

# INSPECTION REPORT

**Overwyresdale Abbeystead Cawthorne's  
Endowed School**

Abbeystead, Nr. Lancaster

LEA area: Lancashire

Unique reference number: 119540

Headteacher: Ms H. Huset

Reporting inspector: Mr P. M. Allen  
17531

Dates of inspection: 19<sup>th</sup> – 21<sup>st</sup> November 2001

Inspection number: 242740

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

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## INFORMATION ABOUT THE SCHOOL

Type of school:	Infant and Junior
School category:	Voluntary Aided
Age range of pupils:	5 – 11
Gender of pupils:	Mixed
School address:	Abbeystead Nr. Lancaster Lancashire
Postcode:	LA2 9BQ
Telephone number:	01524 791565
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Appropriate authority:	Governing Body
Name of chair of governors:	Mr D. Fairclough
Date of previous inspection:	6 <sup>th</sup> October 1997

## INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
17531	Mr P. Allen	Registered inspector	English Art and design Music Physical education Religious education Foundation stage	What sort of school is it? How high are standards? How well are pupils taught? What should the school do to improve further?
11474	Mr P. Berry	Lay inspector		Pupils' attitudes, values and personal development How well does the school care for its pupils? How well does the school work in partnership with parents?
17310	Mrs A. McAskie	Team inspector	Mathematics Science Information and communication technology Design and technology Geography History Equal opportunities Special educational needs	How good are the curricular and other opportunities offered to pupils? How well is the school led and managed?

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## **PART A: SUMMARY OF THE REPORT**

### **INFORMATION ABOUT THE SCHOOL**

Cawthorne's Endowed School is a very small rural primary school in the village of Abbeystead to the south east of Lancaster. It has a history spanning more than three hundred years and is the focal point of its community. It is a non-denominational Christian faith school, endowed by Cawthorne's Trust, a charity set up by a local family to support the education of children in the area. The school draws mainly from farming families and those of local estate workers. Around a third come from neighbouring communities. Virtually every pupil travels daily. There are 27 pupils on roll, with a similar number of boys and girls. There are two classes, one for Reception and Key Stage 1 and one for Key Stage 2. Virtually all the children are of white ethnic origin. The number of pupils with special educational needs is in line with the national average and there are none with Statements of Special Educational Need. The proportion eligible for free school meals is in line with the national average. Most pupils have not had experience of pre-school education. When children start school there is a wide range of attainment which varies from year to year. Overall, attainment is broadly in line with what could be expected.

### **HOW GOOD THE SCHOOL IS**

This is a good school with a caring, Christian ethos and a supportive family atmosphere. The headteacher provides very good leadership and the school is well supported by the governors, the parents and the community. The staff are strongly committed to the school and its children; the quality of teaching overall is good, and sometimes it is very good. Given the very small number of pupils, attainment can vary from year to year. The very small number at the end of Key Stage 2 makes overall evaluations inappropriate. Pupils across the school achieve well relative to their abilities across most curricular areas. Overall the school gives good value for money.

#### **What the school does well**

- ◆ The good and very good teaching leads to good quality learning.
- ◆ The headteacher's very good leadership ensures clear educational direction.
- ◆ The provision for spiritual, moral, social and cultural development is very good.
- ◆ Pupils with special educational needs are very well supported and they make very good progress.
- ◆ There is a very strong partnership between the school, the homes and the community and parents have a very high regard for the school.
- ◆ The very good relationships and personal development ensure that the pupils have very positive attitudes.

#### **What could be improved**

- ◆ Standards in written work.
- ◆ Standards in science for higher attaining pupils.

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

## HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school has made a good improvement since its previous inspection in October 1997 and the issues from the report have been addressed. Schemes of work have been developed to guide the teaching and learning in all the subjects of the curriculum. Standards have improved in art and design, design and technology, geography, history, information and communication technology, music and physical education. Assessment procedures have developed significantly. There is an improved learning environment and the delivery of the curriculum has become better organised and more imaginative. The information and communication technology curriculum has significantly improved. The school is better organised and, most significantly, the quality of teaching has improved. There is a shared commitment to further improvement and a shared capacity to succeed.

## STANDARDS

The number of pupils in each year group is very small and so it is not appropriate to include a table of standards in national tests.

The youngest children are in line to meet the nationally prescribed Early Learning Goals by the end of the Foundation Stage (Reception year) and around half are likely to exceed them. There are far too few pupils in Year 2 and Year 6 to make meaningful overall evaluations at the end of Key Stage 1 and Key Stage 2 and, as a consequence, results are not published. Nevertheless, judged over a longer period, results have been higher than national averages at both key stages in all the tests since 1997, except at Key Stage 2 in 2001 when there was a high proportion of pupils with special educational needs. There is recognition in the school that standards in written work could be higher, as is also the case for the higher attaining pupils in science. National performance data give some indications of possible underachievement by boys at Key Stage 2. Standards in information and communication technology are sound across the school. Standards in religious education are good and meet the requirements of the locally agreed syllabus.

## PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils have very good attitudes to school. Most are confident, enthusiastic learners with a will to do well. They are often reluctant to leave at the end of the day.
Behaviour, in and out of classrooms	Standards of behaviour are good. Older pupils are supportive and protective towards the younger ones.
Personal development and relationships	Personal development is very good and pupils show initiative and independence. They have very good relationships with each other and with all the adults in school.
Attendance	Attendance is good overall and pupils arrive on time, enthusiastic to start the day.

The positive attitudes, good behaviour and very good personal development make a significant contribution to the quality of education provided.

## TEACHING AND LEARNING

Teaching of pupils in:	Reception	Years 1 – 2	Years 3 – 6
Quality of teaching	good	very good	good

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

The quality of teaching and learning observed was good overall and sometimes very good. Teachers work very hard to provide for the wide range of age and ability within each of the two classes. Literacy is taught well, although there is a need to raise standards in written work. Numeracy is well taught. The teaching largely meets the needs of all the pupils, including those with special educational needs who receive very effective support.

## OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The curriculum is broad and balanced and provides an interesting and imaginative range of experiences. During the inspection, insufficient time was given for self-directed structured play for the Reception children.
Provision for pupils with special educational needs	The quality of the provision, including the very good specialist teaching, enables the pupils to gain confidence and self-esteem, leading to the very good progress they make.
Provision for pupils' personal, including spiritual, moral, social and cultural development	There is very good provision for spiritual, moral, social and cultural development and the pupils respond very well in these areas.
How well the school cares for its pupils	The educational and personal support and guidance for pupils is very good. There are good arrangements for the monitoring of attainment and progress.

Given the size of the school, the provision for extra-curricular activities is very good. The school works very effectively in partnership with the parents who appreciate the school's caring, Christian ethos.

## HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Very good leadership by the headteacher ensures a clear vision for school improvement. Co-ordinator's roles are becoming well developed, with very good contributions from the part-time teachers.

How well the governors fulfil their responsibilities	The governing body is very supportive of the headteacher and the school and benefits from the enthusiasm of the chair of governors. Governors are gaining a clear understanding of the school's strengths and areas for development.
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The school's evaluation of its performance	A positive start has been made to self-evaluation, with firm plans to significantly develop the monitoring of teaching and learning.
The strategic use of resources	There is good strategic use of resources. Surplus income has been designated for future improvements to the premises.

