactory group targets and these are followed through in pupils' exercise books. However, there are insufficient individual targets to support each pupil in understanding their own particular learning needs. For example, pupils do not have individual targets to improve the content of their writing. Older pupils are not sufficiently involved in setting their own targets or in identifying their own rate of progress towards them. Targets are not linked sufficiently well to the National Curriculum levels. During lessons targets are set for group tasks. This is particularly good in class 3 where pupils are reminded of key features of their work before they begin the tasks as well as when they are carrying it out. For example, pupils were told to take care with their handwriting and to use sentences carefully in their literacy lesson tasks. There is some lack of challenge for a small number of more able pupils.
24. Teachers all set a fast pace during lessons. They begin lessons briskly and move efficiently between different parts of the lesson. They expect pupils to concentrate well and to work at a fast pace during group tasks. They modify their timing sensitively to allow pupils to reflect where necessary. For example, in literacy in class 2 the teacher slowed the pace when pupils were deciding what precious objects or thoughts they would put in the 'magic box'. This ensured a high quality of response by many pupils including, "Golden rays from a rising sun".
25. Teachers use the high quality displays well during lessons to reinforce key teaching points and to celebrate pupils' efforts. For example, in literacy in class 2 the teacher reminded pupils of their previous work on features of poetry before she began the new work on a different poem. The displays are used effectively to reinforce understanding of processes. So, in design and technology displays, the research, planning and evaluation are all displayed together with photographs or the actual outcome of the making part of the process. These range from special biscuits in class 4 to Joseph's multi-coloured coat in class 2 and teddy bears' beds in class 1.

26. The quality of teaching in the extra-curricular activities is high and at an equivalent level to that in lessons. This supports the work during the school day well. For example, computers are used well across the school to ensure that the older pupils have additional time on computers every week in their computer club. Provision of homework is satisfactory. Pupils regularly take their reading books home and the home-school reading diaries are used appropriately. Some opportunities are missed for older pupils to develop skills of extended writing in homework. Homework is used well in class 4 to prepare pupils for lessons. For example, in the literacy hour pupils had prepared headlines and key phrases to use in their newspaper articles of Beowulf's adventures. They then shared them confidently in the whole-class discussion.
27. Teachers organise lessons effectively. This is particularly good in class 1 where provision for the Foundation Stage is carefully combined with the Year 1 provision to ensure both sets of pupils receive their entitlement. Additional adults are used well and the nursery nurse plays a valuable role in supporting the younger children. Classroom assistants are usually used effectively to support individuals and groups. However, in some whole-class sessions their time is not used efficiently. The numeracy and literacy lessons are well balanced. However, in both numeracy and literacy group time most teachers do not spend sufficient time with just one group. This reduces their effectiveness in identifying individual rates of progress and setting explicit targets. The whole-class teaching at the end of lessons in numeracy is good. In literacy it is inconsistent with some teachers missing opportunities to extend pupils' learning ready for the next day's work. Insufficient time is organised for pupils in Year 6 to carry out written tasks in English and number work. The school has identified this shortfall.
28. Teachers have high expectations of pupils with special educational needs. They are very effective in building the confidence of these pupils when they enter the school midway through their primary education. There are very high expectations of pupils with English as additional language and these pupils make very good progress as they are supported very carefully. Gifted and talented pupils are supported well and expected to fulfil their potential. However, there is some under-expectation of a small proportion of other more able pupils during lessons. In some cases these pupils are given insufficient challenge during whole-class discussion or in their independent tasks.

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

29. The quality of the curriculum is very good and fulfils statutory requirements. It is broad and balanced and directly relevant to pupils' needs. The school has worked hard to introduce the changes required for the Foundation Stage. There are detailed termly plans, which cover the majority of the Early Learning Goals. This successfully provides a broad and balanced curriculum, which prepares children thoroughly for Key Stage 1. However, the lack of an outdoor area for large play apparatus sometimes reduces opportunities for the physical development of children. Termly planning is carried out very thoroughly by the time-share teachers and the nursery nurse in class 1. The reception team liaises well with the pre-school provision in the area. There are good links with the secondary schools. This ensures a smooth transition into and out of the school.
30. The school has successfully implemented the national strategies for literacy and numeracy. The introduction of new planning methods, the provision of resources

such as 'Big Books' and the training of teachers have all had a positive impact upon pupils' learning particularly in English and in certain aspects of mathematics such as mental arithmetic. Parents appreciate the improvements in pupils' mental mathematics in the National Numeracy Strategy. The school has good provision for developing skills of applying mathematics. However, there is insufficient time spent in Key Stage 2 on number based work.

31. The school has considerably improved the provision for information and communication technology, design and technology and art and design from the previous inspection. The increase in the number of classes from three to four has been carefully considered. The needs of the mixed key stage class pupils have been thoroughly organised to ensure they receive the appropriate curriculum. For example, the Year 3 pupils join the Year 4 pupils for several different subjects. Teachers' planning takes account of the two age groups within the mixed-age classes. This is particularly good in the reception and Year 1 class. There is insufficient detail in the termly planning for the two year groups in class 4 in English.
32. There are good policies and schemes of work for all subject areas. These are largely based on nationally published material in accordance with the attainment targets within the National Curriculum. The school has worked hard to incorporate the new National Curriculum 2000 and has successfully organised the curriculum in two-year cycles to prevent repetition in mixed-age classes. Some subject areas such as history, art and music benefit from the very good use of specialist teaching coupled with skilful organisation of the timetable. Health education is strongly promoted. The school has a healthy snacks policy, which was introduced after consultation with parents. Drugs education is included within the health education programme. The school has decided not to teach sex education.
33. The range of high quality extra-curricular activities considerably enriches the curriculum. These are well supported and greatly enjoyed. The provision for music made by the school is very good. Pupils have the opportunity for specialist musical tuition of a high quality from a visiting teacher and instructor in singing, recorder and violin. All pupils have access to the curriculum and the school's activities in accordance with the equal opportunities policy.
34. Provision for pupils with special educational needs is very good. Teachers plan carefully for their needs both within lessons and over the period of a term or a year. Pupils' progress is carefully monitored. The Code of Practice⁴ is used well to support pupils on the special educational needs register. The school works well with external agencies to support these pupils' needs. Provision for gifted and talented pupils is very good. The school organises their curriculum very carefully to extend their learning effectively. Provision for pupils with English as an additional language is very good. Their learning needs are identified quickly and they are given very well structured additional support. Provision for a small number of able pupils is not sufficiently well structured to extend their learning consistently.
35. The school's provision for spiritual, moral and social development is very good. The provision for cultural development is good. This makes a very strong impact upon pupils' personal development and is a significant strength of the school.

⁴ ~~The Code of Practice is identified by the government for pupils with special educational needs.~~ Code of Practice – this gives practical advice to schools and local education authorities about their responsibilities and tasks to ensure that pupils who have special educational needs receive the most appropriate help to further their learning and personal development. This is a statutory duty under the 1993 Education Act.

36. Assemblies make a very good contribution to raising pupils' spiritual awareness. All pupils are involved and engaged by these occasions as there is a very good range of themes, activities and resources which stimulate interest and excite curiosity in spiritual matters. For example, pupils express awe and wonder when they are shown an enormous amethyst crystal by the headteacher. Teachers seize opportunities to develop pupils' spiritual awareness as fully as possible. For example, their attention was drawn to the sudden appearance of a rainbow and a boy was presented with a certificate for a poem he had written. The school provides very good opportunities to reflect, and pupils are confident in expressing their feelings, opinions and ideas in front of each other. Pupils are encouraged to develop their imagination and self-expression through drama, dance and music. For example, pupils in Years 5 and 6 performed a series of songs and dances from Tudor times in costume for members of the Mothers' Union. The school provides a regular 'Jesus and me' club led by a governor. This is well-attended and well-conducted with good resources, such as puppets, to enrich pupils' spiritual and moral development.
37. Moral development is very good. The provision is enriched through assemblies and circle time in classes. The whole-school stance on right and wrong is clearly evident in the way pupils move about the school and show mutual respect towards each other and adults. Class rules further exemplify the pupils' own understanding of right and wrong. Pupils are given regular opportunities to show a mature attitude in class and observe the conventions of 'hands up' rather than interrupting. They are given clear guidance for developing an awareness of others' feelings and rights. The school is an orderly community.
38. Provision for social development is very good. Behaviour and attitudes in class and around school reflect the school's very good provision for social development, including personal development. Teachers provide a wealth of opportunities for pupils to develop social skills in lessons. Teachers establish a positive ethos where there is mutual respect between pupil and staff, and pupils themselves. The very good relationships in the school are a considerable strength. All staff and pupils reflect the headteacher's strong lead in this aspect of the school's life. Teachers provide opportunities for pupils to prepare the school for activities. For example, they set out chairs for assembly and tidy away afterwards, taking charge of the cassette player. A range of school and community events throughout the year allows pupils to develop relationships and skills of social interaction. Many events are organised with other small schools to extend pupils' social development. For example, there are many shared sporting occasions.
39. The provision for cultural development is good. Visits to local places of interest, such as the Judge's Lodging in Lancaster as well as to the local church for traditional festivals, such as harvest and Christmas, promote pupils' awareness of their local culture. The school provides a curriculum that gives pupils an awareness of their own locality and its history. In describing the village and its amenities, pupils develop understanding of their own culture. For example, they wrote about their play area being a "place where children can cycle safely", and the church being a "place to go to when you want to be quiet". Interest in their heritage and in the history of their school and the local community is promoted further through a collection of artefacts in the school's museum. Teachers organise a range of interesting visits out of school and visitors into school to extend pupils' cultural understanding. For example, pupils regularly visit the local church, Lake Windermere and regional art galleries. Pupils then designed their own brochure for tourists enticing them to visit the Lake District. Residential visits extend pupils' cultural development well. Provision for multi-cultural development is satisfactory. The school provides opportunities for pupils to learn

about other cultures across different subjects. For example, there are musical instruments from other cultures for pupils to play.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

