

INSPECTION REPORT

ST MARY'S RC PRIMARY SCHOOL

Chipping, Preston

LEA area: Lancashire

Unique reference number: 119643

Headteacher: Miss M Astley

Reporting inspector: Mr Jed Donnelly
23637

Dates of inspection: 26 – 28 November 2001

Inspection number: 230793

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Primary and Infant
School category:	Voluntary Aided
Age range of pupils:	4-11
Gender of pupils:	Mixed
School address:	Club Lane Chipping Preston Lancs
Postcode:	PR3 2QH
Telephone number:	01995 61367
Fax number:	01995 61367
Appropriate authority:	Lancashire County Council
Name of chair of governors:	Father A Hughes
Date of previous inspection:	30 June 1998

INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
23637	Mr Jed Donnelly	Registered inspector	Physical education Information and communication technology Design and technology Science Mathematics Foundation Stage Special educational needs	The school's results and pupils' achievements. How well are pupils taught? How well is the school led and managed? What should the school do to improve further?
15522	Mr Bernard Morgan	Lay inspector		Pupils' attitudes, values and personal development How well does the school work in partnership with parents? How well does the school care for its pupils?
22644	Mrs Barbara Hill	Team inspector	English Geography History Art and design Music Equal opportunities	How good are the curricular and other opportunities offered to pupils?

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

St Mary's Roman Catholic Primary is a school catering for 27 pupils aged four to eleven years. There are two classes serving the reception children and pupils aged six and seven, the other class is for pupils aged seven to eleven. There are 15 boys and 12 girls. Five children are taught full time in the infant class alongside nine pupils aged six and seven. In the other class thirteen pupils aged seven to eleven are taught. There are no pupils who have free school meals and the school serves a mixed social and economic community in a rural area of Lancashire. Attainment on entry is broadly in line with national averages. All pupils are from a white U.K. background and eight are on the special educational needs register.

HOW GOOD THE SCHOOL IS

St Mary's is an effective school with many very good features. Teaching is good overall and pupils make good progress in the lessons observed and over time, so the trend is one of improving standards. Leadership and management are good and the school provides good value for money in comparison to similar very small schools. The school meets the needs of all of the pupils well.

What the school does well

- Pupils' achievements overall and learning in lessons observed are good, with an improving trend in attainment.
- Pupils' attitudes and behaviour are very good and the relationships between pupils are excellent.
- Teaching is good in English, mathematics and science and on occasions very good.
- The provision for pupils' personal, moral and social development is very good. Spiritual development is excellent.
- Parents' views of the school are that it is excellent and provides very good support and guidance to pupils.
- Leadership and management are good overall with some very good features.

What could be improved

- More rigorous targeting of pupils' progress in literacy and numeracy to improve learning, and evaluate this information to provide further support where appropriate.
- Accommodation for children in the Reception class.
- Reduce the school's surplus budget on purchasing relative resources for all pupils in the appropriate financial year.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school has made good progress overall since the last inspection in 1997, and in some areas progress is very good. The school has made good progress in addressing the weaknesses identified in the last inspection. The quality of teaching is now much improved and standards are rising in the classroom. Assessment and its use in planning for pupils' learning is now good. This, together with

the excellent support and guidance offered to pupils by staff, now means that this aspect is a strength of the school. The capacity for the school to improve further is good.

STANDARDS

Inspection findings show standards in lessons to be above average, particularly in literacy and numeracy. Standards overall in the national tests are satisfactory. Only five eleven year olds took the national tests in 2001. This is a very small number and therefore no reliable comparisons can be made with other schools. The tests indicate that standards in English, mathematics and science by the age of 11 are well below average. Only three seven year olds took the national tests in 2001 and no reliable comparison can be made. The tests indicate that standards are average in English and mathematics overall. Teacher assessment for Year 2 pupils in science is average.

A significant number of pupils aged seven and eleven are attaining standards above those expected in the lessons observed. Pupils' learning and progress in the lessons observed in English, mathematics and science are good and the challenge offered to higher attainers, particularly in Years 5 and 6, is good. The small cohort size means there is considerable year to year variation, however the trend over the last five years is slightly below the national trend of improvement. Inspection evidence indicates a rising trend in standards overall, especially for more able pupils. The school is setting challenging targets and is on course to meet them.

Good standards and some very good standards were observed in art and design, information and communication technology (ICT), music, history, geography and physical education. Standards in design and technology are satisfactory.

Children in the Reception class make satisfactory progress often good and are on course to achieve what children are expected to have learned by the end of the Reception Year for the six areas of learning. In communication, language and literacy and mathematical development they are likely to exceed expectations. By the end of Year 2, pupils' attainment is broadly in line with national averages. Inspection findings show standards in lessons to be above average, particularly in literacy and numeracy.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils' attitudes to learning overall are very good. They are enthusiastic about the work they do.
Behaviour, in and out of classrooms	Pupils' behaviour is very good in the class and around the school. Pupils are very friendly, polite and courteous.
Personal development and relationships	Relations between pupils as observed in the lessons and around the school are excellent as is the absence of oppressive behaviour and bullying. Pupils' personal development is very good.
Attendance	Pupils' attendance is good.

TEACHING AND LEARNING

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

Teaching is good throughout the school. Teaching in the Foundation Stage is good. Teaching across the school is good in English, mathematics and science. The needs of all the pupils are well met including those with special educational needs. Literacy and numeracy are well taught. There are examples of very good teaching in information and communication technology, literacy, music, art and design, history, geography and the Foundation Stage.

Strengths:

- Teachers know their pupils very well and use this knowledge when questioning them to ensure they learn through challenging tasks.
- Teachers are good role models and give a strong lead on pupils' moral and social development.
- The pace of teaching is good and pupils respond to this enthusiasm and learn effectively.
- Very well prepared lessons ensures time is used very well and pupils extend their attention to task and learn well.
- Subject knowledge in geography and history is particularly strong and pupils are challenged very well in their learning.
- Subject teaching in information and communication technology, music and art and design by visiting specialist teachers is of a very high level and is responsible for the high standards pupils achieve in these subjects.

Areas for development in otherwise satisfactory lessons:

- The summary of the lesson is sometimes rushed so pupils' progress cannot be fully celebrated at the end of the lesson.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The curriculum is good and in the Foundation Stage it is very good. The content and organisation of the curriculum provides access to the full range of learning experiences.
Provision for pupils with special educational needs	Good. Pupils make good progress.
Provision for pupils' personal, including spiritual, moral, social and cultural development	The provision for spiritual development is excellent, moral and social development is very good and cultural awareness is good.
How well the school cares for its pupils	The personal support and guidance given to pupils by staff, led well by the headteacher, is excellent. Assessment of pupils' learning is good.
How well the school works in partnership with parents	Communication with parents is very good.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Leadership by the headteacher is good and she has a very good and clear view of the educational direction of the school.
How well the governors fulfil their responsibilities	Governors are committed and offer good support to the headteacher. Governors know the strengths and weaknesses of the school. However, a more rigorous approach to evaluating the standards pupils achieve and the targeting of resources to further support the progress pupils make is needed.
The school's evaluation of its performance	The school's system of evaluating its academic performance is satisfactory.
The strategic use of resources	The governors are reducing the school's unused surplus budget to focus more clearly on raising standards where there are any weaknesses. The outdoor accommodation overall is a weakness, there is no separate fenced area for children in the Foundation Stage and limited resources to develop children's physical development. The school hall is too small for older pupils to achieve average standards in gymnastics. The governors ensure the principles of best

	value are applied well.
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PARENTS' AND CARERS' VIEWS OF THE SCHOOL

Parents' views of the school are excellent.

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • The high standards of support and guidance the school offers. • The atmosphere of mutual caring and respect amongst children. • Children like coming to school. 	<ul style="list-style-type: none"> • There were no significant areas that the parents offered in the meeting or in the questionnaire and letters.