The school is well staffed. Good use is made of part-time staff with curricular expertise. The accommodation, although well cared for and imaginatively used, is cramped with no hall for physical education and a small infant classroom. One small room serves as office and headteacher's room and there is no proper staff room; these factors disadvantage the school. The school gives good consideration to the principles of best value.

## **PARENTS' AND CARERS' VIEWS OF THE SCHOOL**

<b>What pleases parents most</b>	<b>What parents would like to see improved</b>
<ul style="list-style-type: none"> <li>◆ The children like school and make good progress.</li> <li>◆ The quality of teaching, the amount of homework set and the extra-curricular activities.</li> <li>◆ The information given on progress, the approachability of the school and the expectation that children will work hard.</li> <li>◆ The school's partnership with parents.</li> <li>◆ The school is well led and managed.</li> </ul>	<ul style="list-style-type: none"> <li>◆ Apart from a very small number of points raised by individual parents, there were no areas identified for improvement.</li> </ul>

The parental support for the school was very apparent both before and during the inspection. The school enjoys the high esteem and good will of the parents and the community and the inspection team strongly endorse the parents' positive views.

## **PART B: COMMENTARY**

### **HOW HIGH ARE STANDARDS?**

#### **The school's results and pupils' achievements**

1. The judgement of the previous inspection report was that standards achieved by the pupils were requiring some improvement. Standards at the end of both key stages were judged to be in line with national averages in the core subjects of English, mathematics and science. Although there are too few pupils to make firm judgements on each discrete year group, nearly all the available data indicates standards over time which are above what could be expected. This represents an improvement on the judgements made previously on standards in the core subjects.
2. Although attainment on entry to the school varies from year to year, overall it is broadly in line with what could be expected. Although many children do not have experience of pre-school education, they start school with enthusiasm and readiness to learn. The language and communication skills of most of the children are good. Children make good progress in the Reception year as a result of good teaching. By the end of the year, the children are in line to achieve the Early Learning Goals prescribed for this age group and around half will exceed them. The children attain well across the six areas of learning, and especially so in communication, language and literacy, in mathematical development and in personal, social and emotional development.
3. National Curriculum test results do not give reliable information on attainment, as a consequence of which they are not published. The effect of one additional pupil on a school percentage measure can be considerable and, indeed, one very recent cohort contained only one pupil. Results are also influenced by differences between the year groups; for example, the number of pupils with special educational needs. At the time of the inspection there were only two pupils in Year 2 and in Year 6. These numbers make it inappropriate to make overall evaluations at the end of Key Stage 1 and Key Stage 2 and inappropriate to make comparisons with similar schools.
4. The pupils in Year 2, like those in Year 1, achieve well relative to their abilities in reading, writing and mathematics. Notwithstanding the very small numbers in each year, judged over a longer period, the results have been higher than national averages at Key Stage 1 in all the national tests since 1997. Using national performance data to consider results over recent years gives a better, if tentative, indication of performance compared with national averages. Taking the performance over three years from 1999 to 2001 together, the performance of pupils in reading, writing and mathematics has exceeded the national average, most significantly in reading and mathematics.
5. Similarly, there are too few pupils in Year 6 to make meaningful overall evaluations for the end of Key Stage 2, although these pupils, like those at Key Stage 1, achieve well relative to their abilities. Results for Year 6 pupils will reflect the individual abilities of the very small number of pupils involved. In considering performance over a longer period, the results have been higher than the national averages in the English, mathematics and science Key Stage 2 tests in 1997, 1998, 1999 and 2000, but not in the 2001 tests when half the larger than usual cohort had special educational needs. Taking the three years from 1998 to 2000 together, national performance data shows that the 11 year olds exceeded the national averages, most

significantly in mathematics and then in English. The school has set realistic targets for the period ahead.

6. In recent years, there have been more boys than girls in the small number of pupils on the school's roll; in the year prior to the inspection seven out of eight Year 6 pupils were boys. This picture is altering with more girls attending the school, so that at the time of the inspection there were similar numbers of each gender. Notwithstanding the small numbers involved, national performance data gives some indication of possible underachievement by boys in the school, most noticeably at Key Stage 2. At Key Stage 2, taking the average of scores in all core subjects, the performance of girls compared with the performance of girls nationally was higher than the performance of boys compared with the national averages for boys in each set of tests from 1997 onwards. This indication of possible underachievement by boys is an area for the school to consider further.

7. At the time of the previous inspection, pupils with special educational needs were judged to be making satisfactory progress. These pupils now receive high quality focused support as a result of the very good provision which gives equal access to the curriculum and enables pupils to make good and sometimes very good progress. Higher attaining pupils achieve appropriately in most subjects of the curriculum and they are usually given work with sufficient challenge.

8. The school has undertaken an evaluation of its assessment results and this has enabled it to identify aspects of the curriculum which require improvement. Writing has received focused attention in order to improve standards at both key stages and work seen during the inspection showed indications of rising standards in written work across the curriculum. This has been partly achieved through the school's involvement in a funded writing project shared with another local school, where pupils receive focused teaching on a weekly basis. Additionally, the school has recognised the need to raise standards in science, most notably for the higher attainers.

9. In Years 1 and 2, pupils achieve standards that are above average in reading and speaking and listening. Pupils make good progress as a result of very good teaching and the support of parents. Pupils listen very well to their teachers and speak confidently, asking as well as answering questions. Virtually all pupils read fluently for their age. Most of the group read, comment and answer questions about their books well; they recognise key words and the sounds of letters well for their age. Individuals who find learning to read harder than usual receive good support which helps them to do as well as they can. By the end of the key stage they can write simple sentences independently, making use of capital letters and full stops. Pupils lack sufficient opportunities to develop their written work across all areas of the curriculum.

10. Standards achieved by pupils at Key Stage 2 in English are higher in speaking and listening and reading than they are in writing. Pupils make good progress in speaking and listening and in reading. They join in class discussions and express their ideas and opinions clearly. They read and understand increasingly difficult books as they move through Key Stage 2. Progress in writing is less good and some pupils do not achieve as well as they might in the technical aspects. They can benefit from more well planned opportunities for them to write at length in more detail.

11. Sometimes, opportunities for individual development are lessened when pupils are given a written task to do in a group or in pairs. Pupils are taught spelling and punctuation

rules, which most apply consistently in their own work. Standards of presentation and handwriting are good across the school. The school is aware that the main area for raising standards is in written work at both key stages. This is reflected in the writing test results. From 1996 onwards, there have been too few pupils achieving the higher Level 3 at Key Stage 1 and the higher Level 5 in the writing component of English at Key Stage 2. A positive start is being made and evidence indicates that standards are beginning to rise. The school needs to continue to raise the profile of writing and provide challenging targets for the pupils.

12. Standards achieved in mathematics by the pupils in Years 1 and 2 are well above average in all aspects of the subject due to the high expectations as part of the good and very good teaching. By the end of Year 2, pupils have developed good numeracy skills. They become confident in mental calculations, using their knowledge of number bonds to solve problems. By the end of Year 6, most pupils can use a range of mental strategies well and can calculate quickly and accurately. They are able to manipulate large numbers with ease and are developing their own methods of problem solving and applying them in practical tasks.