40. The school takes very good care of its pupils. It has consolidated and built on the positive situation that existed at the last inspection. This high standard of care is underpinned by the very good knowledge that staff have of their pupils, the excellent quality of relationships and the mutual respect that children and adults have for each other, within the whole school community.
41. A number of very effective and comprehensive procedures are in place for both child protection and health and safety, which result in a safe and secure environment. The governing body, through its buildings committee, takes an active part in ensuring that regular health and safety inspections and fire drills are carried out at least once a term. Very good arrangements exist for first aid and to cope with any allergies that pupils may have.
42. Procedures for pupils with special educational needs are very good. Pupils' needs are carefully monitored to ensure that they are able to gain full benefit from the teaching.
43. The procedures for promoting and monitoring behaviour are very good. The school has high expectations for the behaviour of its pupils and there is a consistent application of rewards by all staff. These procedures have a positive impact in that pupils have a very good idea of right and wrong and know what is expected of them. The school also has effective procedures to ensure that the midday assistants are also involved in the implementation of policies. They are seen as an integral part of the school family. The quality of supervision in the playground and at wet playtimes is very effective and records exist to demonstrate how few playground accidents occur. The procedures to monitor and promote attendance are good and the school administrator plays an important and effective role in analysing registers and following up absences.
44. Good and effective procedures have been developed to ensure that pupils are well prepared to move into the next stage of their education. Good working relationships exist between schools that have a positive impact on transition.
45. The school has detailed and well-written policies on reporting and recording pupils' achievement. The school's formal assessment systems are satisfactory. Teachers use end of key stage national tests effectively to monitor progress. The school has just introduced a whole-class tracking and target setting system to identify progress at the end of each year. The data from the tests at the end of Key Stage 1 is analysed and used effectively to set long-term targets and forecast achievement in the future. However, short-term targets are not set regularly to support pupils in making better progress on a weekly basis. For example, teachers do not identify sufficient points for development when they mark pupils' work. The school has just begun to use annual national tests across Key Stage 2. There are plans to improve and expand its assessment systems further. There are satisfactory individual target setting sheets that track the progress made by individual pupils.
46. There is a satisfactory marking policy, but this is not yet consistently implemented throughout the four classes. For example, teachers make evaluative comments on pupils' work, but do not always indicate what the pupil could do to improve. Pupils

are collecting their own 'special book' of work they are particularly proud of, including events out of school such as football or walking. They include school events such as harvest festival services, sports days and concerts. Pupils contribute to their own annual reports and include intentions such as "try harder with spellings" and "make my writing tidier".

47. Teachers discuss pupils' attainment and likely future performance informally and frequently. They make careful notes on their planning sheets, having assessed previous lesson planning, to adjust what they need to teach next. In addition they make notes for themselves about individual pupils' successes and future needs which they include in their ongoing short-term plans. Teachers in the Foundation Stage keep meticulous information, which they share in a diary. This ensures a high level of continuity for the children in this stage. However, now the school has expanded to four classes, a whole-school system for assessment and short-term target setting is more appropriate.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

48. The school has developed a very good partnership with its parents. There has been further consolidation of this relationship since the last inspection. Parents hold the school in very high esteem. Their responses at the parents' meeting and to the questionnaire were all very positive. The headteacher takes great pains to communicate with parents to explain any changes either on a whole-school or on an individual level. This results in the parents having a high level of trust of her leadership and ensures that changes are implemented smoothly. There is very good provision for parents of children entering the reception class. Teachers make very effective links with parents to explain the systems of the school and to meet the new entrants. The provision of the toy library every week for toddlers also ensures early contact with parents. Parents of pupils with special educational needs are kept well informed. Parents are very proud of their school and the part that it plays in their children's lives.
49. A number of parents help out in class or provide their expertise in such things as football training. Additionally, there is a hard working and committed Friends' Association, which has recently raised sufficient money for the school to purchase much needed outdoor storage facilities and a wooden playhouse. The partnership that has been developed between the school and its parents is very effective and it has a significant impact on learning. The quality of information provided by the school to its parents is good. Informative newsletters are available for parents and villagers. The quality of the annual reports is also good and they are sufficiently detailed to reflect the progress of each child. Parents are given the opportunity to write their own responses on their child's report allowing another opportunity to develop a partnership with the school.
50. The support provided by parents to home reading, reading in school and to other homework is good and it has had a positive impact on raising standards.

HOW WELL IS THE SCHOOL LED AND MANAGED?

51. The leadership of the headteacher is very good. She sets a very clear educational direction for the work of the school. Due to her determination and hard work the school's intake has quadrupled since she took up her post, with pupils coming into the school from well outside the village of Over Kellet. She creates a very positive ethos for learning that has a significant positive impact on raising standards. She combines the role of headteacher very effectively with the demands of class teaching. However, the increase in staffing this term to four teachers will necessitate an increase in the time spent out of the classroom to carry out the headteacher duties. She sets a high standard in spiritual development, which has a significant impact on the beliefs and attitudes of the pupils. For example, she has a very high standard of teaching in assemblies, where she ensures pupils have opportunities to express their feelings. Both boys and girls share sensitive issues with the whole school. This gives boys confidence in speaking and listening and contributes well to the school's success in helping boys to achieve well. The headteacher is a very effective special educational needs co-ordinator. She knows the needs of each pupil on the register very well. She considers the developing needs of the school very carefully. For example, she has ensured a careful balance of expertise amongst the teachers to support the school in developing subjects across the curriculum. This has raised standards across many subjects. She ensures a very high level of communication between the staff. This creates a high level of shared understanding of the curriculum taught in the different classes.
52. There is a very high, shared commitment towards improvement in the whole school community, which has a strong positive impact on the developing provision. Subject co-ordinators are very enthusiastic and hard working. Most teachers have only been responsible for their subjects for a short time but they have already raised standards across the school. For example, the expertise of the information and communication technology co-ordinator has ensured the use of consistent systems and a great improvement in the presentation of teachers' own documents. The Foundation Stage co-ordinator is very effective in developing the provision for this age group. She has led the implementation of the new curriculum very well and has a clear understanding of the new requirements. Her team has identified the shortfall in outdoor play and has begun to provide high quality resources. For example, they have provided a high-rise playhouse. However, the provision is not yet complete and does not yet provide regular access for all the children in the Foundation Stage. The increase in the number of teachers this term now requires timetabled formal systems for the co-ordinators to monitor teaching and to carry out scrutiny of pupils' work throughout the school.
53. The governors have a very good understanding of the strengths and weaknesses of the school as they maintain close links with the school. The chairperson works closely with the headteacher and ensures that governors share in shaping the development of the school. Governors appreciate the efficient way he runs meetings. He ensures that all governors have their own area of responsibility in order to improve the effectiveness of the full governing body. The vice chairperson is a very regular visitor to the school. He leads high quality assemblies, which reinforce the key values of the school very effectively. For example, he captured pupils' attention by cutting off sections of his tie at different parts of his story to illustrate how life progresses. Governors monitor their own responsibilities carefully. For example, a member of the premises committee comes into school when building work is being carried out to check the work of the builders. With the increase in the number of teachers, a pairing system with co-ordinators would further improve governors' knowledge of the curriculum and of different age groups.