The inspectors agree with the very positive views of the parents.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. In the 2001 test results for the five boys and three girls aged eleven, attainment is well below the national average in all subjects. The trend over the last four years is broadly in line with national expectations for pupils aged seven to eleven. Standards overall are average for pupils aged seven and eleven. Inspection evidence indicates that pupils demonstrate good standards in English, mathematics and science in the lessons observed across the school. This is an improving trend.
2. Children in the Foundation Stage are on course to achieve the early learning goals in all areas of the curriculum and in mathematical and literacy development they will exceed the national targets as a result of quality teaching by all staff.
3. The results for the three pupils in the 2001 National Curriculum test at aged seven were well above average in reading. However, the cohort is too small to make reliable comparisons with the previous year. Inspection evidence indicates pupils' progress in English, mathematics and science is good in the lessons observed.
4. Caution should be used when interpreting these results. Small year groups have a significant impact on performance statistics and when looking at the performance of the pupils over the four years from 1997 to 2001, they exceeded the national average for seven year olds in reading, writing and mathematics and are broadly in line for pupils aged seven to eleven. Inspection evidence indicates the trend across the whole school is one of rising standards overall, particularly for more able pupils, as a result of quality teaching and the very good use of subject specialists bought in by the school to raise standards overall.
5. Standards seen in lessons show that pupils are achieving standards that are at least average and often above those expected from pupils of the same age. A significant number of pupils aged seven and eleven are attaining standards above those expected. The small numbers make comparisons with all schools and with similar schools unreliable. Trends over the last four years at aged eleven are variable but positive overall.
6. Standards in English seen during the inspection show that pupils are achieving broadly in line with those expected of pupils of the same age. A significant number of pupils aged seven and eleven are attaining standards above those expected. The small numbers in the school make comparisons with all schools and with similar schools unreliable. Improvements since the last inspection are seen in the better planning of the programmes of study so that the work is matched to the ability of the pupils. Standards in reading at Year 2 are above average and by Year 6 are well above average. Speaking and listening and writing standards are average. The school is clearly focused on raising standards overall and the quality of pupils writing is the focus of the school development plan this year.
7. Pupils' learning in lessons and achievements over time in mathematics is good. The Year 2

pupils have a good grasp of mathematical language and understand simple place value. They successfully complete number patterns and accurately use standard measures such as centimetres. They complete data-handling exercises, for example, producing graphs that identify their favourite toys and successfully explain their work when deciding whether they have sufficient money to spend when solving real life problems. The Year 6 pupils have a good understanding of the relationships between decimals, percentages and fractions. They have studied simple algebra and this was well illustrated when a Year 6 pupil identified X as 10 during a mental mathematics session when he was asked to give the answer to 5×9 over X equals 4.5. Pupils are good at developing their own mathematical strategies for solving problems.

8. Pupils' learning in lessons and achievement over time in science is satisfactory. In science, the Year 2 pupils have experienced a wide range of areas of learning and have conducted simple experiments with magnets and attempting to find which type of ball will bounce the highest. In good links with numeracy they calculate the surface area of their feet and hands and use the computer to produce a bar graph showing their favourite tastes after studying the tongue. Year 6 pupils also appreciate that scientific ideas are based on evidence and have undertaken a good range of investigations, for example, identifying substances that are bad for teeth, and confidently explain the need for fair testing.
9. Standards are at least satisfactory and some good standards were observed in information and communication technology, history, geography, art and design, physical education and music. Standards are satisfactory in design and technology. The previous inspection report identified average standards in the school and these have been successfully maintained and built upon at both key stages against a background of small year groups, when the effect of one pupil on a school percentage can be quite significant. Pupils with special educational needs make good progress overall.

Pupils' attitudes, values and personal development

10. The very good standards of behaviour, pupils' very good attitudes towards the school, and the very good relationships seen, make a significant contribution to the pupils' learning and development.
11. Children in the Foundation Stage are very well supported and encouraged when they begin school. They respond very well and settle quickly to the routines and enjoy the activities provided. The school's good induction arrangements, including the information offered to parents, also play a significant role in this positive start made by the children. They are then able to move on easily through the school and continue to develop their very positive attitudes to learning.
12. Behaviour in and around the school is very good. Pupils are polite, open and friendly and converse easily and sensibly with visitors. They have a clear view of their own feelings about being a member of the school community. They play well together at break and lunchtimes and show care and interest in others. For example, in the response of pupils to a fellow pupil falling and injuring herself. In the dining room they behave well, with pupils spontaneously helping

each other and staff by clearing the tables. At the start of the day pupils quickly and quietly settle to an activity on arrival.

13. In lessons, behaviour is invariably good and on many occasions very good. Pupils show a keen interest in the activities provided for them. This is well supported by teachers who show considerable interest in and dedication to pupils' development.
14. The pupils' very good attitudes and behaviour were to be seen, for example, in a Year 5 and 6 mathematics lesson where the teacher valued all opinions offered. In a Year 1 and 2 art and design lesson pupils listened very carefully to clear instructions about work on symmetry in the style of William Morris. When completing the task set one pupil worked very carefully to complete his picture, another offered an explanation as to how she had found a way of carrying out the task.
15. The pupils' good attitudes and behaviour together with the keen interest shown by staff are key factors in the excellent relationships seen throughout the school.
16. There were no exclusions last year. No evidence of bullying or harassment was seen during the inspection. On the contrary, pupils were observed listening and supporting one another well. An example of this support is to be seen in the 'buddy' system where Year 5 and 6 pupils take responsibility for supporting children in the Reception class. Pupils say clearly that they have confidence in being able to turn to staff in any situation. The headteacher acts as an excellent role model in this area. Parents say that they have confidence in the school's approach to and handling of these matters.
17. Pupils' personal development is also very well promoted. Staff know pupils well, care about them and encourage them to think carefully about the consequences of their actions. Pupils, helped by their parents and staff, set targets for aspects of their personal development which are reviewed and reflected upon. The school has enabled older pupils to develop as young people by attending a residential outdoor activities centre. Pupils say they gained much from this experience. All pupils have opportunity to visit places of interest such as art galleries and museums and enjoy the experience.
18. Levels of attendance are very good and are above those seen nationally. They have been consistently at this level. Pupils are punctual and lessons and sessions begin on time. Registration is fast and efficient. Pupils settle quickly to work.
19. Parents say clearly that they feel that the school promotes high standards of behaviour, good attitudes to work and life and pupils' personal development. Evidence from the inspection clearly supports these views. The last inspection commented favourably about much of the school's work in this area. Since then there have been further improvements, notably in the excellent relationships now seen, in the levels of good and very good behaviour and in the absence of any oppressive or bullying behaviour. The school is very successfully meeting its aims in this area and this aspect is a strength of the school.

HOW WELL ARE PUPILS TAUGHT?

20. Teaching is good overall with some very good features. There were no unsatisfactory lessons observed. Eight out of ten lessons were good or better, two out of ten were very good or better. The quality of teaching in the school has significantly improved since the last inspection, when it was judged to be sound throughout the school. The quality of teaching allows children in the Foundation Stage and pupils in Key Stage 1 and 2 to make good progress overall in the lessons observed. Although standards are in line with national expectations, the trend is one of improvement.
21. Teaching is characterised by the very good teamwork between members of staff. Teachers plan together carefully, they constantly address the question of pupils' progress through the years in all subjects and they share good practice with readiness and enthusiasm. This co-operative attitude is not reserved only for teachers, but spreads from teachers to support staff, so that the whole school works effectively and pupils learn well. In this way, no pupil is ever without a high level of support and advice.
22. The teaching of children in the Foundation Stage is good and children learn well as a result. Lessons are planned very well for each of the areas of learning. They are very well organised, with good resources used very effectively to encourage children's learning. Relationships between staff and children are very positive and lessons proceed at a challenging pace which the children enjoy and respond to well. Teachers create many opportunities to reinforce basic skills in speaking, listening and counting. There is always a happy and productive buzz of activity in the class.
23. In English, teaching is good overall in both key stages. All teachers have a secure understanding of the National Literacy Strategy and use lesson time appropriately to ensure that the different elements defined in the strategy are covered well, especially reading, which is given extra emphasis. They are secure enough in the use of the strategy to be able to adapt it sensibly and effectively to the needs of their particular pupils. Pupils are motivated well by the interesting tasks prepared for them, regardless of their gender or their varying abilities. The best lessons proceed at a very good pace. Work is generally well matched to pupils' abilities, so that all make at least good progress. Planning has clear objectives and teachers' good management ensures that pupils are never idle or distracted during lessons.
24. In mathematics, teaching is never less than satisfactory and is often good, throughout the school. Lessons are carefully planned, using the National Numeracy Strategy. Teachers identify activities well for different ability groups. Teachers' subject knowledge is good and expectations are high. Teachers manage their pupils and time well. Support staff make a valuable contribution to the quality of teaching and learning, through the help and support they offer to individuals and to groups. The pace of lessons is often impressive, especially in the initial mental mathematics sessions. All teachers have good relationships with their classes and manage their pupils well. However, sufficient challenge is not always provided for higher-attaining pupils, but work is accessible and interesting for the lower attainers.
25. The teaching of science is good and well focused on the development of experimental work for

pupils to challenge themselves to think and learn independently. Teachers ensure that pupils enjoy the science lessons.

26. Teaching in art and design, music and information and communication technology is very good overall. Teachers' planning is very effective and a very good variety of resources are used. All these factors promote good learning. Teachers' good subject knowledge and enthusiasm and interest in the subject are clearly evident in pupils' work and in the many displays around the school. Teaching in all subjects is always at least satisfactory and good overall. Literacy and numeracy strategies are well taught across the school. Information and communication technology is well used to support learning across the curriculum and teachers' knowledge and confidence is good.