13. Although standards achieved in science are generally good across the school, the school is targeting the raising of standards to enable more pupils to achieve the higher Level 3 at Key Stage 1 and Level 5 at Key Stage 2. By the end of Year 2, pupils have a good knowledge of the different habitats of animals and birds. They observe well, sort and classify appropriately for their age and record their work in a variety of ways. At Key Stage 2, pupils become more competent at carrying out a variety of investigations and at using their knowledge to make further predictions. Pupils throughout the school show enthusiasm, especially for practical tasks.

14. In information and communication technology good progress has been made since the previous inspection to address the issues raised. Standards are broadly in line with those expected nationally with scope for improvement. Standards in religious education are good across the school and meet the requirements of the locally agreed syllabus.

15. The previous report was critical of standards in art, design and technology, history, geography, music and physical education. This informed the main issue of the report, to raise standards of attainment in these subjects. Standards in design and technology were judged to be in line with what could be expected at the end of Key Stage 1, but standards in the other subjects were judged to be below at each key stage, and well below in information and communication technology at Key Stage 2. The school has successfully addressed this issue as a consequence of which standards have risen across these subjects. Inspection evidence indicates that standards in art and design and music are good across the school.

### **Pupils' attitudes, values and personal development**

16. Throughout the school the pupils' attitudes towards learning are very good. Pupils love coming to school and are often reluctant to leave at the end of the school day. All pupils, including those with special educational needs, are enthusiastic in their work. Even the youngest children are able to sustain a high level of concentration. Pupils are keen to learn, participating eagerly in their lessons and in the many extra-curricular activities. Pupils listen attentively to information from their teachers and respond enthusiastically to questions. The pupils' excitement was evident during lessons; for example, in a well planned history lesson, where the teacher's old photographs created a sense of awe and wonder.

17. The standard of behaviour is good, both in and out of the classrooms. No instances of misbehaviour were observed during the inspection. There have been no recent exclusions. The pupils are responsible for reviewing the school's rules each year; they know what is expected of them and they respond accordingly. Good orderly movement helps the school to function efficiently within the limited space available.

18. Relationships are very good between pupils and adults and between the pupils themselves. Every pupil's contributions and efforts are valued. In lessons and in the playground pupils co-operate well, sharing resources and playing harmoniously. Whilst the genders generally mix well together, it was noticeable during the inspection that only the boys played in the yard games, such as skittle ball. The older pupils help care for their younger friends; this was typified when a boy tripped and fell when entering the main classroom, two others rushed to help him up.

19. The pupils' personal development is very good. The pupils are friendly, confident and very courteous. They show suitable respect for property and for the feelings of others. The school's provision of personal and social education helps to support and promote a mature outlook on life. The pupils take responsibility for many tasks and they contribute to the running of the school via their School Council. The older ones apply for positions, such as editor of the Cawthorne's Chronicle, and are interviewed for the posts. Two guides show visitors around the Jane Apedaile Art Gallery, providing an excellent commentary on the display artist, which at the time of the inspection was Charles Rennie Mackintosh. The pupils' personal development is further enhanced by their charity work, the after school activities and by the many community and business links, such as the work with Heysham Power Station. The high standard of pupils' attitudes, behaviour and personal development make a significant contribution to the quality of education and to the standards that are achieved.

20. The level of attendance is good and there is no unauthorised absence. In the previous school year the attendance level was lower due to the enforced limitations on travel to farms in the area during the foot and mouth epidemic; nevertheless the school successfully managed to ensure that the impact on pupils' education was minimal. The majority of pupils always arrive on time for lessons enabling a prompt start to the school day.

## **HOW WELL ARE PUPILS TAUGHT?**

21. The good and very good teaching leads to good quality learning. The quality of teaching observed was good and sometimes very good. Overall it was very good at Key Stage 1 and it was good at Key Stage 2. The teaching was good in three quarters of the lessons seen, very good in around a fifth and satisfactory in the small number of other lessons observed. This represents an improvement on the quality of teaching observed during the previous inspection. The teachers work well together as a team in order to provide a consistent approach towards their teaching. The quality of teaching, especially at Key Stage 1, has a positive impact on the pupils' learning and enables pupils to achieve well relative to their abilities.

22. The quality of teaching for children at the Foundation Stage is good. The children are taught alongside older pupils who are successfully encouraged to be role models for the younger ones. Although there is understandably a strong emphasis placed on the development of early reading and writing skills, more time needs to be given to self-directed structured play. The work of the youngest children benefits from the support of the classroom

assistant. The teaching of the Reception children provides a solid base for moving into Key Stage 1 and the good quality of the teaching has a direct impact on the quality of the learning.

23. In both classes the staff work very hard to match the work to the wide range of age and ability within the group and to ensure that all pupils are given the same opportunities to achieve well and make progress. In most lessons there are good opportunities for the pupils to discuss their work and improve their speaking and listening skills; for example, in a Key Stage 1 science lesson when pupils talked about the amount of light given out by different types of candles. Staff use a variety of approaches to interest the pupils, adapting their approach so as to engage the pupils. Teachers manage pupils well and insist on high standards of behaviour. Teachers intervene effectively and show sensitivity in asking questions and in guiding the pupils. In both classes there is a positive learning atmosphere where each child is valued; this enhances the pupils' self-esteem.

24. Much of the most effective teaching is at Key Stage 1. Where teaching is most effective, pupils are given opportunities to acquire knowledge, skills and understanding in lessons which cater for the learning of pupils of different ages and abilities and which ensure the full participation of all pupils; the higher attainers are given challenging work and pupils with special educational needs are given effective support. This was the case in most of the literacy and numeracy lessons seen where there were high expectations with regular feedback which helped pupils to make good progress; relationships were very positive and promoted the pupils' motivation. Pupils with special educational needs benefit from very good quality, focused teaching.

25. Teachers give good guidance and clear explanations. This was apparent in a very good art and design lesson seen at Key Stage 2. The teacher helped the pupils to review previous experience of printing techniques which led to clear guidance on cutting and using pastels and powder paint effectively. This encouraged the pupils to experiment at their own levels, to work with care and produce very good quality artwork. There was very good help for lower attaining pupils, enabling them to achieve well and to produce work which was the source of some pride. The very effective teaching led to very effective learning.

26. The full-time teachers show good subject knowledge, with some specialist knowledge in science and art and design. Effective use is made of the part-time specialist teaching in information and communication technology and music and for special educational needs. This has a very positive impact on the quality of teaching and learning. There are firm plans for in-service training in music to enable teachers to provide more musical experiences for the pupils at times of the week other than when the specialist visits.

27. The skills of literacy and numeracy are taught well, although there is a need to raise standards in writing. The very good teaching of reading at Key Stage 1 includes appropriate opportunities for pupils to build words from letter sounds. The staff make good use of the approaches in the National Literacy Strategy and use resources well to develop pupils' interests and to promote an interest in language. Teachers give clear guidance on spelling and a good emphasis is placed on handwriting and presentation of work.