54. Financial management is good and is well linked to the school development plan. Specific grants are used carefully for their designated purposes. For example, the recent building work has allowed the school to accommodate their increasing number of pupils well. The school uses the principles of best value well. The budget surplus shown as a carry forward on page 25 of this report is not a true reflection of the school's management of its finances. It includes major outgoings that have since been spent. The actual current contingency is under 8 per cent. Financial control is very good. The school administrator is very well qualified and carries out the day-to-day tasks very efficiently. She works very effectively with the headteacher and the governors and has a very good understanding of the school due to her many years of service. The school uses new technology well. For example, the individual education plans use dedicated programs which improve efficiency and ensure a high level of detail.
55. Staffing levels are very good. The curriculum needs of the different age groups are monitored carefully and pupils are organised thoroughly to ensure the expertise of the teachers is used efficiently. New staff have a thorough induction and the high level of communication ensures that they are supported carefully into the school's systems. However, the increase in the number of teachers now requires more formal performance management procedures to be set in place. The expertise of staff is generally used well to improve provision. For example, the part-time music specialist works across all of Key Stage 2 and has had a significant impact in raising standards. The school makes effective links with other small schools to support their staff development in shared training. There are times during whole-class sessions when the classroom assistants' time is not used efficiently. The school considers the use and developments of its accommodation carefully. For example, it has provided computers and an Internet link in the fiction library to support research skills. Pupils use this provision well. The fiction library is well organised but the non-fiction library is not arranged sufficiently well for the younger pupils. The caretaker keeps the school very clean.
56. The school identifies priorities very carefully. School improvement planning is a shared process and identifies monitoring responsibilities clearly together with how the success of the developments can be measured. Costings are included. The increase in the number of co-ordinators now requires the devolvement of responsibility for curriculum budgets to allow for proper development of their role. The headteacher monitors the provision for each class well by teaching every class regularly. This allows her to ensure that systems are being carried out consistently. Co-ordinators have a good understanding of the work across the school due to the high level of communication between the teaching staff. However, the increase in the number of teachers this term requires more formal monitoring systems both of teaching and of pupils' work. The school has consolidated the strengths, identified in the previous inspection.
57. Children enter the school with a wide range of attainment. They make good progress through the school. Attitudes and behaviour are excellent. Teaching is good with very good features. Leadership and management are very good. The school has consolidated the good features of the previous inspection and made good improvement in its provision. The cost per pupil is above average due to the size of the school. Taking all this into account the school gives good value for money.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

58. In order to further improve the quality of education the governors, headteacher and staff should:-

(1) raise standards in the number aspect of mathematics in Key Stage 2 further by:-

- improving the quality of the interaction with pupils during group work in the numeracy lessons;
- increasing the proportion of lessons based on number;
- developing pupils' skills of mathematical recording more effectively;
- organising pupils' written work more effectively in order to track their rate of progress in the long term;

Paragraphs 6, 27, 30, 83, 86-87 and 89

(2) raise standards of all more able pupils by:-

- identifying these pupils more clearly;
- using the new tracking systems to monitor their progress more effectively;
- setting higher targets;
- raising teachers' expectations of these pupils;

Paragraphs 9, 23, 28, 34, 87 and 92

(3) increase the rate of progress of pupils' written work in English in Year 6 by:-

- increasing the amount of time available for pupils to carry out written tasks;
- providing clearer frameworks for pupils to gain skills across different writing styles;
- setting more specific targets for individual pupils;
- providing regular opportunities for pupils to write extended pieces of work across a range of writing styles;
- using publication of work to extend handwriting and presentation skills;

Paragraphs 5, 22-23, 27, 71, 79, 81 and 94

(4) improve the consistency of management systems and strategies for monitoring and improving teaching and learning and further raise standards across the school by :-

- timetabling the monitoring of teaching to an agreed agenda;
- devising systems for co-ordinators to monitor pupils' written work;
- implementing performance management systems.

Paragraphs 51-53, 55 and 56

As well as these key improvement issues the following weakness should be included in the action plan:-

implement the plans for improving the provision of outdoor play for the Foundation Stage.

Paragraphs 29, 52 and 68

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	23
Number of discussions with staff, governors, other adults and pupils	23

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very poor
0	39	52	9	0	0	0

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

Information about the school's pupils

Pupils on the school's roll	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	80
Number of full-time pupils eligible for free school meals	6
Special educational needs	YR – Y6
Number of pupils with statements of special educational needs	0
Number of pupils on the school's special educational needs register	17
English as an additional language	No of pupils
Number of pupils with English as an additional language	1
Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	6
Pupils who left the school other than at the usual time of leaving	2

Attendance

Authorised absence

	%
School data	5.1
National comparative data	5.4

Unauthorised absence

	%
School data	0.0
National comparative data	0.5

Attainment at the end of Key Stages 1 and 2

The number of pupils in each year group is too small to publish the results of the national tests and teacher assessment.

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	0
Black – African heritage	0
Black – other	0
Indian	1
Pakistani	0
Bangladeshi	0
Chinese	0
White	78
Any other minority ethnic group	1

This table refers to pupils of compulsory school age only.

Exclusions in the last school year

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

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

Teachers and classes

Qualified teachers and classes: YR – Y6

Total number of qualified teachers (FTE)	4
Number of pupils per qualified teacher	20
Average class size	20

Education support staff: YR – Y6

Total number of education support staff	3
Total aggregate hours worked per week	30

Financial information

Financial year	1998-1999
	£
Total income	164,080
Total expenditure	152,931
Expenditure per pupil	2,067
Balance brought forward from previous year	33,572
Balance carried forward to next year	44,721

Results of the survey of parents and carers

Questionnaire return rate 68.8%

Number of questionnaires sent out	77
Number of questionnaires returned	53

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	72	26	2	0	0
My child is making good progress in school.	69	31	0	0	0
Behaviour in the school is good.	79	15	0	0	6
My child gets the right amount of work to do at home.	60	36	2	0	2
The teaching is good.	81	15	0	0	4
I am kept well informed about how my child is getting on.	46	50	4	0	0
I would feel comfortable about approaching the school with questions or a problem.	94	6	0	0	0
The school expects my child to work hard and achieve his or her best.	81	19	0	0	0
The school works closely with parents.	69	29	2	0	0
The school is well led and managed.	92	6	0	0	2
The school is helping my child become mature and responsible.	83	15	0	0	2
The school provides an interesting range of activities outside lessons.	46	29	21	2	2

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

59. Children enter school on a full-time basis at the age of four, joining a mixed-age class of reception and Year 1 pupils. The majority have attended a playgroup or nursery before joining school. Attainment is broadly average but there is a wide range of ability in each year. Assessment on entry shows lower standards in mathematics than in reading and personal, social and emotional development. Children make good progress in reception and by the end of the Foundation Stage most children reach the expected standard across the early years curriculum. Attainment is above expectations in reading as the teaching team cover basic skills very well and give individuals well-targeted support. Very good progress is made in personal, social and emotional development.

Personal, social and emotional

60. Attainment in personal, social and emotional development is well above expectations by the end of the Foundation Stage. Children's development is supported very effectively as staff use many occasions during the day to extend their skills. For example, at registration children are encouraged to listen to each other and to put their hands up if they have a contribution to make to the discussion. Children settle happily every day to their routines. Staff plan interesting structured activities. Children work as part of the whole class, listening to others, joining in as requested, singing or counting on their own. They work confidently in smaller groups, for example, when sharing a Big Book with an adult. Children take turns, listen to others carefully and respond to requests from others. They gain an understanding of tolerance and respect for others as they hear the alternative opinions and ideas. They match them with their own, discovering the social conventions of 'agreeing' and 'disagreeing' politely. When playing together in the sand tray they share imaginative ideas and learn from each other as they talk and discuss their actions. For example, "I can still see that frog – he's not all covered over. I'll put a bit more sand here". Although they become animated and enthusiastic, at all times they work together well: sharing resources, taking turns and helping each other. For example, children work together particularly well in pairs when using the computer, taking turns and watching carefully to see what their partner is doing. The balance between formal and informal work is good. Children are given appropriate opportunities to learn through structured play, such as when playing in the sand tray – as well as those activities directed by staff, for example, when playing a mathematical game matching socks and trousers on a clothes line.

Communication, language and literacy

61. At the end of the Foundation Stage attainment is above expectations. Children make very good progress in developing their speaking and listening skills. They are beginning to acquire the skills they need to read and write. Staff provide many opportunities for children to use language for communication. Children speak articulately, listen to others, offer their views and ask questions. For example, children offered their opinions when discussing peppers following an introduction of initial sounds, which included the tongue twister 'Peter Piper'. Children listen attentively and maintain their concentration well for the required time. When engaged in their activities they use questions and comment freely while they work. For example, they enjoy using model frogs in a counting activity taking them out of a bag and using words such as 'slippery', 'slimy', 'slithery', and later they use the frogs

in the sand tray, hiding them from each other using suitable words such as 'deep', 'sprinkle' and 'bury'.