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

27. The school provides a broad, balanced and relevant curriculum, which meets all statutory requirements. The curriculum relates to the needs of the school and reflects its aims and objectives. Improvement since the last inspection is good.
28. The quality and range of learning opportunities is good overall. There is some good provision for children in the Foundation Stage and good provision for pupils aged five to eleven. A particular strength is the provision for pupils with special educational needs so that they make good progress. Strategies used for teaching literacy skills are effective in improving the quality of teaching and learning. Contributions to pupils' learning by the community have raised attainment. Provision for extracurricular activities is satisfactory, though restricted by the small number of pupils.
29. The curriculum at both key stages covers all areas of the National Curriculum programmes of study. The school rightly gives priority to the teaching of literacy, numeracy and science. The good planning and training has ensured good progress in literacy and numeracy.
30. The curriculum successfully promotes pupils' intellectual, physical and personal development and fully prepares them for the next stage of education.
31. The governors have policies in place for all subjects and aspects. The school has no formal programme of study for sex education. The subject is not dealt with as a separate subject, but is placed in the context of the pupils' spiritual, moral, emotional and social development. Questions that arise from work in the science programmes of study, 'Health' and 'Ourselves and Living Things' are answered sensitively. At certain times more specific learning activities are organised. Pupils are given good information on drugs in order to make healthy and informed choices.
32. Schemes of work have been produced and implemented which are reviewed and refined regularly to ensure that pupils are presented with work which is challenging and appropriate to their abilities. All subjects are effectively co-ordinated.

33. The school provides equal opportunities for all its pupils. It is fully inclusive. Pupils with special educational needs receive skilled support from the special educational needs co-ordinator, who works closely with parents and the Learning Support Agencies.
34. Provision for extracurricular activities is good. Pupils are coached in football and netball skills and play in joint school teams. They compete in the local league and in one-day tournaments. At the local swimming pool they take part in a triathlon. Cycling proficiency is offered to the older pupils. Recorder and keyboard tuition is provided. Support for learning outside the school day is provided by homework.
35. The school has very good links with parents, partner schools and the community. Parents volunteer help with football, art activities, reading and the library. They are members of 'The Friends of St Mary's' and organise social events. The school has a close relationship with neighbouring schools. The small schools cluster together to buy in events, such as a visiting theatre or using the village hall to hear a poet. There are very good links with the head of Year 7 at St Cecilia's High School. This teacher visits the school regularly and liaises closely with Year 6. The school works closely in partnership with the local community. It supports Beech House, the local home for the elderly. The pupils distribute harvest gifts around the village. They lead services in the local church. After taking part in a local event of 'how foot and mouth had affected the village' the pupils composed and recorded a very good song about Chipping.
36. Provision for pupils' moral and social development is very good, cultural development is good. Pupils are very concerned for the feelings and well being of others. The curriculum offers excellent provision for spiritual development. Pupils, through a 'Christ-centred, distinctive education', are given opportunities to reflect on world affairs and know how many hungry people there are in the world. They support them by raising money for a parish in Rwanda and through their prayers. Through literature and poetry they experience awe and wonder, and listening to music gives the pupils opportunity to reflect. Teachers encourage pupils to talk and write about special things to develop their understanding of the world they live in.
37. Provision for pupils' moral development is very good. Good behaviour is rewarded with house points and a Star Pupil Award system. Teachers provide good role models and directly teach right from wrong. Pupils respond to these positive examples effectively.
38. Provision for social development is very good. 'Snack times' and lunchtimes provide pleasant occasions for mixing together. Pupils enjoy school trips, such as a visit to Townely Hall to further develop their very good social skills. Joint school sporting activities and Christmas performances are organised. A residential 'Outward Bound' holiday gives the older pupils opportunities to demonstrate their well defined team work.
39. Planned provision for cultural development is good. Through history and geography, pupils develop a good understanding of people and places around the world, as well as considering other societies and cultures in the past. Music, poetry and art and design provide good cultural learning opportunities. The school has pupils from white backgrounds but establishes links with schools from different cultures. Books, pictures and resources help the pupils appreciate the

richness of a multicultural society.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

40. The school is a safe, secure and very caring environment in which pupils learn and develop well. Pupils respond well to this environment, they are keen to learn and enjoy taking advantage of the opportunities they are given.
41. The school has good health and safety arrangements. Security arrangements have received appropriate attention. Good arrangements for first aid are in place, with staff having received appropriate training. Practical arrangements such as dealing with pupils who are unwell, together with the keeping of records are good. Child protection procedures are good. Staff and governors are aware of the arrangements.
42. The school has effective arrangements for promoting good behaviour. These are consistently followed by staff, who provide good role models. This results in the high standards of behaviour seen throughout the school. Whilst no pupils have been excluded from the school in the last year the school has appropriate arrangements in place should any incident arise. Parents say very clearly that they feel that staff take very good care of pupils and staff respond quickly to any case of difficulty which may arise from time to time.
43. Pupils' personal development is well promoted and monitored. Staff know pupils very well and are able to challenge them well in their learning. Pupils, with the help of staff and parents, are involved in setting targets relating to aspects of their personal development. These are monitored by staff and discussed with pupils and parents. Pupils are well aware of them and freely comment on whether they think they are meeting them. The result seen during the inspection was that pupils are developing very well and are becoming confident, polite and sensible young people who show concern for one another.
44. The school has good procedures for monitoring attendance. These are well known to parents, who keep the school informed of the reason for any absence. The school has consistently achieved standards of attendance higher than those seen nationally, unauthorised absence is very low. Though rarely needed, the school has good procedures to deal with any case which might arise.
45. The last report, whilst noting some good features in pupils' welfare and guidance found areas requiring attention. Evidence from this inspection shows that much has been achieved, notably in relation to assessment and its use in planning for pupils' learning. This, together with the excellent support and guidance offered to pupils by staff now means that this aspect can be seen as a strength of the school. The school has very good systems for assessing pupils' attainment and progress, and the data obtained is used very well to guide planning. This comprises good progress since the previous inspection. The school provides very effective support and advice for its pupils, informed by the very careful monitoring of their academic progress and personal development.
46. Teachers know their pupils well and much useful assessment is done on a short-term, day-to-day basis, with examples during the inspection, for example, of teachers amending the weekly numeracy planning on a daily basis, based on pupils' progress. The school undertakes

standardised baseline testing of children when they start school in the first few weeks of the Foundation Stage and this testing is repeated at the end of the Reception class so that progress can be assessed. The school undertakes all statutorily required formal assessments. The school also undertakes a range of additional non-statutory tests and assessments, including optional tests at the end of Year 4, annual standardised English and mathematics tests and a range of 'end of topic' tests.

47. The information gained from testing is used very effectively to identify and support pupils with special educational needs and to group pupils for additional support in English and mathematics. The results of the end of key stage tests and other standardised tests are analysed carefully to identify trends, and the way pupils answer test questions is scrutinised in order to identify weaknesses that need to be addressed. All pupils have individual targets for English and mathematics. Pupils are aware of these targets, which are constantly being reviewed and reset throughout the year, and parents are fully informed.
48. Procedures for monitoring and supporting academic progress and personal development are very good. Pupils are given, and made aware of, individual targets for their learning. In most lessons during the inspection, learning aims were discussed at the beginning and during the lesson and progress towards these discussed in a summing up at the end of the lesson. Teachers use the range of information available well to plan carefully for individual progress. Pupils are given responsibilities and expected to help one another. This is especially noteworthy in the special buddy 'system' system whereby Year 5 and Year 6 pupils are partnered with a Reception child who they greet into school, read to during the week and look after at lunchtimes. Personal as well as academic achievements are celebrated in whole-school assemblies. The arrangements for assessing and reviewing the needs of pupils with special educational needs is good.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

49. Parents say very clearly that pupils like coming to school and taking part in the activities offered them. They express considerable confidence in the headteacher and staff, who they feel are working hard in the best interests of the pupils. Progress since the last inspection has been maintained.
50. The school has very good arrangements for the induction of new pupils. They provide parents with useful information about their approach to aspects of their work, together with helpful pointers as to how parents can support pupils' learning at home. The result is that pupils settle well to school life and develop positive attitudes to learning. The prospectus and governors' annual report to parents meet requirements. They are well written and provide a useful insight into the work of the school. Routine administrative matters are also communicated efficiently. The school is currently developing its own website. Pupils have an active role in this and are keen to see it completed. It contains a range of information about school life including details of its activities. Pupils report that it is proving popular with their families. It is hoped this will further extend the school's already very good communication with parents.
51. The school provides regular homework, pupils respond well to it, they are very well aware of

the requirements and the time which they have to complete the tasks set. The staff mark the work regularly and frequently provide useful comments about further work or ways in which pupils can improve. Parents are supportive of the school's approach and encourage pupils to undertake the work set. They also contribute to this area by completing diaries as necessary. The school provides frequent opportunities for parents to meet staff on a formal basis to discuss pupils' progress. Many parents also take the opportunity to talk to staff on an informal basis as the opportunity arises. Parents value such contacts, they say clearly that the staff are open and friendly and that they have no concerns. Parents of pupils with special education needs are fully involved in the formal processes as required.