28. Both national strategies have been carefully adapted to the needs of the school. The National Numeracy Strategy is helping to raise standards, especially in mental skills. The quality of teaching in mathematics is good and this directly contributes to the good standards. There is particularly good teaching in mental arithmetic, with teachers placing a strong emphasis on the quick and accurate recall of number facts. Teachers make good use of skilful questioning towards the end of the lesson to ensure that pupils have understood what has been taught.

29. The planning for literacy and numeracy is well organised and coherent. Teachers assess work thoroughly and use assessments to help and encourage pupils to overcome difficulties. Good use is made of assessment, especially in English and mathematics at Key Stage 1, to track the progress of individual pupils, with some useful elements in science, information and communication technology and all other subjects. Teachers mark work regularly and the quality of marking is usually good, helping the pupils to understand what they are doing, how well they have done and how they can improve.

30. Homework activities provided offer additional opportunities to practise and reinforce skills in numeracy and literacy. Parents are supportive of the homework arrangements and most take an active part in their child's learning at home. The teaching needs to continue to target the development of writing across the curriculum and to further raise standards in written work. Some interesting writing tasks were observed during the inspection; this is helping to raise the profile of writing but more remains to be done.

31. The school has identified the need to develop structured monitoring of teaching and learning. This process can be problematical in a small school with so little non-teaching time. The school has clear aspirations to benefit all of its pupils from the best teaching possible. The focused monitoring of teaching, linked with self-evaluation and performance management can provide targets for improvement; it can support and guide effective practice which enhances teacher performance, which in turn impacts on pupil attainment and progress. In this way this effective school can be made even more effective.

32. The effective use of praise develops pupils' self-esteem, which contributes to the pupils' positive attitudes to learning and their will to succeed. Teachers show a good knowledge of the pupils as individuals. The needs of the pupils, including those with special educational needs and those who are higher attainers, are generally met through the good quality teaching. Pupils are challenged and engaged in their learning, with very good relationships as an integral part of the process. The quality of teaching and learning is good and sometimes very good and this is one of the school's strengths.

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

33. The school provides a broad and balanced curriculum of interesting and imaginative activities with a clear emphasis on the basic skills. It meets the interest, aptitudes and particular needs of pupils, including those with special educational needs. It includes all the National Curriculum subjects and religious education and is inclusive to all pupils. The curriculum for the very young children takes account of the newly prescribed Early Learning Goals but, during the inspection, insufficient time was given for self-directed structured play activities. Pupils with special educational needs have individual education plans which contain clear and appropriate targets for their learning. The small size of the school and the quality of care ensure that all pupils are treated as individuals and this enriches the quality of provision for them. They benefit from some specialist teaching and this, together with the additional support provided within the two classes, ensures that they make good progress.

34. The school has worked hard to address the issues raised at the previous inspection. All policies and schemes are in place. Standards in information and communication technology and in the foundation subjects have improved. Sex education is included at appropriate times and teachers make pupils aware of the dangers of the misuse of drugs.

35. The school benefits from the guidance provided by the headteacher in her role as assistant project manager for small schools. The school uses nationally prescribed guidelines in conjunction with those provided by the local education authority. At Key Stage 1, the curriculum is organised to provide a two year rolling programme of topics. At Key Stage 2 it is more variable. Some subjects have a two year cycle but others, for example history and geography, are planned over four years to accommodate the wide age range in the class.

36. There are long, medium and short term plans and staff hold half termly planning meetings which involve the specialist teachers for information and communication technology, music, writing and special educational needs. Clearly focused time is given to literacy and numeracy. The school has been nominated by the local education authority for the School Achievement Award for Excellence in small schools and is currently applying for the Basic Skills Quality Mark. Effective procedures for monitoring and evaluating subject areas are gradually being introduced.

37. The school makes good use of its membership of the Lune Valley Cluster small schools initiative which helps to provide specialist teaching in information and communication technology and enables Key Stage 2 pupils to travel to a neighbouring school during spring term for gymnastics. It is also involved in a writing project in partnership with another school partly to address the underachievement by boys by trying to increase their enjoyment in writing. A teacher from a local high school teaches French each week.

38. The governing body is very supportive and fulfils its statutory duty to oversee the curriculum. The curriculum committee works closely with the headteacher and teaching staff to review and plan the curriculum and they are appreciative of the lead that the headteacher gives in this work. Each is assigned an area of the curriculum to monitor.

39. Pupils' personal development is given high priority in the school. Personal, social and health education is a strength of the school and regarded as a very important part of the curriculum. The school has useful policies in place for non-curricular areas such as equal opportunities, special educational needs, behaviour and sex education. Much work on sex education is covered in the science curriculum as one aspect of health education. There is a structured programme of sex education and drugs awareness for Year 5 and 6 pupils, when the school uses the services of the school nurse and other members of the medical profession. Parents are well informed about the work being done. Pupils have regular swimming lessons throughout their time in school. Years 5 and 6 benefit from a residential visit each year to either an outdoor pursuits centre or to London.

40. The school provides a very good range of extra-curricular activities for pupils. Staff devote time, almost daily, to provide the clubs and are helped by members of the community who assist with some of the wide variety of sporting activities. Other clubs include recorders, drama, information and communication technology, art, science and crafts. The Red Fox club for young pupils offers an opportunity to explore story books.

41. The school is the focal point of the community. The building serves as the parish hall. Visitors to school include local residents, some of whom help in school. Some come to school to explain their jobs and local artists sometime lead projects in school. Other visitors have included the local Member of Parliament and an officer from the New York Police Department. All these initiatives help to enhance learning.

42. The school values the links it has with other schools, although contact with all the high schools is difficult because of the wide choice available to pupils. Much useful work is done to boost pupils' confidence and to try to ensure an easy transition when pupils begin the next stage of their education. Pupils take work home on a regular basis including reading, spellings, tables and sometimes simple research tasks based on topics being studied. Parents are generally happy with the amount and frequency of homework and offer good support with the tasks. Teachers hold very useful curriculum events for parents.

43. The provision for pupils' spiritual, moral social and cultural development is very good. Opportunities in these areas are a strength of the school and have developed significantly since the time of the previous inspection.

44. In the daily act of worship, pupils are encouraged to explore questions about themselves, their family and friends and also their place in the community, in keeping with the caring, Christian ethos of the school. Pupils listen to carefully chosen music, reflect, pray and share thoughts on such things as bravery, wisdom, love and tolerance and forgiveness. Stories about important people such as Joan of Arc and the Pilgrim Fathers help pupils to understand these concepts. During the inspection the school was preparing to celebrate Thanksgiving.

45. Pupils' self-esteem is promoted through the celebration of achievements in assemblies. In lessons, pupils are encouraged to be reflective through music, dance and their personal writing; for example, work seen on 'Our life's journey' and 'Dreams for the future'. Clergy from the Church of England and the Methodist church have involvement with the school and the pupils attend an ecumenical Christmas service each year. Support for charities such as the National Children's Home, Red Nose Day and the World Trade Centre disaster fund, enables them to reflect on the lives of those less fortunate than themselves. Awe and wonder are inspired by the good range of paintings and artefacts used in lessons and in the appreciation of the beautiful environment around them.