62. Children are developing their pre-reading skills well. They handle books carefully and pay attention when adults use books at story-time. They handle books carefully and identify the front and back. They know where the story begins and where it ends. They enjoy telling the story from the pictures and are fluent and imaginative. Some recall the actual words of the story and are beginning to recognise words like 'pizza', 'Dad' and 'Mum'. Staff provide well structured opportunities for children to link sounds and letters. Most children identify the initial letter of their own name. They join in with the repetitive elements of a story willingly and anticipate what comes next. Most children recognise their own names, and recite the names of numbers up to 20 and the names of common colours such as red, green and blue. Children are beginning to develop their writing skills as they observe teachers and others writing their names. The classroom is alive with labels, for example 'Waiting Room' in the 'Pets' Clinic', and children's paintings are clearly labelled. A writing table is provided for them to practise their writing skills equipped with a range of pencils, crayons and paper. Staff model very carefully how to use books and how to form letters correctly.
63. Teaching and support staff work very well together to establish a happy and encouraging ethos in which children feel confident enough to speak freely. They provide stimulating resources to promote vocabulary and interest, for example, peppers when introducing 'Peter Piper' and a gorilla puppet when introducing the sound 'g'. All staff have very good questioning skills which they use effectively to encourage children's responses, to develop the children's vocabulary and to provoke their thinking and reasoning development. Staff provide a rich environment in which children can practise and develop their communication, language and literacy skills.

Mathematical development

64. Children make good progress in mathematical development in the reception class. By the end of the Foundation Stage they have progressed to the expected level from below expectations on entry to the school. Staff plan a range of activities which stimulate interest and provide a thoroughly secure foundation for future development. There are daily activities to raise children's awareness of number. For example, at registration times teachers draw the children's attention to the number present and the number absent, to the date and to the days of the week. Children are beginning to recognise the days of the week and the months of the year and to understand that they have a sequence and follow a pattern. Through very good questioning teachers raise children's awareness of sequence and pattern. For example, children learn about the days of the week, yesterday and tomorrow, and the changing seasons as the months pass. They are gaining an understanding of the routine of the school day and the order of meals, for example breakfast, lunch then tea, morning and afternoon. They are aware of special days, too, as they recall that 'yesterday was their teacher's mother's birthday', and they begin to recognise the size and relevance of number as they guess how old she is.
65. Children enjoy a wide range of stimulating and interesting mathematical activities. The activities are fast-paced and lively and the children respond enthusiastically. For example, they count the swings of Lucy the Ladybird, counting up to 10 confidently. Children match pairs correctly and understand the concepts of 'one more than' and 'one less than'.
66. The teachers use resources well to focus attention and to support learning about number visually. For example, when counting to 10, and then 20, a counting stick is

used which enables children to see the linear progression of number. Using the number line they confidently calculate one more than, two more than. There is a good range of resources to support numeracy activities. For example, large dominoes, and puppets that 'swallow' bricks. This game introduces children to the mathematical concept of subtraction. In discussion children know how old they are, how old they were and how old they are going to be. Staff provide a rich environment for mathematical development and seize opportunities to raise children's awareness of the mathematics all around them.

Knowledge and understanding of the world

67. Attainment in knowledge and understanding of the world is at the expected level. Children are developing good skills of enquiry. They study topics such as 'Ourselves' and are interested in themselves and each other as well as visitors. They observe similarities and differences about themselves and their families. They know that Ireland is across the sea and you can get there by ferry or by plane. They are developing a sense of time and place and becoming curious and excited about the world around them. For example, they are aware of weather and that there are floods and storms, that it snowed and hailed, causing them to feel sorry for the sheep and cows. They are increasingly aware of the passing of time and take an interest when baby Annabel is brought into school to be bathed. Staff provide good opportunities for children to explore and investigate through their senses. For example, they have set up a display for children to feel rough starfish and prickly fir-cones. The children have conducted listening experiments with strings and spoons to help gain an understanding of sound. 'The sound of the spoons went along the string'. Through the use of computers they are beginning to gain an understanding of the power of technology and they use appropriate vocabulary confidently, such as 'mouse', 'screen' and 'enter'.

Physical development

68. Attainment in physical development is at the expected level, except in play on large outdoor apparatus where attainment is below the level expected as the school does not yet have sufficient facilities. Children work with increasing accuracy when painting and cutting and when using scissors and the computer mouse. They control pencils and crayons at the expected level, and in the sand tray are careful to keep the sand within the walls of the container by using their fingers and wrists delicately and precisely. When playing a mathematical game, they use clothes pegs and a washing line accurately and place the various toppings such as pineapple slices carefully on a pizza. When handling books, all take good care to turn the pages properly and to treat the books with respect. Pupils have an awareness of space in and around the classroom and of other pupils around them. However, children do not have sufficient opportunities to develop a sense of space as their use of large play apparatus such as large wheeled toys and climbing apparatus is hampered. This is because the school lacks a designated play area for reception children. The opportunities therefore for jumping, climbing and balancing are limited. The school has just begun a programme of improving this provision with the arrival of a high-rise playhouse.

Creative development

69. Attainment by the end of the Foundation Stage is at the expected level. Children make satisfactory progress in creative development in the reception class. Staff plan for children's imaginative development well. Opportunities for drama and imaginative play are provided for children in the role-play area where staff have organised this as a 'Pets' Clinic' with a waiting room. Work on exploring colour and media provides children with an insight into texture and shape. They use paint, crayon and a range of collage materials such as foil paper, cotton wool and fabric confidently. For example, children used large sheets of paper and big brushes to paint self-portraits using poster colour. They worked with others to illustrate the 'Creation' using a range of techniques including collage and printing. Children make large pictures confidently with mathematical shapes such as circles, triangles and squares. Some of these pictures show the mathematical shapes to unusual effect. Children are given opportunities to experience colour, texture and sound through their senses as staff have established an inter-active display in class. The staff take many opportunities to link creative development with other areas of the curriculum, for example, with language and mathematics. The children sing counting songs confidently, in tune, with a good sense of rhythm.
70. The Foundation Stage teaching team work together very effectively. They are very well organised as they plan very carefully together. They track children's development very effectively and communicate progress regularly to each other. There are a large number of adults working within the class and they are generally used very effectively to support the needs of the reception children. Teachers use the maturity of the older pupils very well to support the younger children. They ensure that the younger children receive their entitlement to play. For example, children join in the first part of the literacy hour and then move on to other activities whilst the Year 1 pupils continue with the whole-class discussion. All staff establish caring relationships which result in children behaving very well and developing very good attitudes to their work. The provision for children in the Foundation Stage is a strength of the school.

ENGLISH

71. Standards in speaking and listening are above expectations across the school. Pupils are given regular opportunities to speak across a range of different purposes and audiences that extend their skills well. Standards in reading by the end of Key Stage 1 are well above average as teaching of basic skills is very good. Standards in writing are above average. By the end of Key Stage 2 there are a high proportion of pupils who have not benefited from this teaching as they have moved into the school after Key Stage 1. The proportion of pupils moving into the school increases through Key Stage 2. Standards in reading and writing are above average in the first half of Key Stage 2. In the second half of Key Stage 2 nearly half of the pupils joined the school in the middle of their primary education. Standards by the end of the key stage are close to the average both in reading and writing.
72. Standards in reading have improved since the last inspection across the school, particularly in Key Stage 1. Standards in writing have improved in Key Stage 1 and the first half of Key Stage 2.
73. Results of the national tests are variable. This is due to the great differences in the numbers and nature of each year group and the small size of the cohorts. In some cases there are a high proportion of pupils with special educational needs in a small

year group. This distorts the overall outcome and the comparison with national statistics where these features are not taken into account.

74. The school places a high emphasis on speaking and listening in the discussion aspects of lessons and in assemblies. Pupils are regularly encouraged to express their opinions and offer their views. Teachers target individuals to ensure that all pupils have opportunities to develop speaking and listening skills. All contributions are valued, even if they are wrong, and teachers support pupils in working out correct answers. In Year 1 the very effective organisation of the class ensures that there is a high level of teacher-pupil interaction across all aspects of the lesson. The nursery nurse supports the younger children, leaving the class teacher time to support the older pupils. The time-share organisation supports the quality of this provision very effectively, as pupils learn to respond to two different teachers. The very thorough assessments and evaluations kept by the two teachers ensure that they have a detailed understanding of the work carried out in the other part of the week. In Year 2 the pupils strive to match the work of the older pupils. The teacher gives them careful support to extend their learning both in whole-class discussion and in group work. By the end of the key stage most pupils explain ideas clearly and listen very carefully. More able pupils show understanding of the main points in discussions. For example, in science a pupil recapped the teacher's explanation of key differences between leaves.
75. In the first half of Key Stage 2 pupils listen attentively across a range of contexts. They respond well to the teacher's questions as they are interested in the subject matter and are expected to offer their opinions. More able pupils have the confidence to recap the learning in their group to the whole class using Standard English. In the second half of Key Stage 2 pupils all contribute well to discussions. The teacher organises a wide range of situations for pupils to co-operate together to solve problems. For example, they work in pairs to create web pages in information and communication technology. They use language effectively to develop ideas, listen carefully to each other's contributions and question each other's views sensitively. More able pupils carry out extended discussions at a high level with adults. For example, a pupil discussed the use of journalistic language for a newspaper rather than in an interview. The teacher extended his development through the skilful use of questioning.
76. In reading in Key Stage 1 pupils develop effective skills of tackling new words as they receive a thorough programme of work to ensure good progress. This work is carried out through the literacy hour and in individual support with a range of adults. Guided reading sessions are used well to share pupils' contributions and extend their understanding of the meaning of different texts. Teachers use the literacy hour very effectively by using 'Big Books' to read aloud and to introduce new vocabulary and different styles of texts. Pupils benefit from reading together as they gain confidence from the rest of the class. Pupils read regularly both at home and at school and careful records are kept of the books they have read. By the end of the key stage pupils have a good understanding of the meaning of different texts and identify favourite books and authors confidently. They have a good understanding of non-fiction texts and use indexes confidently. Gifted and talented pupils in this key stage are very well supported in reading and reach very high standards. For example, they discuss the merits and contents of 'Mr. Men' books.
77. Standards in reading are above average until the end of Year 5. Teachers provide regular daily sessions for reading, which allows pupils time to read across a variety of texts independently. In class 4 pupils develop good skills of reading newspapers as the teacher provides good quality newspapers written for children. Pupils tackle