52. Parental support is welcomed by the school both in class and on the many educational visits undertaken. Parents are always willing to come forward to assist and as a result they make a significant contribution to learning and development. Reports to parents are satisfactory. The school is very fortunate in the contribution made by the "Friends of the School". This group not only raises significant financial contributions to support the school's work but also helps to provide a social focus for the community. The school has made good use of the support offered, for example in using it to assist in meeting the cost of transport for visits, a significant matter in such a rural area. The school's provision of computers has also been improved as a result of the funds raised.
53. Parents hold the school, the headteacher and its staff in very high regard. They recognise that they work hard for the benefit of the pupils. Evidence from the inspection shows that this confidence is very well deserved. The last inspection reported on many strong features in this aspect of the school's work. Evidence now shows that this strong position has been further improved, as for example in the very strong relationships with parents. Also further evidence comes from the effective communications established, but in particular the very high regard in which the school is now held. This aspect is now a significant strength of the school.

HOW WELL IS THE SCHOOL LED AND MANAGED?

54. The leadership and management of the school is good. The headteacher has the full confidence and support of the staff, governors and parents. She has a clear educational vision and has put together a three-year strategic plan that clearly identifies the school's educational priorities. She has her own high standards and expectations and these are clearly reflected in the drive to raise standards and particularly the percentages of pupils that achieve above the nationally expected levels in the National Curriculum tests in Years 2 and 6. As a very good leader, the headteacher has a good understanding of her school, staff and pupils. She knows the pupils very well individually and the pupils want to do well for her. The school operates in an environment where everyone's contribution is valued. It is very noticeable when visiting the school that everyone is enjoying what they are doing and smiling faces and enthusiasm are features of the school. The teaching and non-teaching staff work very well together for the benefit of the pupils. Good progress has been made since the last inspection.
55. The governors are well informed and monitoring and evaluation procedures are developing significantly. The result of this is that the progress of all pupils can be tracked rigorously and the school can review and consider its practices and further develop procedures. There is a

clear commitment throughout the school to development and working as a team. As in most schools this size the staff work at subject development as a group rather than it being the responsibility of one individual. There is a shared commitment to improve and very good capacity to succeed. With small year groups the school has to consider its classroom organisation very carefully and on an annual basis. All circumstances are considered thoroughly before any decisions are made. For the current year it was decided to have a Reception and Year 1 and 2 class in recognition of recent changes in the required curriculum for children in the Foundation Stage. This ensures that the children are provided with good access to all of the recommended areas of learning and a good start to full-time education. The headteacher shares the junior class with a part-time teacher. This arrangement works well and shows again that the challenges of a small school are well managed and the needs of all pupils always considered. The governing body meets statutory requirements.

56. There is a very strong team spirit in the school. The school is forward thinking and pupils' performance is always being considered and monitored. The school's policies and practices to promote all aspects of inclusion and equality of opportunity are good. The school looks to meet the needs of all pupils as individuals, and this aspiration is well reflected in the day-to-day life of the school. This is further reflected in the quality planning that ensures appropriate subject coverage for mixed age classes and pupils' entitlement to the various elements of the curriculum. A significant effort has been made to ensure that the pupils also experience the multicultural and ethnic nature of our modern society through good cultural development. The way in which pupils of differing abilities, needs and backgrounds work and play together at the school is very good. This has been achieved successfully by the hard work, commitment and dedication of the headteacher and staff.
57. The governing body is energetic and supports the school very well. They hold discussions with the headteacher and staff to ensure that they keep abreast of how the school is progressing on a day-to-day basis. They understand the importance of good planning and manage the budget very efficiently. Financial planning is good and the school improvement plan is carefully costed and issues such as class sizes and the deployment of teaching assistants are carefully debated. Currently the budget surplus is too high and the governors and headteacher have clear plans to reduce this surplus in the short term. The use of specific grants and the principles of best value is appropriate. Performance management arrangements are in place and effective day-to-day administration is satisfactory.
58. The quality of the accommodation has been enhanced since the last inspection by re-organisation of the library area and a very well resourced information and communication technology provision. This idea has been well thought through and provides pupils from their earliest days in school with the notion that information and communication technology is a tool to use for research and learning. The school has not been able to improve its outdoor play areas yet and this is a weakness. Accommodation for the Foundation Stage is unsatisfactory overall - there is no fenced-in play area, and no covered outdoor area to promote pupils' physical development further.
59. The adequacy of the learning resources is satisfactory overall. They are good for information and communication technology, and although the school has received national grants for this

area, the governing body has supported this development from the school's budget and, as a result, the resources allow pupils to reach high levels of attainment, and promote high quality teaching. Resources are good for English, including literacy, and music, and are satisfactory for all other subjects. The school provides good value for money.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

60. In order to improve standards further, the headteacher, senior management team and governing body should:

- (1) Improve the quality of pupils' targets for literacy and numeracy and evaluate the progress made at the end of lessons and set further targets to raise standards further. *(see paragraph 47).*
- (2) Seek ways of improving the overall accommodation, aspects of which are having an adverse effect on learning, by: finding ways of improving the facilities for children in the Foundation Stage, especially the outdoor play facilities. *
(see paragraphs 58, 61, 73)
- (3) Ensure the budget for the school is fully used annually so that overall resources and learning opportunities are improved, especially in those areas where there is a shortage.
(see paragraphs 57, 59)

* The school has identified this as an area for development

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	30

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	1	9	12	1	0	0	0
Percentage	4	39	52	4	0	0	0

The table gives the number and percentage of lessons observed in each of the seven categories used to make judgements about teaching. Care should be taken when interpreting the percentages as each lesson represents more than four percentage points.

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)	28
Number of full-time pupils known to be eligible for free school meals	0

FTE means full-time equivalent.

Special educational needs	YR – Y6
Number of pupils with statements of special educational needs	1
Number of pupils on the school's special educational needs register	8

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

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	1
Pupils who left the school other than at the usual time of leaving	0

Attendance

Authorised absence

	%
School data	3.1
National comparative data	5.2

Unauthorised absence

	%
School data	0.0
National comparative data	0.5

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

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	0
Black – African heritage	0
Black – other	0
Indian	0
Pakistani	0
Bangladeshi	0
Chinese	0
White	28
Any other minority ethnic group	0

This table refers to pupils of compulsory school age only.

Exclusions in the last school year

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

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

Teachers and classes**Qualified teachers and classes: YR – Y6**

Total number of qualified teachers (FTE)	2.2
Number of pupils per qualified teacher	12
Average class size	14

Education support staff: YR – Y6

Total number of education support staff	2
Total aggregate hours worked per week	31

FTE means full-time equivalent.

Financial information

Financial year	2000/2001
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	£
Total income	130 561
Total expenditure	122 891
Expenditure per pupil	4 238
Balance brought forward from previous year	17 819
Balance carried forward to next year	25 489

Recruitment of teachers

Number of teachers who left the school during the last two years	2
Number of teachers appointed to the school during the last two years	2

Total number of vacant teaching posts (FTE)	0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	0
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	0

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	29
Number of questionnaires returned	28

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	73	27	0	0	0
My child is making good progress in school.	71	29	0	0	0
Behaviour in the school is good.	96	4	0	0	0
My child gets the right amount of work to do at home.	64	32	4	0	0
The teaching is good.	82	18	0	0	0
I am kept well informed about how my child is getting on.	75	21	4	0	0
I would feel comfortable about approaching the school with questions or a problem.	93	4	4	0	0
The school expects my child to work hard and achieve his or her best.	93	7	0	0	0
The school works closely with parents.	89	11	0	0	0
The school is well led and managed.	89	11	0	0	0
The school is helping my child become mature and responsible.	86	14	0	0	0
The school provides an interesting range of activities outside lessons.	64	14	14	0	7

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

AREAS OF LEARNING FOR CHILDREN IN THE FOUNDATION STAGE

61. Children's attainment on entry to the reception class is average overall and many have experienced local nursery provision. The overall quality of teaching and learning is at least good, ably supported by the nursery nurse. The curriculum meets the requirements of the Foundation Stage, but there are weaknesses in the accommodation for these children. There is not enough outdoor play equipment or a safe fenced area for children to explore and further develop their physical and communication skills further. The classroom is also cramped as it is shared with the infants. However, all children are on course to achieve the Early Learning Goals by the time they enter Year 1 and in communication and mathematical development most children will have exceeded them.

Personal, social and emotional development

62. The children begin school with above average social skills. Everyday routines such as 'snack times' and dinner times encourage a sense of belonging and sharing. The children work and play well together. They have confidence to try things, initiate ideas and speak in a group. For example, they were encouraged to report back to the rest of the class about the writing they had done on the Big Book story of *Percy Pig*. Teaching and learning are good. The teacher and classroom assistant use rich language that interests, excites and motivates the children to learn. Many opportunities are given for the children to think of others. This is seen in the thoughtful prayers offered at the end of the day and in the photographs of the children raising money for the Royal Society for the Protection of Birds. The staff are sensitive to the needs of the children, always listening carefully to what they have to say. The adults are good role-models, treating each other and the children with courtesy and respect. Through very good planning and organisation the children know the routines of the day. As they get older they become more independent in selecting, using and tidying away their own activities and in dressing and undressing independently.
63. By promoting personal development effectively the children are enabled to achieve well and are on course to reach the Early Learning Goals by the end of the Reception class.