46. Very good provision is made for moral and social development. It is reflected in the high standard of behaviour, enthusiasm and interest shown by pupils in lessons and in their conduct outside the classroom. When children begin school in the Reception class, they learn to trust each other and play and work well together. This lays the foundation for the good behaviour and attitudes found throughout the school. Pupils have written the school rules. They show interest and enthusiasm in their lessons and are very sociable to one another. The school works very hard to fulfil its aims to provide an environment where pupils can feel happy and confident. Teachers know pupils well and have good relationships with them and their parents.

47. Pupils are encouraged to take responsibility for doing jobs both in and out of the classroom. Year 6 pupils are trained to answer the telephone if a member of staff is not available. Year 5 pupils mentor new Reception children when they visit the school. Older pupils are paired with younger ones for paired reading on library van days and on swimming days to speed up changing. Parents comment on the success of these initiatives. Pupils are encouraged to take responsibility for their learning in the well organised classrooms. Older pupils are encouraged to carry out their own research topics.

48. Work in art and design, geography, history, music and religious education is used effectively to promote the pupils' cultural education. Through purposeful use of the local environment, including the immediate and surrounding area, they gain good insight into their

own local heritage. They are closely involved in the life of the community. The school recently celebrated its 325 year history. Year 6 pupils have made a video of their environmental work. Years 5 and 6 pupils enjoy a residential visit each year either to London, where they visit the theatre, art galleries and museums, or to an outdoor pursuits centre. This gives them the valuable experience of living and working together in a community setting away from home.

49. Local artists visit the school and pupils visit art galleries. The school has recently opened its own gallery in school and this is having a positive impact. Pupils' artwork has recently been exhibited at a local arts festival and in an art gallery in Blackpool. Pupils visit a Hindu temple and a Jewish synagogue as part of their studies of the main world faiths and this helps them to gain an understanding of the multicultural world in which they are growing up. They benefit from the staff's wide range of knowledge of other cultures. As part of a study of Venezuela, pupils performed a South American dance in a production at a local theatre. Links have been made with small schools in America and Switzerland. The pupils respond well to the very good spiritual, moral, social and cultural provision which is one of the school's many strengths.

## **HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?**

50. The school provides a warm, welcoming environment and ensures the health, safety, care and protection of all pupils. Staff know their pupils very well and provide a high level of care and supervision. The school has many good policies and procedures for the support and welfare of pupils, including the monitoring of pupils' academic performance and their personal development. Pupils are given appropriate individual attention and there is very good provision for those with special educational needs. The staff are well trained and pastoral matters are given prompt attention.

51. There is a very good behaviour policy, which is suitably applied by all staff. Rewards include stickers for the infant children and house points for the juniors. The school is successful in eliminating oppressive behaviour. There are currently nine school rules, which are reviewed annually by the pupils. The promotion of good attendance is satisfactory.

52. Success in both personal and academic development is celebrated throughout the school, especially in assemblies. There are many initiatives to promote achievement, such as the 'Mathlete of the Week' in each group for mental arithmetic work. The older pupils help to set their own targets for learning. Pupils' personal development is well monitored through individual files, which detail the pupils' progress and achievements. The information is passed on to the parents in the end of year pupil reports, identifying such characteristics as confidence, concentration, relationships, care of books and contribution to class work.

53. The collective acts of worship are very well planned to provide a high degree of guidance in addition to the religious and spiritual elements. Safety education is prioritised through cycling proficiency work and the talks given by visitors, including police and fire officers. The school receives good support from other external agencies, such as the school health service. Drugs education and sex education are both appropriately provided for.

54. Arrangements for child protection are good. Most staff are trained in first aid and the school's accident book is properly maintained. Healthy lifestyles are well promoted. Health and safety provision is good, backed by a comprehensive policy document. There are regular inspections by both the governing body and the local education authority. Risk assessments are now undertaken. Concern for road safety was apparent in the vigilance shown when one

teacher took the older pupils to the nearby field for orienteering work as part of the physical education curriculum.

55. Based on its positive, caring, Christian ethos, the school successfully meets its aims. This is particularly so with regard to the high emphasis placed on spiritual, moral, social and cultural education. The school, being in a remote rural community, is proud of what it calls its 'Internationalism'. The previous report noted a satisfactory provision for the support, guidance and welfare of pupils; this aspect has now been improved to good overall provision.

56. The school has a strong commitment to raising standards and considerable progress has been made in developing effective arrangements for assessing pupils' attainment and progress. A useful policy now guides the work. Assessment on entry is used effectively to inform planning and regular teacher and standardised tests are used to monitor the pupils' progress. Half termly teacher assessments are made in numeracy and the school uses the local education authority's assessment procedure in reading and writing. Pupils' writing portfolios have recently been set up to monitor progress and, more particularly, improvements made through the writing project. Ongoing assessments are made in other subjects during and at the end of study units.

57. Useful analyses are done of pupils' attainment in national tests, although the school is aware of the limitations of using comparisons given the small number of pupils involved each year. Information from the analysis of results is used to help in setting teaching objectives when producing the staff development plan and subject action plans. It has highlighted differences in attainment by boys and girls in English, mathematics and science. Teachers monitor progress during lessons and make written evaluations to aid future planning. Because of the small numbers of pupils, marking is often done in class on a one-to-one basis. Arrangements for reporting to parents are good and reports are of a high quality.

## **HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?**

58. The school has a very good partnership with parents and with the local community. Parents are in strong agreement that the school encourages their involvement. The 'Friends Of Abbeystead' organisation arranges many events and raises significant funds to assist the school with its resources. Although work prevents most parents from helping within the classroom, there are a good number who volunteer their services when asked for specific assistance. The school is involved with the 'Generations In Action' initiative, when older visitors are able to share their expertise with pupils. Pupils perform two concerts each year, together with other productions, such as scenes from 'A Midsummer Night's Dream', all events are very well attended.

59. The parents' views expressed in the pre-inspection meeting and in discussions during the inspection were very positive; an extremely high degree of support for the school was apparent. Apart from a couple of very minor points, there were no issues that parents would like to see improved. One parent wrote that the school 'is close to perfection', whilst others typically commented about the 'very good staff', the 'excellent relationships' and their children's enjoyment of school.

60. Parents benefit from very good information from the school and particularly about their children's progress. There are two parents' evenings each year, which normally attract full participation. Parents praised the school's open door policy, whereby teachers can be easily

approached. It was evident during the inspection that there is a lot of dialogue between parents and staff. The progress and attainment of pupils, in both their academic work and in their personal development, are presented to parents in the detailed end of year pupil reports. These reports contain a number of targets for the pupils to improve on their performance. Parents are happy with the amount of homework and take a lot of interest in their children's work. Good support is provided for homework.

61. The school has a very good range of documentation for parents, including a comprehensive prospectus and an excellent series of booklets detailing school policies, such as behaviour and homework. The 'Cawthorne's Chronicle' and regular letters keep parents and parishioners informed on school matters and other local issues. Pupils help to produce some of the very attractive documentation, using their desktop publishing skills. Curricular information events, for example on literacy and numeracy, are popular with parents. The governing body meets statutory requirements in its annual report to parents.

62. The parents' contribution to their children's learning is good and the impact of their involvement on the work of the school is very good. This partnership is a strength of the school and greatly enhances the quality of education provided.