difficult sections within these newspapers as they are interested in the content and make meaning of the small articles. The higher proportion of pupils who have moved from other schools reduces the rate of progress in Year 6 and standards are at the expected level overall. Standards in using non-fiction are above average as all pupils work confidently with these texts. Teachers develop the skills of using of non-fiction texts very well across the curriculum and there are high quality displays including information books in every classroom. For example, in class 3 there are many books on evacuees as part of a project on World War Two, which pupils use well as they are very interested in this information.

78. Pupils develop skills of writing across a range of styles by the end of Key Stage 1 as they are given regular opportunities to extend their understanding. Basic grammatical sentence structure is generally correct and pupils use language very persuasively. Pupils use dialogue within stories but without the punctuation. For example, a pupil wrote, "She pleaded and pleaded but dad just said no". Pupils produce simple narrative structures in their stories. Spelling is generally good but some opportunities are missed to mark this aspect of pupils' work in their independent writing. Handwriting is average. It is accurately formed and of a consistent size but opportunities are missed to produce good quality final pieces of work with the emphasis on presentation.
79. Progress in Key Stage 1 is good. In Key Stage 2 progress is uneven. Pupils make good progress in the first half of Key Stage 2. There is stronger emphasis on the importance of presentation in class 3 and standards of handwriting rise. Pupils begin to develop skills of extended writing and produce longer pieces of work. The Year 3 pupils produce very imaginative pieces of work as the teacher sets up very effective frameworks for the pupils to follow. For example, she used a poem about a magic box and then stimulated the pupils' imagination by having her own beautiful box and getting the pupils to suggest items to put inside. Progress slows at the end of the key stage. In Year 6 pupils produce imaginative alternate versions of traditional stories at the expected level. For example, a pupil wrote, "Little Miss Muffet was eating her curds and whey that she had bought at the supermarket". They reach expected standards when writing instructions. Pupils do not produce regular extended writing. The school has identified this shortfall and has plans to extend the amount of time available for developing these skills. Pupils draft complete pieces of work and then produce detailed second drafts. This improves their drafting skills but reduces the amount of time to write in different styles. The frameworks for developing writing styles are too general and need a clearer focus. For example, when writing in a journalistic form there were too many details required in the individual task to allow pupils to concentrate on the reporting style. Pupils have general targets throughout the key stage for developing their writing. They are appropriate for groups of pupils but are not sufficiently related to each individual pupil's needs. They are not negotiated with the pupils or related closely to the National Curriculum. Pupils do not have regular handwriting practice and standards by the end of the key stage have fallen from Year 4. Pupils have good standards of spelling across the key stage as they are practised regularly. Pupils use computers well to produce independent writing throughout the key stage. For example, pupils in class 4 used a special program to produce the front page of a newspaper.
80. Pupils with special educational needs are very well supported. There are high expectations for these pupils and their individual education plans are detailed. Progress for pupils with English as an additional language is very good as they receive focused help to learn and use English across the curriculum. Teachers use praise very effectively with these pupils, which raises their self-esteem and gives them a high level of confidence. For example, during reading a pupil with special

educational needs said that he was a very clever boy. Gifted and talented pupils are identified early and their provision is very carefully organised to allow them to work with older pupils where appropriate. However, there is some lack of challenge for a small proportion of more able pupils.

81. Teaching is very good in Key Stage 1 and good in Key Stage 2. The school has implemented the literacy hour well. The whole-class sessions are carried out at a fast pace and the teaching is well focused. Tasks are planned appropriately for the group work but teachers generally do not spend sufficient time with the main group of pupils. This reduces the quality of interaction with individual pupils. In class 3 pupils are regularly reminded of the targets for the lesson. However, in class 4 the targets are too varied to allow pupils to develop specific skills. Teachers do not always use the full 10 minutes of the whole-class discussion at the end of sessions to full effect. They celebrate pupils' work well but do not always set future targets for pupils. Homework is used well in class 4 to prepare pupils for class work. For example, pupils were required to produce a title for a newspaper article on Beowulf for homework and this was used well in the whole-class discussion. Teachers are very enthusiastic about English, which leads to extremely positive attitudes towards the subject. Teachers introduce new stories with enthusiasm and subtlety. The class 2 teacher uses language particularly well which provides a rich model for her pupils. For example, she used images so skilfully in a writing lesson that a pupil produced a very high quality poem full of powerful ideas including "a troublesome trout leaping for a fly". Regular records are kept of the guided reading in class 4, which monitors pupils' individual progress well. As yet record systems are not uniform throughout the school.

MATHEMATICS

82. Attainment at the end of both key stages is in line with the national average. The small cohort, the differing numbers of pupils in each year group and the varying proportion of pupils with special educational needs in each year makes statistical comparisons unreliable.
83. Pupils are competent at oral number work across the school. They develop an appropriate mathematical vocabulary and explain their methods and findings at the expected level. The implementation of the National Numeracy Strategy is having a positive impact upon the way pupils learn, particularly with regard to the quick-fire mental arithmetic part of numeracy lessons. However, opportunities for pupils to record their work and show their calculations are not always provided. This is particularly significant in Key Stage 2 where pupils receive insufficient time to develop skills of written calculations to the expected level. Sometimes an oral approach is too long during lessons or there has been an over-reliance on the completion of worksheets. Both of these teaching styles deny pupils the opportunity to try things out for themselves, to record their calculations, to make mistakes and to correct their work sufficiently regularly. This also makes assessment of pupils' achievements very difficult to track since there is little written evidence to show how pupils' mathematical thinking is developing. Pupils throughout the school work confidently with shapes and measurements and apply their mathematics well across different problems. However, the time spent on these activities reduces the opportunities for developing written number skills. The number aspect of the mathematics curriculum needs more time both on a weekly and termly basis.
84. Pupils make satisfactory progress in Year 1. They develop number skills in counting forwards and backwards to 20. They develop some recording and investigating skills. Their mental mathematics work is at the expected level. They build on their

oral skills as teachers expect pupils to explain their mathematical thinking at the end of lessons.

85. By the end of Year 2 most pupils work confidently with hundreds, tens and units and count in tens from 0 to 100. They enjoy applying and using their knowledge and understanding of number in practical measuring activities. For example, they estimate confidently and then measure a very wide range of items. In their current study on shape, pupils chose the appropriate unit of measurement, millimetre, centimetre or metre, and used the equipment with care. Pupils measure accurately in millimetres. Pupils are beginning to come to an understanding of averages and probability.
86. By the end of Key Stage 2 pupils calculate confidently and accurately in the mental mathematics session. Attainment in written number work is lower than other aspects of mathematics. Pupils have a satisfactory understanding of place value, number patterns and multiplication tables. They have a good understanding of shape and rapidly identify plane shapes using visual recall. For example, they identify quadrilaterals and more complex shapes such as pentagons and hexagons working at speed. They record their work co-operating well in pairs, checking each other's drawings and spellings. They identify right angles with ease and make informed guesses effectively.
87. Progress for all pupils in both key stages is satisfactory except for written number work where they do not have a sufficient level of recording skills. Pupils with special educational needs make very good progress as they are well supported and receive questions which are designed to challenge them appropriately. Gifted and talented pupils are very well supported and make very good progress. Their time is carefully organised to meet their needs. Pupils with English as an additional language make very good progress as they are given a very high level of encouragement to ensure they gain confidence in their work. A small proportion of more able pupils are not sufficiently challenged to fulfil their potential.
88. Pupils' response to mathematics throughout the school is very positive. They enjoy the quick-fire sessions, especially when they are required to respond individually in an active way. For example, when each pupil has to find the answers using a set of cards and hold up the answers they each work eagerly as each is keen to solve the problem. Their full attention is engaged and their concentration is sustained as they are active participants. All pupils invariably listen well in lessons and settle quickly to their work. In practical mathematics lessons, pupils' attitudes are very good. They are very well motivated and stay closely on task. Teachers take full advantage of opportunities to develop awe and wonder and pupils respond very well.
89. Teaching in mathematics is good throughout the school. There are some features of teaching that are very good. For example, teachers have excellent relationships with their pupils and provide very effective opportunities for personal and social development. Teachers have secure subject knowledge and have adopted the three-part lesson structure of the National Numeracy Strategy well. Teachers prepare resources carefully and use of a range of teaching aids well such as overhead projectors, number fans and specially made games designed to meet pupils' different needs. For example, having revised the four times table, groups of pupils play exciting games to match factors, multiples and square numbers. The games boards have been constructed to meet each group's needs and are, therefore, appropriately challenging. Teachers set clear learning objectives for their pupils and planning is detailed. However, there is insufficient planning for written number work. Pace within lessons is very good, and most lessons are completed