Communication, language and literacy

64. This area of learning is particularly well taught and by the end of the Reception Year most children will have exceeded the Early Learning Goals and will be following the National Literacy Strategy. They make good progress in speaking and listening. Good opportunities for developing speech are provided. For example, through imaginative role-play on life in a town, in which all the staff joined in, language was extended. The children enjoy listening to stories and reading the repeated patterns. Effective questioning on the Big Book enabled them to think how Percy Pig must have felt when the wolf was chasing him. By praising good ideas, such as 'scary', and 'trembling', the children know that the teacher values their efforts at communicating.
65. The Reception children are good at using sounds and learning the meanings of new words. They can hear and say initial sounds and link them to letters. Direct teaching of the basic skills is good so that children can put letters together to make words. They enjoy using flash cards of words from their reading books and are building up a good sight vocabulary. Elements of the Literacy Framework are used well by the teacher so that a good understanding of learning to read is developed through effective word, sentence and textbooks using well-known stories and rhymes.
66. Most children are confident in demonstrating how to write a story. For example, the classroom assistant encourages all the children to have a turn at writing 'Look! I can see.' Reluctant writers were asked to finish off a word. Pre writing is planned in the painting area. Activity cards say, 'come and paint –'P' for Percy and any other sounds you can'. The children can hold a pencil correctly and their handwriting is recognisable and mostly is correctly formed.
67. Books are displayed well in the classroom. Children know that fiction books are storybooks. The library corner is appropriate.

Mathematical development

68. Children are average in mathematics when they enter school. Very good teaching with very effective planning and organisation enables them to make good progress so that in this area of learning they exceed the early learning goals. They can count everyday objects up to 10 and can recognise and name numbers from one to nine. The teacher and classroom assistant develop mathematical vocabulary so that the children can describe 'less than', and 'greater than'. By using the teddy bears' line they can order numbers. Numeracy is developed, for example, by understanding that only two children are allowed in the water or in the sand.
69. The teacher helps the children to see mathematics all around them. The children can recognise pattern in the quilt they have put together by using lots of small triangles. They found out who was the tallest by measuring each other on a paper roll, cutting and comparing the lengths. Different containers are used in the water to discover which holds the most and the least. The children can work independently on the computer using the program 'Take away'. Number games are used well to develop numeracy.

Knowledge and understanding of the world

70. Children enter the school with average general knowledge. They build on this knowledge by

observing and finding out about the place in which they live. Through role-play on life in a town with a cafe, library, vet's, shop and post office, they considered jobs people did. They understand about growing when talking about their families and about time when they celebrate their birthdays.

71. Teaching and learning are good. The teacher and the classroom assistant help the children to investigate by making a display of natural materials, including sand, wood, glass and stone. Effective questioning enables the children to find the similarities and the differences. Photographs show the children learning about the natural world in the garden and about buildings in a visit to Towneley Hall.
72. Good planning of resources encourages the children to construct using the small world equipment. The children use technology with confidence when supported by an adult. They enjoy listening to stories on the listening centre and using the computer. Many can control the mouse and recognise many letters on the keyboard. Pupils develop a good understanding of other peoples' cultures and beliefs. In this area of learning the children are on course to reach the early learning goals by the end of the Reception Year.

Physical development

73. Children have average skills in this area and teaching is satisfactory overall. Opportunities for outdoor play are limited. The play area has no safe surface. It has no high fixed equipment for children to slide, climb and balance. There are no tunnels to crawl through. Some development in motor skills is gained through using the large toys and bikes. A lack of large constructional toys and bricks prevents the children from building large community playthings. Through using the small games equipment the children are aware of space and safety issues. The school has plans to fence off a play area, which can be developed in order for the children to make further progress in the development of their physical skills.
74. The children can handle tools such as pencils, scissors, brushes and rolling pins. In making their models they can cut out, glue and colour. Manipulative skills are seen in the modelling with playdough and constructing with the Duplo. By the time the children enter Year 1 they are likely to be on course to reach the early learning goals.

Creative development

75. Children enter the school with average ability. In this area of work the children make sound progress in exploring colour, texture and space through making a collage of *Percy's Bumpy Ride*, based on the book they are reading. The birds in the collage are made in three-dimensional paper sculpture. Teaching is often good. The children respond to things they see, hear and touch.
76. The enthusiasm of the adults in role-play and music-making promotes good learning through challenging activities. In the creative play area the children show that they have good imagination and the language to dramatise the story of *Red Riding Hood*. They enjoy singing their favourite songs, tunefully and with very good rhythm and dynamics. They explore how sounds can be changed through playing the percussion instruments. They are on course to reach the Early Learning Goals by the end of the Reception Year.

ENGLISH

77. Standards seen during the inspection show that pupils are achieving broadly in line with those expected of pupils at seven and eleven. A significant number of pupils aged seven and eleven are attaining standards above those expected. The small numbers in the school make comparisons with all schools and with similar schools unreliable. At age seven, standards are inline and at age eleven well below in the 2001 national tests. Trends over the last four years show a substantial improvement in the English national test results. Improvements since the last inspection are seen in the better planning of the programmes of study so that the work is matched to the ability of the pupils. The quality of teaching is good, with a quarter being very good, so that pupils make good progress in English.
78. The school works very hard to help pupils improve their language skills through planning high levels of language enrichment. Pupils with special educational needs make good progress and clearly benefit from the good provision.
79. The younger pupils enjoy listening to stories and using spoken and written language. In the literacy hour the teacher and classroom assistant make good use of the stories in the Big Books to develop speech. Effective questioning on the story of *Percy Pig* challenged the pupils to think: 'What do you think the wolf is saying to Percy?' Good relationships give the pupils confidence to give extended answers. Opportunities to develop vocabulary are always taken. Pupils offer suggestions on changing words but keeping the same meanings; for example, 'dashed' for 'ran' and 'speedily' for 'quickly'.
80. The older pupils contribute very well in discussions and are able to report back to the class on their work. They are self-confident in talking to visitors on their feelings about the school. When discussing poetry, the teacher encouraged them to think about the subject, so that they were able to lead the discussion and offer opinions. The teachers choose subjects that appeal to the pupils and as a result they are keen to answer questions. Speaking and listening skills are well-developed.
81. Overall, attainment in reading for pupils aged six and seven is above that typical of pupils of this age. Standards show a middle range of attainment, but all pupils make good progress across this stage. Lower attaining pupils, including those with special educational needs, use the pictures to help them to read. They can read repeated patterns and talk about the story. They can recognise familiar words and use their knowledge of the initial sounds of letters. The higher attaining pupils choose books from the graded boxes and particularly enjoy fiction books. The teacher has high expectations and chooses an extra, challenging book for each pupil. Pupils read accurately and fluently, making use of all the strategies they have. They respond to stories and appreciate humour. In reading aloud they use punctuation to enable them to read expressively. The pupils can locate books in the library, using their alphabetical knowledge. They can identify the title, the author, the illustrator and the contents. Many use the mobile library and have a large selection of books at home which supports the objectives of the National Literacy Strategy.

82. Older pupils' reading, overall, is very good. It is well above the standard expected from pupils of the same age. Pupils with special educational needs have a good picture vocabulary and other cues such as pictures, content and grammar to help them to read unfamiliar words. Higher attaining pupils read fluently and with expression. They are enthusiastic about books and can talk about their favourite authors. The pupils understand the events and ideas in the story. They can relate to different characters and refer to the text to justify their views. Good use is made of the library scheme, 'Booked Up'. Pupils can work independently in finding information from books, recording it and organising reports.
83. Higher attainment in writing is a key issue in the school development plan. Teachers have planned effectively and organised resources so that writing across the school has improved. Guided writing in the literacy hour is used well so that the majority of pupils are now achieving standards similar to those expected.
84. Younger pupils can retell a story with good descriptions. They can write for different purposes. For example, pupils worked independently, using dictionaries, to help them write a shopping list for Percy Pig. They enjoyed finding words that began with 'p', such as potato. In a challenging lesson the pupils worked together, writing in speech bubbles the likely things Percy would say to the wolf that was following him. Word banks, suggestion cards and targets are available for support. Word and sentence work improved spelling, punctuation and grammar. Less able pupils are encouraged to write a sentence about the wolf on the computer, using the program 'write away' and a word bank to help them.
85. Writing in the books of the older pupils shows a wide range of extended writing. The work is well presented and often illuminated. Subjects include imaginative stories, for example, beginning 'In a corner of the forest'; descriptive writing on 'the story of fog'; persuasive writing on 'an argument'; information writing on 'planning a holiday', and personal writing, 'letters to a newspaper'. Descriptive writing in the books contains well-chosen adjectives such as 'thunderous'. Poetry writing is reflective. Striking phrases result from the high expectations of the teacher. For example, a pupil describes a fish as being 'under the sea cutting seaweed'.
86. Marking highlights correct and incorrect punctuation. It conveys the enthusiasm of the teacher: 'This is going to be interesting'. Constructive marking is used well to improve the pupils' writing; such as, 'You need short sentences to wake up the reader'. Spelling and handwriting are taught throughout the school. Pupils learn the spelling rules and they are introduced to the school's joined style of writing. Literacy is well taught to the older pupils. They can use verbs in the past, present and future tense. In studying three poems they identified the verb phrases. Pupils can write complex sentences including clauses and connections. Clear guidelines are given on forming paragraphs correctly. Challenging teaching on good style asked the pupils to consider if the passive tense made writing clumsy.
87. Good progress and teaching is seen in literacy and it is used well across the curriculum, for example in science at Year 2, with very good displays of specific subject vocabulary to support learning.
88. Pupils benefit from doing homework to reinforce and extend what is learned in school. The