## **HOW WELL IS THE SCHOOL LED AND MANAGED?**

63. The very good leadership and clear direction provided by the headteacher are reflected in the quality of education provided and in the high levels of care and concern evident in all aspects of life in school. The school has explicit aims and values, including a commitment to good relationships and equality of opportunity for all, which are reflected in all its work. This leadership has a significant impact on the success of this good school. The school benefits from the experience gained from the headteacher's role as assistant project manager for small schools. She is supported by a committed and hardworking staff and they operate well as a team. Co-ordinators' roles are becoming well developed, with very good contributions from the part-time staff whose curricular expertise in information and communication technology, music and special educational needs are well used. Members of staff understand and successfully fulfil their clearly defined roles and responsibilities, thus helping to guide the school's development.

64. The issues raised at the previous inspection have all been addressed. The action plan addressed them in a rigorous, well organised way and developments have taken place at an appropriate pace, so that new systems are thorough and well established. Standards in art and design, design and technology, history, geography, music and physical education have risen and there are useful policies and schemes for all subjects. Assessment is now thorough and used well in curriculum planning. Due attention is given to the teaching of sex education and the dangers of drug abuse.

65. The school development plan, produced by the headteacher in consultation with staff, governing body and the community, is a useful document which guides the work of the school. Educational priorities and targets are clearly identified and linked to the budget. During the three year cycle a review is carried out of work successfully completed and this helps to form the basis of the annual maintenance plan. The school is currently using the local education authority's self-evaluation guidelines to determine strengths and weaknesses in planning. Priorities for development show a commitment to self-evaluation and improvement.

66. The governing body is very supportive of the school and of its headteacher. The members have every confidence in her leadership. It benefits from the enthusiasm of its chair of governors who is a regular visitor to the school and is always available for advice; he has a very good working relationship with the headteacher. The governing body fulfils its statutory duties in retaining oversight of the budget, plans and policies. The committees set up to consider the different aspects of school life meet on a regular basis. All are involved in contributing to the annual report to parents and have been given an area of the curriculum to monitor. Some are able to come to school and watch lessons. Members are appreciative of the guidance they receive from the headteacher on curricular matters. They appreciate her commitment to the school, the way she keeps them focused on priorities and her ability to make them feel part of the team. Through her, they are gaining a clear insight into the school's strengths and areas for development.

67. The school has begun to evaluate its own performance through its assessment procedures, regular monitoring of planning and through some classroom observations by the headteacher and the local education authority advisory service. A monitoring and evaluating policy is now in place. A programme for improving teaching and learning is clearly outlined which includes perceived strengths and weaknesses. Extending self-evaluation is seen as one area for development. Arrangements for appraisal and performance management are in place and targets have been set for all teachers.

68. The accommodation is cramped. The classroom for the younger pupils provides limited space. There is no hall for physical education lessons. There is no room adequate for private discussion. The headteacher and secretary share a very small office and there is no staff room. There are some structural problems with the building. Areas of the floor in the main classroom are rising because of damp and a crack in one of the walls is currently being checked. The headteacher plans further development of the grounds. A recent bequest from a member of the community has enabled the library area to be upgraded. Classrooms are bright and attractive and are clean and well cared for.

69. The budget reflects the objectives identified in the school development plan and the school's aims. The school gives good consideration to the principles of best value. Financial decisions are made as a result of a thorough audit and prioritisation. Financial administration is efficient. Grants for specific purposes, including those from the schools' foundation, are well used. The budget surplus is being used for future improvements to the premises, such as improvements to the playground, replacing a significant part of the floor and maintenance of the walls.

70. The ethos of the school is very strong and reflects the influence of the community it serves. The aims are clear and appropriate. The headteacher's very strong commitment to the school as a community has resulted in very good communications between staff, pupils, governing body and parents and all enjoy being part of the school. Both the governing body and parents regard very highly the work done by the headteacher to make everyone feel they are making a worthwhile contribution to the partnership. The vision of what sort of school it should be is shared by all. Central to this vision is a commitment to high expectations of success. Everyone wants pupils to achieve their best and try to do better.

71. Relationships at all levels are very good. Procedures for identifying and supporting pupils with special educational needs are very thorough. The commitment to continuing self-evaluation and high expectations has helped to create an effective school which has the capacity to improve further. The school fully meets statutory requirements for the recording and

publication of National Curriculum assessments and other requirements, including those for collective worship and inclusivity. The school functions with a common sense of purpose and this has a positive impact on the work of the school and the standards achieved by the pupils, who feel secure and valued and behave well.

## **WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?**

The governors' action plan will set out how the areas for improvement identified during the inspection are to be addressed.

In order to build on the school's many strengths and the quality of education provided and to further raise standards, the governing body, headteacher and staff should:

◆ Develop and improve written work by:

- *continuing to raise the profile of writing in the school;*
- *raising expectations of what the higher attainers can achieve;*
- *raising expectations of what the boys can achieve;*
- *continuing to provide the very good support for pupils with special educational needs;*
- *giving pupils more opportunities for extended writing, including the development of detail;*
- *reviewing the use made of pair and group work;*
- *creating more opportunities for pupils to write for a variety of purposes and audiences;*
- *giving pupils more opportunities to write and make a personal response in foundation subjects;*
- *developing target setting based on National Curriculum level descriptors;*

(paragraphs 8, 9, 10, 11, 27, 84, 88, 89 and 90)

◆ Raise standards in science, especially for the higher attainers by:

- *providing pupils with more opportunities to write in detail about their science work;*
- *increasing pupils' productivity in science;*
- *extending the provision for higher level investigations;*
- *setting more ambitious targets for the higher attainers based on National Curriculum level descriptors.*

(paragraphs 8, 13, 102 and 105)

In addition to the above areas, the following less critical areas should be considered for inclusion in the action plan. These are indicated in paragraphs 6, 22, 33, 57, 72, 75, 77, 80, 83 and 96:

- ◆ The indications of possible underachievement by boys;
- ◆ The relatively short amount of time given to self-directed, structured play for Reception children.

## PART C: SCHOOL DATA AND INDICATORS

### Summary of the sources of evidence for the inspection

Number of lessons observed

27

Number of discussions with staff, governors, other adults and pupils

57

### Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	0	5	20	2	0	0	0
Percentage	0	19	74	7	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 these percentages as each lesson represents more than three 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)	27
Number of full-time pupils known to be eligible for free school meals	4

FTE means full-time equivalent.

#### Special educational needs

YR – Y6

Number of pupils with statements of special educational needs	0
Number of pupils on the school's special educational needs register	7

#### English as an additional language

No of pupils

Number of pupils with English as an additional language	0
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#### Pupil mobility in the last school year

No of pupils

Pupils who joined the school other than at the usual time of first admission	3
Pupils who left the school other than at the usual time of leaving	0

### Attendance

#### Authorised absence

	%
School data	5.0
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.

### **Attainment at the end of Key Stage 1 (Year 2)**

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2001	1	0	1

In accordance with statutory requirements, the results of the National Curriculum assessments are not reported as the number of pupils in Year 2 was 10 or less.

### **Attainment at the end of Key Stage 2 (Year 6)**

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	2001	7	1	8

In accordance with statutory requirements, the results of the National Curriculum assessments are not reported as the number of pupils in Year 6 was 10 or less.