with a strong sense of achievement as teachers check with their pupils “Who can tell us what they have learnt during this lesson?” Teachers use correct mathematical vocabulary and have devised good immediate assessment techniques. For example, at the end of Key Stage 2 the teacher checks pupils’ responses by scanning drawings with the minimum loss of time. However, some support staff are not deployed as efficiently as they could be, for example, during quick-fire warm-up sessions.

SCIENCE

90. Standards by the end of both key stages are average. However, the organisation of the Year 3 pupils to work with the Year 4 pupils in science has resulted in a very good teacher to pupil ratio for the Year 2 pupils. This has increased the rate of progress in lessons for the younger pupils this year. Progress in Key Stage 2 is satisfactory. Progress of pupils with special educational needs is good. The high proportion of these pupils who joined the school in Years 5 and 6 are on track to attain average levels.
91. Pupils in Year 1 receive a thorough grounding in science as the teacher organises her mixed class effectively to ensure that these pupils receive focused teaching at their own level. These pupils make good progress in investigative science as they have regular opportunities to develop these skills. For example, they identified different tastes correctly through investigations using their senses of taste and smell. They describe simple features confidently as the teacher gives them a thorough grounding in the appropriate terminology as part of the introduction to lessons. For example, pupils were confident when using the language of sour, sweet and bitter in their responses to tasting food after discussing these words in the whole-class discussion. Pupils with English as an additional language and gifted and talented pupils make very good progress as they are given very good support from both teachers and classroom assistants.
92. In Year 2 pupils continue to build on their investigative skills. They have a good understanding of life cycles of animals as they have traced this development across different types of animals. More able pupils understand the importance of seeds for next year’s growth of plants. They put objects into simple classifications confidently. For example, they put their collection of leaves into different groups and justified their choice of categories. They carry out investigations effectively as the teacher explains the tasks carefully. Pupils have a good knowledge of the living things in their school environment as they have regular opportunities to extend their knowledge by working in the school fields and hedgerows. Pupils develop numeracy well as they produce bar charts to record their findings. For example, they investigated each other’s favourite foods within a healthy eating project. Opportunities are missed to develop literacy as the worksheets provided do not offer sufficient space for pupils’ own writing. A small proportion of more able pupils are not expected to produce a higher level of work from the rest of the class.
93. Pupils continue to develop confidence in carrying out investigations in Key Stage 2 as teachers provide regular opportunities to predict, observe, investigate and analyse across different aspects of the science curriculum. In the first half of the key stage pupils respond to suggestions and find solutions effectively. For example, they try to work out how a light source makes a shadow. They understand that light travels in straight lines as the teacher explains this clearly and then provides a series of experiments to reinforce this understanding. More able pupils understand the reasons for the changes in the moon’s light.

94. By Year 6 pupils organise themselves effectively to take responsibility for different parts of the experiments. For example, they support each other in taking their pulses before and after exercise and devise ways of recording the outcomes. They understand the importance of a fair test and the importance of maintaining the variables. They know that evidence must be collected to support their scientific findings. Pupils make predictions of the outcomes of their investigations. They record their findings effectively and use computers to produce graphs to present their findings. Pupils have the expected level of knowledge across the different aspects of the science curriculum as teachers follow the long term planning thoroughly to ensure coverage. They understand different systems of the body and the effect of pollution and of smoking on health. Pupils develop a good understanding of healthy lifestyles as it is included in science lessons. For example, pupils kept a food diary to identify the balance across their own diets. Pupils develop numeracy and information and communication technology skills well in science. They develop good speaking and listening skills as they are expected to solve problems together. However, opportunities are missed to develop descriptive and evaluative writing after investigations have been carried out. Pupils with special educational needs make good progress throughout the school as their learning is supported well through the practical tasks.
95. Pupils enjoy carrying out experiments. They co-operate well together to carry out the practical tasks. They listen to each other's explanations and share their understanding to come to a conclusion. They work hard to complete their tasks in the time provided.
96. Teaching is satisfactory in both key stages. Teachers use whole-class discussion well in introductions to recap previous learning and to teach new aspects. In some cases this aspect of the lesson is too long and does not allow sufficient time for pupils to carry out their investigations. Pupils are given interesting tasks to do which maintain their enthusiasm and concentration well. A good range of resources is provided to stimulate pupils' curiosity. The school environment is used well to carry out investigations. For example, the Years 5 and 6 pupils ran around the playground to increase their heart rate. Teachers all have very good management of pupils, which leads to very high standards of behaviour. Teachers use classroom assistants well during group activities, but there is some time wasted during whole-class discussions. Teachers provide high quality displays, which celebrate pupils' work and reinforce learning. They are used well during lessons to recap previous learning.

ART AND DESIGN

97. All pupils, including those with special educational needs, make good progress and achieve standards which are above national expectations by the end of both key stages. Pupils' work includes a wide range of techniques in different media.
98. Pupils study and work in the style of famous artists such as Clarice Cliff, Kandinsky, Escher and Lowry. By the end of Key Stage 2 this work is of a very high standard as pupils study the compositions and techniques of Cliff and Kandinsky. They use a very good range of vocabulary, for example translating, rotating and geometric, when describing their work.
99. There are good links between art and other subject areas. For example, in Key Stage 1 as part of a study on 'Ourselves', pupils have painted self-portraits and looked at those painted by masters such as Hogarth of people long ago. They have painted portraits of their pets for their 'Pets' Clinic' and made and painted the cat baskets where patients recover from their operations. Linking with religious

education, they have combined in groups to produce large collages depicting God's creation complete with fluffy white clouds and shoals of colourful fish. Further links with Old Testament stories and numeracy are made in designing a colourful coat for Joseph involving symmetry and pattern. Very good use is made of computers as pupils use suitable programs to design Joseph's patterned coat. Good links with studies in mathematics lessons of plane shape have been made as pupils have used their cut-out shapes to construct collages, for example 'Hexagon Avenue'.

100. In Key Stage 2 pupils' work in art continues to be linked very well with other curriculum areas. For example, having visited the Lake Windermere, pupils design and illustrate a leaflet for tourists using pencil crayons to depict lakeshore scenes. Following close observation of their village pupil have drawn and painted examples of village houses such as Hall Garth and Shenstone. Having studied Tudor times, they have produced striking portraits of Henry VIII using paint and crayon, and in Years 5 and 6 very good links with history have been made as pupils draw Ionic and Doric columns, construct a Greek temple using paper, and make 'Greek' pots using clay. Years 5 and 6 use a very good range of three-dimensional techniques. For example, they produced hot air balloons using papier mache, and large-scale models of cycles including bicycles, tricycles, unicycles and penny-farthings, using rolled newspaper as a medium.
101. Work in the style of other artists is a strength. For example, in Years 2 and 3 pupils work in the style of Lowry using a range of techniques and media including printing, collage and painting. They deliberate when mixing their paint, remembering to use 'dull' colours as they are depicting industrial landscapes. Using a selection of printing tools including cotton buds and card strips, they reproduce stick-like figures in the style of Lowry. In Years 5 and 6 pupils reach very high standards when studying the work of Kandinsky in detail using small 'windows' to focus on one small area of a painting. They then work on enlarging this to reproduce Kandinsky's technique in detail. These pupils have studied the work of Picasso and using charcoal have produced portraits of a very high standard in Picasso's style.
102. Pupils' attitudes to art are very good. They are enthusiastic and they enjoy their art activities. They are highly motivated. They are eager to work, concentrate hard and sustain their attention for long periods. Behaviour is excellent. Pupils are keen to explain their thinking and offer their opinions about their tasks confidently, using proper vocabulary. For example, in Years 5 and 6 every pupil enjoyed explaining why they choose particular areas of a Kandinsky picture to work on. They are careful with resources, co-operate very well with each other and show appreciation of each other's efforts in positive and constructive ways. They maintain very good levels of perseverance, work determinedly at a very good pace and try hard to complete their tasks within the given period.
103. Teaching is always good. There are some very good features such as preparation and use of resources, such as overhead projectors, computer software, postcards and reproductions. Clear objectives and very secure subject knowledge are key features of the teaching in classes 2 and 4. Expectations are high and pupils are well challenged. Very good pace urges pupils' learning onwards at a good rate. There is a strong sense of purpose in lessons, which keeps pupils' attention fully engaged. Teachers deploy support staff very effectively in art lessons. More use could be made of pupils' efforts as the lesson proceeds to encourage others and provide examples of good work.
104. The co-ordinator is new to the post but has drawn up an exciting action plan which includes a visit to the Lowry gallery, setting up a photographic record of displays and

pupils' work, and a re-organisation of some art resources centrally to prevent duplicating materials unnecessarily.