homework policy sets out the amount of homework for each year in English. Homework is effective in raising standards as is the contribution of information and communication technology.

89. Management of English is good and planning is monitored closely. The co-ordinator monitors the books and the teaching, giving written feedback. Targets have been set to obtain higher attainments, above the national average, for all pupils aged seven and eleven. The profile of the library has been raised and plans are in place to set up a loan scheme.

MATHEMATICS

90. An analysis of pupils' work indicates that the current Year 2 pupils have made sound progress and the majority are on course to attain standards equivalent to those expected nationally at the end of Key Stage 1. The majority of Year 6 pupils are also on course to attain standards equivalent to those expected nationally, while a few pupils are on course to achieve above them. The school's result cannot be compared reliably with the results of the last inspection as there were too few pupils.
91. Most pupils in Year 1 know addition doubles to 6, knowing that 'double 4' is 8 and 'half 8' is 4. They make direct side-by-side comparisons, comparing lengths of differently coloured ribbon, and understand and use the vocabulary related to length. Most Year 2 pupils can count up to 20 in two's and can count in ones and twos from any given two-digit number. They are using and extending their understanding of the vocabulary related to length, such as centimetre, and the majority know that 100 centimetres is the same as one metre. They use a rule to draw and measure lines to the nearest centimetre, reading it to the nearest labelled division.
92. In Key Stage 2, most Year 3 pupils name, classify and describe the properties of three-dimensional shapes, using such terminology as 'faces', 'edges' and 'vertices'. In Year 4, pupils classify shapes according to their properties using such criteria as the number of right angles, and whether the shape is regular or irregular. Year 5 pupils complete data-handling investigations, and use a line graph to chart the results. Although a number of pupils with special educational needs are making good progress due to the good teaching, and are on line to achieve expected levels by the end of the school year, a proportion continue to work below expectations for their age and are unlikely to achieve national expectations by the age of eleven. Most pupils in Year 6 understand the 'square root' and 'square' notation and are able to generate the squares of all integers from 1 to 10. Pupils are using information and communication technology confidently to analyse data collected by means of a class survey on a spreadsheet, and pupils' attainment in this aspect of mathematics is above expectations.
93. Teaching is good overall. Teaching during the week of the inspection ranged from good to very good. Where teaching is very good, pupils are very enthusiastic and enjoy their mathematics lessons and the quality of learning is very good. Teaching has improved since the last inspection and inspection evidence indicates standards are rising and the trend is one of further improvement.
94. Planning for all mathematics lessons seen is based on the government-recommended numeracy scheme of work and strategy and complies with the recommended lesson format. In the best

lessons seen teachers ensure all pupils are paying appropriate attention, use correct mathematical vocabulary and terminology and provide good opportunities for pupils to explain their methods and to practise what they know. Where teaching was good, in a number of lessons at both key stages, the teachers motivated pupils very well and ensured very good progress during the lesson for pupils of all abilities through appropriately challenging tasks and support. Pupils with special educational needs are well catered for in teachers' planning with suitable tasks and additional support, and they make good progress overall towards the targets set for them.

95. The school has implemented the National Numeracy Strategy well. Under this scheme of work and curriculum pupils undertake a wide range of work in all areas of mathematics. Samples of pupils' work demonstrate that pupils in both key stages undertake a variety of work on shape, space and measures, and tackle a range of problems involving handling data and investigation. However, although pupils make some use of their numeracy skills in other curriculum areas, this is an area that could be further developed. Information and communication technology is used well to support learning in mathematics. Assessment is used very well to support teaching and learning; the co-ordinator has analysed test results and is tracking pupils' progress year by year, from their attainment on entry to the school to their departure in Year 6. Resources for the subject are satisfactory and funding has been allocated appropriately to purchase additional resources to support the National Numeracy Strategy. Numeracy across the curriculum is good overall.

SCIENCE

96. Pupils' attainment in science is in line with the national average at the age of seven and eleven. This is similar to that at the time of the last inspection. Comparing levels of attainment year on year is unreliable because of the low numbers of pupils in the year groups. In Key Stage 1 the pupils achieve well and work hard to achieve the expected levels. The teachers in Year 2 keep a careful check on the pupils to identify and challenge the learning of the more able. By the age of eleven all the pupils reach the expected levels. These results show that the pupils are doing well, but the school considers there is still room for improvement. There has been an improvement in teaching in some Key Stage 2 classes and this in conjunction with careful alterations to the curriculum as a result of the analysis of test papers, is also helping teachers to raise pupils' standards in science still further.
97. There is no significant difference in the performance of boys and girls throughout the school. The pupils with special educational needs are supported effectively by their class teachers and the learning support staff. They work alongside the other pupils in the class and they make good progress in developing their scientific skills in relation to their abilities. The science curriculum is well planned to ensure that the pupils have many opportunities to plan, predict, observe and consider what has happened during their investigations. All areas of science are given appropriate coverage and the pupils are given opportunities to consolidate and extend their learning. The school has recently reviewed the curriculum in science and made some alterations.
98. Teaching and learning is good at both key stages. In each class the teachers promote good

observational skills and practical activities. For example, in a very good lesson in the Year 1 class, the pupils were given a range of tasks and artefacts to support their investigations on materials, which motivated them to extend their concentration and their learning. The teachers use their good subject knowledge and their extremely good skills in presenting the pupils with very well prepared worksheets to encourage and challenge the pupils. Throughout the infant department, the pupils' learning is rooted in clear understanding and first-hand experiences. The pupils' skills in ensuring that the tests that they do are fair are, however, less well developed.

99. The teachers plan their lessons well and ensure that the pupils are fully involved in their learning; this ensures that they learn well. For example, in a Year 2 class, the pupils were all fully involved in their lesson on foods. The teacher had organised the lesson well, so that the pupils all took an active part and their tasks were carefully matched to their levels of abilities. The pupils' understanding was then secure and clearly built upon their previous learning.
100. In the Key Stage 2 classes the pupils develop their skills in observing, recording and explaining their observations. The pupils are encouraged to use the correct scientific terms and vocabulary in their work so that the Year 5 pupils use the terms carbohydrates, vitamins and proteins as they write persuasively about healthy food and menus. In this class the teacher used a number of different subject areas to reinforce and consolidate the pupils' learning in science. For example, the pupils were creating a persuasive poster, designed to encourage people to eat healthily. Pupils conduct experiments to discover how exercise affected their heart rate. Here the pupils recorded their findings, accurately calculated the mean and carefully analysed their results. The pupils know how different kinds of exercise affected their bodies. They made the links between the positive effects on their bodies of exercise and the adverse effects of smoking and alcohol. Written explanations of experiments are well promoted by the class teachers and all the work produced by the pupils is of a high standard. The pupils' science books are attractive, informative and show a wide range of methods for recording their work. Lower attaining pupils also show good levels of pride and achievement in their work. Experimentation and investigation are used well by the class teachers to ensure that the pupils achieve well.
101. The co-ordinator provides good support and encouragement for her colleagues. She makes careful analyses of test results and alters and adjusts the curriculum accordingly. Assessment is very thorough and is used well to guide the teachers' work.

ART AND DESIGN

102. The evidence gathered during the inspection indicates that in art and design standards are similar to those expected of pupils aged seven and eleven years. Teachers work hard to create a positive and attractive learning environment for the pupils. A visiting specialist teacher with excellent subject knowledge provides challenging work. This expertise, together with good class teaching, enables the pupils to make progress. Improvement since the last inspection is satisfactory.
103. Pupils' attitudes to learning are very good. They are enthusiastic and enjoy the work. Very good relationships with the teachers give them confidence to explore and experiment. Pupils are proud to display their work and are appreciative of others. They work independently in

studying scenes by famous artists and make good use of this knowledge to improve the quality of their own drawings. When working with the visiting teacher, the older pupils chose their favourite picture, describing the features they liked. Very good teaching points given by the teacher, such as: 'The more you look the more you see', enable the pupils to develop their own methods of studying a picture. The pupils settle down to work quickly and quietly because they are given clear guidelines on what is expected and the time allowed.