### **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	21
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)	2.4
Number of pupils per qualified teacher	11.7 : 1
Average class size	13.5

#### **Education support staff: YR – Y6**

Total number of education support staff	1.2
Total aggregate hours worked per week	33

### **Financial information**

Financial year	2000/01
	£
Total income	140,124
Total expenditure	139,449
Expenditure per pupil	*5,364
Balance brought forward from previous year	18,983
Balance carried forward to next year	19,658

\*This figure is misleading; significant income is generated by the school through such activities as the Writing Project and through the headteacher's role in the Small Schools' Initiative. These significantly enhance the school's total income.

**Recruitment of teachers**

Number of teachers who left the school during the last two years	0
Number of teachers appointed to the school during the last two years	0

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

FTE means full-time equivalent.

**Results of the survey of parents and carers**

**Questionnaire return rate**

Number of questionnaires sent out	23
Number of questionnaires returned	19

**Percentage of responses in each category**

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	79	21	0	0	0
My child is making good progress in school.	58	42	0	0	0
Behaviour in the school is good.	58	21	5	0	16
My child gets the right amount of work to do at home.	47	43	5	0	5
The teaching is good.	63	32	5	0	0
I am kept well informed about how my child is getting on.	68	22	5	0	5
I would feel comfortable about approaching the school with questions or a problem.	79	21	0	0	0
The school expects my child to work hard and achieve his or her best.	68	32	0	0	0
The school works closely with parents.	74	26	0	0	0
The school is well led and managed.	68	32	0	0	0
The school is helping my child become mature and responsible.	68	16	5	0	11

The school provides an interesting range of activities outside lessons.

58	37	5	0	0
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## **PART D: THE STANDARDS AND QUALITY OF TEACHING IN AREAS OF THE CURRICULUM AND SUBJECTS**

### **AREAS OF LEARNING FOR CHILDREN IN THE FOUNDATION STAGE**

72. The provision for Reception children is good overall, but can become more effective with more time given for the children to experience self-directed structured play. The national Early Learning Goals establish expectations for most children to reach by the end of the Reception year (Foundation Stage). This relatively new curriculum for young children prescribes ways of working which involve children learning through structured play and practical experiences. During the inspection, the children had only been in school for just over half a term and, although some time was given to good quality, purposeful learning through activity, too much time was given to formal, adult directed activities. Nevertheless the quality of teaching and learning in the Foundation Stage is good with many good features.

73. There are six children in the Reception year. The very good induction arrangements have helped to ensure that they have all settled happily into the school and are making good progress. They are on course to meet the Early Learning Goals in all areas of learning by the end of the year and around half of the children are likely to exceed them. Children attain well across the areas of learning, especially in communication, language and literacy, in mathematical development and in personal, social and emotional development. This gives a slightly higher picture of attainment than that described in the previous report. In most areas the work is well resourced.

#### ***Personal, social and emotional development***

74. The combined Foundation Stage and Key Stage 1 class provides a warm and secure environment in which the children's personal, social and emotional development is well catered for. The staff are very sensitive to the needs of the youngest children and make sure that they feel part of the class, whilst also providing for them as a separate group. The teaching in this area is very good and promotes the children's self-esteem. These young children listen and respond very well. They enthusiastically talk about their feelings and their experiences. Children become confident, independent and capable of making sensible choices. They work together as a group, working alongside one another happily. Their enthusiasm is clear to see. The approachability of the school ensures that parents gain clear insights into how their children are doing. One strong feature of the work is the way that the older children provide role models for those in Reception.

#### ***Communication, language and literacy***

75. Children's skills of communication, language and literacy are developing well. Children listen and join in with simple language and number rhymes. They talk confidently to adults, asking questions and making comments; 'I've coloured part of my teddy red as well as orange because I like red,' explained one child. They enthusiastically explain about the possessions they would not like to lose following a story about a lost teddy bear. They enjoy playing in the 'Cat in the Hat's Mysterious House'. They listen attentively and show good understanding; for example, when listening to the text of 'The Giant Pumpkin'. They like books and enjoy sharing them with adults; they are very enthusiastic to read to visitors. They are beginning to read simple words and to develop early writing skills; for example, by writing invitations to the opening of the new shed and sending get well cards to the 'Cat in the Hat'. Some write recognisable letters and words and most are beginning to develop good pencil control.

Teaching of these early skills is good. Although work is planned carefully so that children spend part of the literacy hour with the whole class before moving into a group to work at their own level, they would benefit from less time on formal activity and more on opportunities to develop speaking and listening skills through activities such as role-play, the listening station and using the puppets. This area of learning is very well resourced and good levels of attainment impact on the quality of learning across all the areas.

### ***Mathematical development***

76. The children's mathematical skills develop well because of the good teaching. The adults are skilled at using situations that arise in the classroom to promote counting, addition and subtraction; for example, children are encouraged to count conkers when experimenting in sand play. They can count reliably up to 10 and beyond using everyday objects, can recognise numerals 1 to 9 and higher and can find one more or less than a number from 1 to 10. They understand concepts such as heavier and lighter than; they enjoy sorting, balancing and weighing activities. During a walk around the school they identify triangle, rectangle and circle shapes. There is a great deal of incidental teaching and learning in this area of development; for example, in work on sand play when using the language of position and in all the opportunities for counting.

### ***Knowledge and understanding of the world***

77. Children's knowledge and understanding of the world is promoted through many activities and the good quality of teaching. Opportunities for the children to learn about their own school and the village, including its history, are used well; good use is made of maps and photographs. In a topic on 'Ourselves' they learn about their own history, including their own family trees. They study historical artefacts and visits, such as one from a grandad, to help them to understand what the school was like in days gone by. In this way good use is made of the school's own three hundred year history. A good range of visitors such as the nurse, the police and the fire officers, deepens the children's understanding. They learn of the wider world through visits to Camelot Theme Park and to a Sealife Centre. They plant bulbs and seeds and each child plants a tree in the school grounds prior to starting school. Scientific understanding is enhanced through valuable practical work, including that on the minibeasts topic which made good use of the school's grounds. Technological understanding is enhanced by regular access to the computer where most show good mouse skills. Children use construction materials and kits to build things, often related to the topics, although more time could be given to this. Children enjoy opportunities to bake; for example, during the inspection they were making pumpkin bread in preparation for the school's party to celebrate Thanksgiving, an activity well supported by their American teacher.

### ***Physical development***

78. Children enjoy a sound range of tasks to help develop their manual skills, for example, cutting, gluing, drawing and painting, where they demonstrate increasing control. The good teaching means that they learn to handle tools, objects and materials safely. Children enjoy using the relatively new apparatus in the useful outside play area. There are firm plans to continue to develop resources. They enjoy opportunities to dance in physical education when they move with confidence and imagination. They benefit from swimming lessons along with the older children. The use of a wider range of small and large equipment can enhance learning in this area which is relatively underdeveloped compared with the others.