DESIGN AND TECHNOLOGY

105. Standards of design and technology are above national expectations by the end of Key Stage 2 as the school teaches the full process thoroughly across each key stage. The co-ordinator has good subject knowledge and supports the staff well in developing this subject. The current standards are a considerable improvement from the previous inspection.
106. In Key Stage 1 pupils produce simple objects confidently. They join different materials in a variety of ways to produce these objects. For example, in class 1 they used card to make different sized beds for their teddy bears. They develop designing skills well as they are given opportunities to prepare well for the final product. They experiment with a range of different tools. For example, Year 1 pupils tried different decorative hole punches to find out the effect and then produced regular patterns for bookmarks. In class 2 pupils develop skills of using needles and threads well. Pupils practice making small stitches using Binca material and then graduate to less structured fabrics. This ensures that the final stitching is of an appropriate size. Pupils carry out simple designs before they make their objects. For example, in class 2 they drew different designs for Joseph's technicoloured dreamcoat. Pupils develop construction skills effectively as they are given opportunities to use a variety of apparatus and set targets for the final outcome. Pupils with English as an additional language and who are gifted and talented are given very good support and make very good progress.
107. In Key Stage 2 pupils build on their understanding of the design process well. They carry out investigations into products in order to analyse their marketing aspect. For example, they identified key questions that should be asked when designing packaging for biscuits. Pupils design their own recipes to make food for particular occasions. For example, they produced recipes for bonfire biscuits for November the fifth. Pupils develop their numeracy skills well as they are required to carry out costings for their designs. They produce three-dimensional drawings of the final outcomes. They understand the importance of evaluating their products to make improvements. Literacy skills are developed well as pupils in class 4 produce booklets that track the development of their work across a project. They are proud of the final outcome. This process ensures a good understanding of the design cycle as well as reinforcing the structure of non-fiction. This work could be extended to include contents pages and a glossary of terms. Pupils continue to develop construction skills in Key Stage 2 as pupils are given opportunities to take part in long-term construction projects using apparatus. Pupils with special educational needs are supported well across the school and make very good progress.
108. Pupils are enthusiastic about this subject. They are willing to try out new ideas. They co-operate well in sharing tools and equipment. Older pupils develop social and cultural skills well as they take part in exhibitions of their work in the local secondary school. Visitors are used well to enrich pupils' learning. For example, the whole school spent a day with a visiting expert in designing and making puppets that they then used to present a play.
109. Teaching is good in both key stages. Teachers have a good understanding of the subject and are supported well by the co-ordinator. The school is using the new government schemes of work effectively to support developments in this subject.

Displays are of a high standard. They are used well to celebrate pupils' work and to reinforce different aspects of the design process.

GEOGRAPHY

110. During the inspection it was not possible to inspect lessons. Judgements are made from scrutiny of displays, past work and teachers' planning, and discussions with pupils and teachers.
111. Pupils' attainment is in line with national expectations in both key stages. Progress throughout the school is satisfactory. Pupils with special educational needs make good progress. Pupils with English as an additional language make very good progress.
112. By the end of Key Stage 1 pupils show a clear awareness of the physical and human aspects of different locations such as a town in Lancashire and Katie Morag's island, the Isle of Mull. They paint pictures of their school showing the geographical features of sky and land. They compare various features and draw conclusions about their observations. For example, they know that there are fewer houses and roads on the island compared with Over Kellet. They use geographical terms such as 'hilly', 'beach', 'coast', 'fields' and 'ferry'. They think it will be quieter on the island because there are fewer people and only one road so there is not much traffic. They know that there are no trains on the island and that to reach the island you have to use a ferry.
113. By the end of Key Stage 2 pupils have developed their knowledge and understanding of geographical features of their locality and of the wider world. For example, they are aware of the local quarries and know the meaning of the names Over and Nether Kellet. They describe what happens when rain falls on mountains, describe springs and streams confidently but are less sure of the term 'estuary' and 'meander'. They name high mountains such as Everest and know that it is in Asia and is part of the mountain range the Himalayas. They discuss Greece with confidence, they know it is in Europe and the capital is Athens. They know it is hot sometimes in Greece and that there are a lot of islands there. In written work, pupils have identified the key features of their village. For example, they describe the church, the school, the pub and the shop and on a map of the village can place these features accurately. They have begun to identify the human aspects of geographical studies as they describe the 'Circle' as a safe place for children to play. They describe the Lake District in some detail, including the mountains and Lake Windermere, and identify some towns on the lakeshore. Years 5 and 6 have conducted an analysis of soils from different places such as a river estuary and a field. They are beginning to understand that soils are different and to gain an understanding of why this is so.
114. Teachers link geography with other areas of the curriculum. For example, a large-scale model of an island using tissue paper and paint has been constructed including mountains and coastline, the sea and a river. Following the recent Olympic games in Australia, Years 5 and 6 have investigated the origin of the games in Greece and identified Greece and Athens on a map of Europe.
115. The school makes good provision for geography in its visits to local places of interest such as Lake Windermere and Lancaster. Residential visits are used well to develop understanding of the development of rivers. In assemblies the staff seize opportunities to link geographical aspects in discussion. For example, when looking at several pictures of churches and cathedrals, pupils join in readily with information about churches they have visited, for example Blackburn or Carlisle Cathedral, and

they understand that these are some way away. After listening to music they describe what it makes them think about, for example the Alps or a church in Spain.

HISTORY

116. The school organises history in half termly blocks to provide cohesion for pupils' learning. During the inspection only one lesson was timetabled. Judgements are derived from a scrutiny of pupils' work and displays around school, teachers' planning, discussion with pupils and a performance of Tudor dancing and singing.
117. By the end of both key stages pupils reach levels of attainment that are in line with national expectations for their age. All pupils, including those with special educational needs, make sound progress in history.
118. In Key Stage 1 pupils are beginning to gain knowledge and understanding of the passing of time. They know the days of the week and are beginning to appreciate the seasonal changes and that winter is approaching. They have enjoyed having a baby in class and have come to understand that they too were once babies but now they are older. They observed a baby kitten and know that kittens in time grow up to become cats. They discuss birthdays, and use terms like 'old' and 'very old' as they compare the ages of the teacher's mother with the age of their mothers. They study the sort of toys children had in times past such as wooden tops and pecking chickens. Prominent school events such as harvest festivals, Christmas celebrations and Leavers' Assemblies are well documented and pupils collect programmes and keep them in their individual portfolios.
119. By the end of Key Stage 2 pupils have increased their knowledge and understanding of history significantly. They understand features of the life and times of Florence Nightingale and understand that she lived long ago as they use a timeline to show when she was born and when their class investigated her work. They show keen interest in the history of Britain since 1930, especially World War Two as they discuss what it meant to be evacuated and what it was like to be an evacuee. They understand about the sorts of clothes and toys children had in those times, the food that was available and food which was not available, such as bananas, and about rationing. In Years 5 and 6 they study the Ancient Greeks and know about life in those times. For example, they understand that only boys attended school and that they were escorted there by a slave, whereas girls remained at home. Years 5 and 6 perform a sequence of Tudor dance and music with suitable steps. They wear appropriate costume and gain an understanding of how people in those days moved.
120. Attitudes to history are very good. Pupils are keen and interested, well motivated and eager to learn. They take part in discussions confidently and enjoy a question and answer session with a visitor who shares her wartime experiences and provides a vivid glimpse of life in those difficult times. They are surprised to learn from her that at school in those years children had a daily 'gas mask practice' and they all had to wear their masks in class to get used to them. They are particularly interested to hear that if they had forgotten to bring their masks to school children were sent home to get them. Pupils show respect and courtesy, are very well-behaved, taking turns and listening attentively. In presenting a series of Tudor songs and dances, pupils show mature attitudes and play their parts convincingly.
121. Teaching is good. There are clear explanations in response to pupils' questions and a good pace to the lesson. Resources are very well managed, for example, a large doll is dressed in clothes of the time complete with a gas mask and an evacuee's label. Teachers seize opportunities to link history to other areas of the curriculum on

occasions such as assemblies. For example, pupils are shown pictures of different churches and in discussion develop an understanding and an appreciation of the importance of churches to communities, both now and in the past. This helps them gain a deeper understanding of the loss felt by the people of Coventry when their cathedral was destroyed. Teachers use very good resources to bring the subject to life. For example, good use of an overhead projector and silhouettes is a powerful way to depict a moonlit night. Very good use is made of visits and visitors such as senior citizens who provide first-hand information about life in the village in years gone by.