104. The quality of teaching and learning is very good because the teachers' knowledge and understanding is secure. They are confident and therefore artistic skills are taught effectively. The younger pupils look closely at pattern, for example, in the air balloons they have designed and coloured. The baskets show very good work on texture. Collage is a strength of their work in art and design. Following on from reading *Percy's Bumpy Ride*, they designed an illustration, named 'Make way for Percy'. Good use was made of paint, cardboard, papers, textiles and fibre. Pupils skilfully make backgrounds by finger painting, printing and layering tissue. Teachers give clear instructions on how to work so that pupils handle materials confidently. Using string to make symmetrical pictures of butterflies, the teacher encouraged the pupils to use the materials in a different way so that they could improve the way they were working.
105. Teachers use a variety of methods to challenge the pupils. The older pupils use sketch books to plan work and make notes. They made drawings of their houses and then transferred their sketches on to quality paper to enlarge the scene. Good feedback is given by the teachers on best use of space and on remembering foregrounds and on how to leave the picture 'open'. Children learn how to mix paint in the Foundation Stage so that no time is wasted when older pupils are investigating shades of light and dark tone.
106. The subject is managed well. A scheme of work is in place and the co-ordinator leads professional development. Visits have included trips to the Lowry Exhibition. Visiting artists presented 'Africa Week'. Links with the community are very good: the school contributed to the design of a mosaic and made posters for a village steam fair and for the 'Best Kept Village' competition, and all these events contribute to the high standards in art and design.

DESIGN AND TECHNOLOGY

107. Design and technology throughout the school is satisfactory, as it was at the time of the last inspection. Activities and tasks are linked well to the rolling programme of topics and pupils cover all the necessary aspects of the National Curriculum as they progress through the school. However, curriculum planning and assessment are not rigorous enough and do not ensure that pupils' skills and knowledge are systematically built on or developed as they pass through the school. This results from a lack of co-ordination and the low priority the subject has had in the overall improvement of the school. However, individual teachers are confident and have a range of expertise in teaching the subject, which has been further supported by the skills that the new teachers have brought to the school. This is ensuring that pupils make satisfactory progress overall as they move through the school.
108. Overall, standards at ages seven and eleven are in line with national expectations. Pupils of all ages and abilities, including those with special educational needs have made satisfactory

progress by the time they reach the end of each key stage, but the most able pupils do not achieve as much as they might. As at the time of the last inspection, pupils' progress in the food technology aspect of the subject is more evident than the other aspects of the subject. This is because there are insufficient records or evidence of pupils' achievements in the other aspects of the subject, and also how other subjects of the curriculum, such as art and design and science contribute to design and technology.

109. Evidence from work on display around the school and from discussions with pupils shows that by seven, pupils have designed and made model birds, jointed bodies of people, cards for special occasions, and by using papier-mâché have designed and constructed models of hot air balloons. They use different types of resistant materials, such as card, plastic and wood, and have experimented with different methods of joining two materials together. For example, they know that they can use tape, glue or staples. They have used materials such as clay, and through their pottery work in art and design have designed and made clay models. This is very well linked with literacy. Pupils have a satisfactory understanding of how to draw a design and make a simple list of the materials they may need. They have experienced using some of the tools recommended for their age.
110. By the end of Key Stage 2, pupils have made satisfactory progress in their knowledge and understanding of the need to produce plans and methods of working for the ideas that they have. They make good connections with science, and also reason how materials might be strengthened. Displays around the school show that in art and design pupils have used clay to design and produce a range of Greek and Roman type pots. They have produced clay models of people, and Viking masks. There is some evidence that pupils have designed and made hats, picture frames, and money containers, but there is little evidence that they test and reflect on whether their designs have fitted the design brief or whether their designs could have been improved in any way. Although pupils have a good range of experiences of working with food and combining ingredients together to produce dishes, such as cake, or pizza as part of the food technology element of the subject, there is no evidence that they take items apart and examine the component parts. For higher attaining pupils there are insufficient challenges in the curriculum, for example the use of information and communication technology and design.
111. The quality of teaching and learning is satisfactory overall, and in the one lesson seen during the week of the inspection it was good. In this lesson the teacher had a good understanding of the National Curriculum requirements for the subject and also emphasised links with other subjects, such as history and science. This encouraged and helped pupils to transfer their learning from one area of the curriculum to another and develops thinking skills. Teachers, especially in Key Stage 1, use well-prepared recording sheets to record their ideas, designs and evaluations. This helps pupils to look back, reflect on their work and also provides a valuable record for assessing pupils.
112. The school has plans to marry up their own curriculum with a national scheme of work, and to ensure that a broad and balanced curriculum is provided. In addition, the school needs to develop its assessments at the end of each unit of work, as the current procedures do not provide enough information on the progress of individual pupils. The resulting levels of attainment reported at the end of each year are not sufficiently substantiated by assessed pieces of work.

113. The co-ordination of the subject is satisfactory.

GEOGRAPHY

114. Since the last inspection, when pupils did not make adequate progress and standards of attainment were below expectations, pupils aged seven and eleven now attain the standards expected for their age. Good teaching enables the pupils to make good progress.

115. Attitudes to learning are very good. When teachers are explaining tasks to the whole group, the pupils listen carefully and contribute well in discussions. Teachers give the pupils time to extend their answers. Effective questioning encourages them to think why things are happening. Pupils enjoy the work because teachers make the lesson fun. For example, when the younger pupils were learning about people who help, the lesson was extended into role-play in the hall. Very good planning and organisation of resources set the scene of visiting a supermarket in a town.

116. The quality of teaching is good overall and often very good. Teachers have good subject knowledge, which enables them to plan challenging work, such as seen in the topic on Portugal. Probing questions asked the older pupils to plan a journey. They were to imagine that they had been asked, by the King of Portugal, in AD 1500, to go west to discover new lands and gold. Teachers use a wide range of resources that capture and hold pupils' interest. Work in the books of the younger pupils shows that teachers plan subjects that interest pupils. Good links with literature are seen in the imaginative writings on 'Place to Place' and 'On a long journey I go to...'. Skilful teaching on the environment of Chipping stretched the pupils' thinking on 'Why do people in Chipping need cars?' Older pupils show a good grasp of issues in their class book, titled 'Class 2's Guide to India'.

117. The subject is well managed. The co-ordinator has drawn up schemes of work and improved the resources. Priorities for development include databases, assessing and levelling the work. Progress is seen in mapping and thinking skills.

HISTORY

118. The evidence gathered during the inspection indicates that standards for pupils aged seven and eleven are similar to those found nationally. At the last inspection, schemes of work lacked detail, history was planned in a four-year cycle and resources were limited. Now, schemes of work contain rolling programmes of study and resources are satisfactory. Teaching is always at least good and some is very good, so that pupils across the school have made good progress.

119. Pupils' attitudes to learning are very good. Work in the books of the younger pupils shows that they have been writing about their families and learning that people grow and change over time. Moving on, the pupils used this knowledge to understand how Queen Victoria changed from when she was a child to when she was very old. Older pupils can use a range of resources, including reference books and information and communication technology, to explore ideas about past times. Enthusiastic teaching makes the pupils keen to learn and investigate. Using a

variety of methods planned by the teacher, they researched the history of Chipping and named it, 'Our Journey of Discovery'. Very good teaching led the pupils to think through social and technological change. The pupils know that buildings are a primary source which tells them of the stages of settlement and that the *History of Chipping*, written by Peter Walkden, is a secondary source.

120. Teachers choose aspects of the subject that interest the pupils so that they listen well concentrate and work hard. The older pupils used their knowledge of Ancient Greece to fill in an entry form to take part in the first Olympic Games. Very effective teaching made the lesson fun so that the pupils were eager to answer questions and get on with their work. Role-playing as entrants, the pupils learnt Greek names, towns, jobs, Gods and ancient sports. Teachers give clear guidelines to pupils on the way of working. Pupils are challenged to consider how jobs and services have changed. They can talk about hospitals, doctors and nurses a hundred years ago. Good links with literacy are seen. The pace of lessons is quick and pupils are warned when it is 'nearly the end'.
121. The subject is managed well. The co-ordinator has drawn up a scheme of work to cover the programmes of study. Strengths of the subject include drama, writing and independent learning. Resources have been improved and the school makes good use of the museum loan service.