INFORMATION AND COMMUNICATION TECHNOLOGY

122. Standards at the end of both key stages are at the expected level overall. Standards in the use of graphical communication, constructing web pages and producing PowerPoint presentations is above expectations, as all pupils in Year 6 carry them out confidently. The appointment of a new information and communication technology (ICT) co-ordinator has raised standards considerably. Pupils throughout the school take regular turns to develop their skills on computers. Teachers ensure that they are a feature across lessons and pupils are keen to complete the tasks across the different programs. There has been good improvement across the school since the previous inspection.
123. In Years 1 and 2 pupils use computers to develop writing. In Year 1 they write their own names and then proceed to writing simple accounts and stories in Year 2. They use the facilities effectively. For example, a Year 2 pupil used capital letters to emphasise a word in her poem. "A GIGANTIC fish lurking in the weeds." Pupils know how to vary fonts and sizes of words to produce different effects. They use borders well to enhance the presentation of their work. Teachers include information and communication technology across different curriculum areas well. For example, in class 2 pupils used the paint program to design patterns for Joseph's technicolor dreamcoat. Pupils use simple problem solving programs at the expected level. They show confidence when working at the keyboard with the mouse.
124. By the end of Key Stage 2 pupils have a thorough knowledge of presenting information in different forms. They produce PowerPoint presentations well, using animated effects to reinforce key messages. They include sound in their presentations to accompany the moving graphics. Pupils in the top class produce well co-ordinated web pages. They consider the information that they want to present and then choose appropriate medium from a range of effects to produce a well co-ordinated set of pages. They use clipart confidently in their web pages. For example, a group selected a series of houses to allow the reader to return to the home page. Pupils include hot spots effectively to allow movement between the pages. Pupils use desk-top publishing formats confidently. For example, they worked on newspaper front pages to produce accounts from the saga of Beowulf. Pupils use graphics programs confidently. They use a range of different techniques to produce the final picture. For example, they produced pictures of ceramics with designs in the style of Clarice Cliff as part of their art research.
125. Pupils develop good skills of control as they use programmable robots throughout the school to develop these skills. The older pupils use computer programs effectively to extend their previous learning. Data handling is developed effectively in both key stages. The older pupils produce detailed bar, pie charts or graphs as a record of their work. For example, in science pupils produced a graph using different colours to show the effects of exercise and resting on their heart rates.

126. Pupils across the school work independently at computers. They share very well in pairs and use their expertise to support each other. The more competent pupils show a high level of patience in supporting their partners. They develop good speaking skills in explaining how to carry out the tasks. Pupils are very interested in working on computers and show high levels of concentration. The older pupils are eager to use any spare moments to develop their work. For example, in the wet playtimes they worked on computers throughout their breaks.
127. Teaching is satisfactory across the school with good features in class 4. The class 4 teacher has a good knowledge of information and communication technology. She supports pupils skilfully in developing their skills. She provides a very good model in using information and communication technology as she uses it in her introductions across different lessons. For example, she used a PowerPoint presentation with photographs from the digital camera in her lesson based on the architecture of Frank Lloyd Wright in art. This encourages the pupils in her class to strive to match her example. Teachers have begun to produce portfolios of work and there are plans to develop this across the school. The work is not levelled to indicate the National Curriculum levels. The co-ordinator runs very effective computer clubs. The quality of teaching in these clubs is good and provides valuable additional learning for many pupils. It is an efficient use of the computers as pupils work across the school in every classroom. The content of the work in the clubs is well co-ordinated with the class work. For example, pupils drew three-dimensional images of Athenian temples to link in with their history project. Several pupils continued this work at home to solve the problems set during the clubs.

MUSIC

128. During the inspection no music lessons were observed in Key Stage 1. Singing and instrumental teaching was observed in Key Stage 2. A performance by Years 5 and 6 for the Mothers' Union was observed. Evidence has been collected from assemblies, watching videos of past performances prepared by the school and from discussion with staff and children. Parents' views have also been taken into account.
129. Music is a strength of the school. Pupils' attainment by the end of Key Stage 2 is above national expectations. All pupils, including those with special educational needs, make good progress in lessons.
130. In Key Stage 2 pupils learn new songs confidently. They make good progress in the lesson as they read the words of new songs. They listen hard to their teacher and watch carefully as she models for them very well and indicates the differing pitch of the melodies with her hand. They sing strongly and well in tune. They pay due regard to complex rhythms and to diction. They respond to diminuendo sensitively. Pupils listen well to recorded music such as Satie's 'Gymnopedie' showing concentration and stillness. When performing, they dance rhythmically in time to the music of Tudor times. Recorder players read standard musical notation as they accompany songs in assembly and play music from Tudor times by composers such as John Dowland. When playing in three parts, they listen to each other and hold their own line well. Percussion players use their instruments well as they play a rhythm on the tambour whilst players use tuned instruments to add texture and colour. Together they make a delicate almost fragile sound which perfectly captures the essence of music of Tudor times. Violinists are making very good progress in mastering the initial stages of learning to play the instrument. They pay due attention to posture and the correct way to hold the violin both at rest and when playing. They are beginning to bow on open strings and play confidently and well in time as their teacher accompanies them in a performance.

131. Pupils enjoy their music-making. They willingly practise new words and tunes and take pleasure in their success. Years 5 and 6 enjoy performing in costume for an audience, showing confidence and an unusual lack of inhibition as they dance various formations which they have choreographed themselves. They all dance and sing with equal concentration and pleasure. They show a strong sense of rhythm as they perform their steps in time to the music. They have positive attitudes when listening to music, sitting with an unusual stillness, willingly sharing their feelings and ideas afterwards. "It made me think of butterflies"... "It made me think of my Mum".
132. Teaching in lessons seen was very good. Teachers have very secure subject knowledge and conduct their lessons at a very good pace. They are enthusiastic and communicate very well with pupils. They share their knowledge of music to increase pupils' understanding of the time in which it was written. They use praise well to encourage pupils and promote self-confidence. Teachers in Key Stage 1 make good links with music as they sing the class register and children respond individually as an echo. They also use music in numeracy lessons as they encouraging their pupils to sing counting songs such as 'One man went to mow', and with literacy as they sing 'Teddy bear's picnic'.
133. In assemblies pupils listen well to music. They are given time to reflect upon their feelings whilst the candle is lit and they are seated quietly. Their singing in assemblies is strong and true, although the pace of some taped accompaniments is challenging on occasion. Pupils stand as a matter of course to sing in assemblies. They read the words in their song-books but this does not detract from the good quality of their singing.

PHYSICAL EDUCATION

134. It was not possible to inspect this subject in Key Stage 1 or to make judgements of standards. Dance was inspected in Key Stage 2. Judgements are made after discussion with pupils and teachers and scrutiny of teachers' planning and records.
135. Standards in swimming are above expectations by the end of Key Stage 2. All pupils attain above the expected level and a high proportion of pupils attain much higher standards, including swimming 5,000 metres and achieving the gold personal survival award. Standards in dance by the end of Key Stage 2 are above expected levels for 11 year olds. Pupils perform traditional dances with accuracy, keeping a good rhythm in response to the music through a performance. They wear traditional costumes with grace. For example, they performed a traditional Tudor dance for the Mothers' Union. This developed their social and cultural skills very well.
136. The school provides a very good range of extra-curricular physical education activities. These include country dancing and a range of different sporting activities. Pupils take part in a good range of competitions within the locality, which extends their social development well. The school organises a residential visit for the oldest pupils to develop outdoor and adventurous expertise. Pupils enjoy physical education and appreciate the after-school activities. They work very well together to fulfil their tasks. For example, boys danced very confidently with the girls during the Tudor dances. Pupils with special educational needs showed a level of confidence equal to that of other pupils because the teachers give them much encouragement to complete the tasks.
137. Teaching is good in Key Stage 2. There are high expectations of pupils' final performances. The co-ordinator has only been in position since the beginning of

term. She has attended courses and sought specialist advice. She has worked hard to identify the developments needed. She has reorganised the resources to make them more accessible to pupils in order to increase their levels of independence. A key weakness is the lack of large apparatus for gymnastics due to the small size of the hall. This has not yet been solved.