INFORMATION AND COMMUNICATION TECHNOLOGY

122. By the ages of seven and eleven, standards of attainment are above national expectations. The skills and understanding that pupils demonstrate have improved from the last inspection, and they are more competent users of a range of different applications. Standards have improved because the school has kept pace with the constantly developing nature of the subject in terms of knowledge and understanding, and resources. Throughout the school it is evident that pupils' skills in using information and communication technology are as important as good literacy and numeracy skills. This, along with the high level of teachers' knowledge and expertise and the access pupils have to new computers, is enabling them to become effective users. The school has decided to resource the subject very well so that pupils can use them as part of lessons to support their learning.
123. By the end of Key Stage 1, pupils are familiar with the different functions of the keyboard and mouse. All pupils load programs, and save and retrieve their work. Pupils know what a font is and can change the size and appearance of their text. When using an art program, pupils change the colours and the size of the palette, control the mouse with care to drag and drop an icon in a specific place. They use the commands to fill, line draw and add text. Pupils use computers to present work, such as using a simple database to record information they have collected. Computers are used well to support work in literacy and numeracy and reinforce learning. Because pupils have a good understanding of how to use computers they are all able to take advantage of independent learning. The pupils understand how the Internet can help them find out information and they use the technical vocabulary with confidence.
124. By the end of Key Stage 2 standards are above the expected level. Pupils use information and

communication technology as a tool for learning, research, presentation, and for reinforcing learning. During the inspection the computer suite was in continual use, as were the computers in the classrooms. Pupils use computers with great enthusiasm and with good levels of concentration. They behave well and are ready to give a helping hand to others who might be struggling. Pupils are keen to explore the potential of computers and to find things out. There are timetabled lessons when they are directly taught the necessary skills in an appropriate manner to help them become more proficient computer users, especially for research tasks in subjects, such as history and geography. The pupils find information using a variety of search facilities, and instead of just printing out the information they use it to enhance their topics. Pupils by the end of the key stage are proficient at using a wide range of applications, especially desktop publishing programs, and they do so to enhance their work and presentation in literacy. Throughout the key stage, pupils confidently use computers to present their written work and make very good use of it for editing and drafting. Pupils show a satisfactory awareness of how information and communication technology can monitor and control change.

125. The quality of teaching is very good overall and this has a positive impact on the quality of pupils' learning. Teachers, when using the computer suite, use the opportunity to directly teach specific computer skills, such as locating certain keys, explaining their uses, and searching for information in order to complete topics. Sufficient time is provided for pupils to practise and consolidate their learning. All lessons are very well organised, with pupils split into groups within the class so that pupils of similar abilities learn together, and pupils do not have to share a computer. This ensures that pupils make the best possible progress. The majority of teachers have a high level of expertise and are confident enough to demonstrate or give verbal instructions to pupils. They explain simply and precisely so that pupils can understand and know what is expected of them. In the very best lessons, excellent questioning is used at the beginning so that the teacher can assess what they have remembered from the previous lesson, and the new learning is clearly introduced, with a very good emphasis on appropriate technical vocabulary. These qualities are consistent across the school and ensure that pupils make the best possible progress.
126. Co-ordination of the subject is very good, as is the curriculum. National guidelines for teaching and learning in the subject are being used and this, along with teachers' very good use of a range of programs, is having an impact on raising standards. Following the last inspection the governing body and the senior management team put into place an effective action plan. This along with national initiatives, such as the National Grid for Learning and the money for training from the National Opportunities Fund, has partly helped to raise standards for the school to achieve its long-term vision. Resources have been increased considerably and are now very good, with pupils using scanners, digital cameras and a range of software, which raise standards and learning.

MUSIC

127. Pupils throughout the school attain above the standards expected for their age and enjoy their music-making activities. The tuition provided by the visiting specialist teacher is a strength of the school. The older pupils learn how to control sounds through singing and to use their voices expressively in choir ensembles. Keyboard skills are offered to a group. The music co-ordinator teaches recorder to pupils in Years 4 and 6. Her good skills enable the older pupils to attain good standards in their ability to sing and play music. Teaching in this subject is at least very good, and sometimes is excellent, so that pupils across the school make very good progress.
128. Attitudes to learning are very good. Pupils enjoy the different approaches the teachers encourage them to use. They are expected to think for themselves. Younger pupils understand sounds that are long and short and loud and soft. They listen very well because the lessons are well organised with a good selection of resources. The pupils know many songs, which they sing tunefully with good rhythm, pitch and dynamics. They know to take a deep breath to hold a long note. The class teacher uses her musical expertise well so that the pupils appreciate the beautiful singing voice and her playing of the guitar. Music lessons are exciting and fun. The pupils can repeat musical phrases and follow hand signals for higher and lower notes because of the teacher's excellent subject knowledge. Progress is seen in the pupils' ability to make patterns of long and short sounds when playing the tuned and untuned percussion instruments.
129. The visiting teacher maintains a very quick, lively pace, so that the older pupils are fully involved. The pupils understand the reason for warm up exercises before singing. The teacher makes good use of praise to encourage the pupils. Assessment of 'lovely, lovely tone', is followed by 'how can we make it better?' Clear guidelines are given on using mouth muscles to get good tone on the low notes and to use pauses for effect. Very good use of demonstration improves the performance. Purpose is given to the lesson by looking forward to singing 'Angels' in the Advent service.
130. Pupils in Years 3 and 4 are able to match scores to music. The teacher reminded the pupils of work done on rhythm when listening closely to music. Pupils know exactly what to look for in the music. For example, when listening to *Morning* by Grieg, they recognised the calm, smooth mood and selected a score where there was appropriately fewer notes suggesting less turbulent music.
131. The co-ordinator manages the subject well. Good cross-curricular links have been established with art and design. The schemes of work follow the programmes of study in the National Curriculum.

PHYSICAL EDUCATION

132. The provision for physical education is satisfactory and this has been maintained since the last inspection. All pupils in both key stages, including those with special educational needs, make satisfactory progress. Pupils continue to have access to a good range of extracurricular activities that include gymnastics, netball, football and athletics. Overall good attention is given

to safety, particularly when games equipment is used and pupils respond accordingly. Pupils have good attitudes to the subject and enjoy their activities. However, the range of indoor activities that pupils can experience and the skills they can develop are unsatisfactory. This is because the hall is too small for the number of pupils in this class. Therefore pupils at the end of Key Stage 2 are unable to reach higher levels in gymnastics and dance.

133. Standards observed in lessons show that pupils by the end of each key stage are attaining the nationally expected levels and make satisfactory progress. By the age of seven, pupils develop basic gymnastic skills of travelling through a space, under and over apparatus, and by using different parts of their bodies. They move around safely and purposefully, introduce individuality into their sequences and listen carefully to instructions. In games, they have developed basic ball control skills. They are able to pass a ball to a partner in a controlled way and stop it with one foot. By the end of the key stage pupils have extended these skills and are beginning to control the ball while moving around. All pupils understand why it is important to start and finish sessions with gentle exercise. The majority of pupils refine their movements, and at the end of lessons they enjoy watching the performances of other pupils. They evaluate their own activities and are provided with opportunities to appraise their own work and that of others.
134. By age eleven, pupils continue to make satisfactory progress in all aspects of the subject. By the end of the key stage, pupils demonstrate that they have built up a knowledge and understanding of the skills and techniques needed to improve and control ball skills. The majority are competent at throwing and catching, dribbling and passing. They have made good progress in working co-operatively in pairs and in small groups, and as a result they are able to sensibly select members for teams. They combine the appropriate skills in small team games. In gymnastics, pupils perform a number of floor exercises fluently, showing good control. Pupils of above average ability alter the speed and direction of movement in their sequencing, and have made progress in their ability to analyse other pupils' performances and suggest ways of improvement. All pupils have opportunities to learn to swim in Years 2 to 6 and by the time they leave the school the majority can swim competently.
135. The quality of teaching and learning is good at both key stages. In these lessons, teachers use the pupils effectively to demonstrate their techniques to other pupils, and this enables pupils of all abilities to improve their skills. In all classes the pupils are used to these routines and sensibly and maturely comment on how the sequence of movements might be improved. Teachers' expertise and knowledge of the subject are good, the majority are confident to demonstrate techniques to pupils, and this has a positive impact on the quality of learning. Both the teachers' and the pupils' football skills have been greatly enhanced by parental involvement. In all the lessons observed, the management of the pupils' behaviour was very good, and teachers expect pupils to remember safety rules and act responsibly. As a result they all listen well, know what is expected of them and respond enthusiastically to the challenges set for them.
136. There is a good curriculum in place that is supported by a commercial scheme so that teachers have a framework to plan from and to use for assessing pupils' attainment. This curriculum is supplemented by a good range of extracurricular activities that take place after school, and by

residential experiences where pupils experience and learn a range of outdoor pursuit skills, such as abseiling and canoeing. The school is also very involved in inter-school activities, and as a result it has many shields and awards that celebrate pupils' achievements in football, netball and athletics. All pupils have the opportunity to be included in all events neither boys nor girls dominate individual sports.

137. Co-ordination of the subject is satisfactory and since the last inspection this has been taken over by a teacher who is new to the school.