## ***Creative development***

79. Children's creative development is promoted well through a good range of work, including art, music and imaginative play. Children enjoy drawing and painting and a number show their talent in this area; children become competent at modelling using a good range of media. They sing a good range of songs and, through good teaching, begin to develop good musical skills using a good range of percussion instruments; they sing nursery rhymes and number songs. They enjoy playing imaginatively in the role-play area. Good use is made of different contexts for role-play such as 'The Three Bears' House' and in the summer the outdoor area becomes 'a village' with roads and buildings including the doctor's, the café and the building site.

80. The children in the Reception year make a very positive start to their schooling. Although the classroom setting is an attractive, secure place to be, conditions are too cramped to create space for all the appropriate activities. The children benefit from the hard work of the teachers and the classroom assistant who are very committed to the children and their well-being. A lot of thought goes into planning the work and there are good procedures for assessing and monitoring, including a Reception year profile which records attainment and progress. Staff are warm and caring and value the children as individuals. The supportive relationships enable the children to feel secure and happy during their introduction to school life. The work planned for the children provides a solid base for Key Stage 1 of the National Curriculum but can benefit from a greater focus on the experiential aspects of the new learning goals.

## **ENGLISH**

81. There are far too few pupils in Year 2 and Year 6 to make overall evaluations at the end of Key Stage 1 and Key Stage 2 and, as a consequence, the results will not be published. All the evidence indicates that standards have risen since the previous inspection. When judged over a longer period of time, Key Stage 1 results have been higher than national averages in reading and writing in all tests since 1997. Key Stage 2 results in English have also been higher, except in 2001 when there was a high proportion of pupils with special educational needs.

82. National performance data confirms this picture indicating that at Key Stage 1, taking the three years from 1999 to 2001 together, the performance of pupils in both reading and writing exceeded the national averages for their age group. At Key Stage 2, taking the four years from 1997 to 2000 together, the performance of pupils in English exceeded the national average for their age group.

83. National performance data also gives an indication of possible underachievement by boys in English, most clearly at Key Stage 2. The performance of girls from 1999 to 2001, compared with the performance of girls nationally, is significantly higher than the performance of boys compared with the national average for all boys. The position is similar, although less marked between 1998 and 2000 and in every year, except 1998 when the performance was similar, the girls have performed relatively better than the boys in English.

84. Standards are higher in reading and speaking and listening than they are in writing. Staff have identified writing as the key area for improvement throughout the school and inspection findings endorse this. Strategies are being put in place to enhance pupils' skills

and increase the opportunities for writing, with higher expectations of what the pupils can achieve. A key feature of this is the current writing initiative, linked with a neighbouring school, which also ran for two terms during the previous year. Through this, pupils benefit from a weekly lesson (with additional staffing) aimed at improving the teaching and learning of writing, spelling and phonics together with improving pace, content, length and use of imagination in writing. The teacher leading the work believes it is having an impact on standards in writing, but less so with the boys.

85. Across the school, most pupils' skills in speaking and listening are good. In Years 1 and 2, pupils speak clearly and reply confidently to teachers' questions. They express ideas and thoughts effectively. In a Key Stage 1 literacy lesson, having shown good listening and concentration, chosen pupils were able to retell the story of 'The Giant Pumpkin' in one minute. Pupils listen attentively to stories and in assembly and take turns to contribute to discussions. They listen very well to their teachers and speak confidently, asking as well as answering questions. In Years 3, 4, 5 and 6, most pupils join in discussions confidently and answer teachers' questions with increasing clarity. They discuss their favourite writers such as J. K. Rowling and Roald Dahl and give good reasons for their choices. Older pupils reflect on their time at the school, reminiscing and articulating about highlights such as the residential visit to Winmarleigh Hall and the trips to Camelot and the recent one to a quarry. They reminisce on making a compact disc as part of 'The Night Before Christmas' and taking part in the community production of 'A Midsummer Night's Dream'.

86. Parents recognise that reading is given a high priority and pupils make good progress as a result of the good teaching together with good support from parents in hearing their children read. In Years 1 and 2, pupils recognise key words and the sounds of letters well for their age and pupils' attainment in reading is good. Many develop a love of reading and most enjoy practising their skills. The younger pupils were very enthusiastic to read to their visitors during inspection week. Very good teaching of letter sounds and patterns gives pupils confidence to build up words and gain meaning from texts. Pupils also use a variety of clues such as context, understanding of character and story titles. As they read together in the literacy hour, pupils look for specific features such as rhyming words or punctuation. The National Literacy Strategy is having a good impact on the standards being achieved.

87. This good progress in reading continues through Years 3, 4, 5 and 6. Pupils read and understand increasingly difficult books as they move through the key stage. Most pupils read well and standards are good. Most are becoming reflective readers who can read a range of texts fluently and accurately, making knowledgeable reference to their favourite writers and stories. They use context cues well and recount significant ideas, events and characters in stories. Pupils with special educational needs are very well supported in reading, enabling them to achieve well and make good progress.

88. Results in writing at the end of Year 2 over recent years indicate that pupils' attainment in writing is good in terms of the proportion of pupils who attain the expected Level 2, but standards could be higher. Over recent years a pupil reaching the higher Level 3 is very rare. There are indications that standards are improving because of the school's focus on writing. In a similar situation to that at the end of Year 2, the results in the writing component of the English tests at the end of Year 6 have yielded very few Level 5s. Pupils achieve soundly relative to their abilities in Years 3, 4, 5 and 6, where standards in written work are also beginning to improve.

89. Compared with reading and speaking and listening, progress in writing is less good and some pupils do not achieve as well as they might in the technical aspects. They can

benefit from more well planned opportunities to write at length; with more significant encouragement, through marking and target setting, for them to learn from their mistakes. Sometimes opportunities for individual development are lessened when a small group of pupils are given a written task to do in pairs. Pupils are taught spelling and punctuation rules and are beginning to apply them consistently in their own work. Standards of presentation and handwriting are generally good across the school and this reflects an ethos of care in work.

90. A scrutiny of work undertaken during the inspection gave evidence of personal and creative writing in exercise books and in work on display, but there is still a need for more to be done. There were some good examples, such as the ones in history, of tasks being set where pupils were able to develop their writing skills. A good proportion of the written work in English and in some foundation subjects is based on the completion of worksheets which often prevents pupils from having regular opportunities to make a personal response in writing. The school needs to continue to raise the profile of writing, including the promotion of extended writing and the development of detail. Writing tasks need to be more systematically built into work in most subjects across the curriculum. More focused target setting, building on what is already done, can help the pupils to reach higher levels in their written work.

91. The effective introduction of the literacy hour has had a positive impact on standards and also on the quality of teaching. The staff have worked hard to adapt the literacy hour to the needs of the two classes, given the wide range of age and abilities in each of them. The quality of teaching and learning is very good at Key Stage 1 and good at Key Stage 2. The specialist teaching for pupils with special educational needs is very good and this enables the pupils to make good progress, whilst at the same time increasing their self-confidence. The good and very good teaching has a positive impact on how well the pupils achieve.

92. Pupils across the school, including those with special educational needs, make good progress, although progress needs to be more marked in writing. The best lessons were characterised by well chosen and effectively planned activities for the various groups and a brisk pace which stimulated pupils and encouraged them to learn at a good rate. Teachers are beginning to effectively address the school's target to improve pupils' writing. Teachers' enthusiasm enhances the literacy hour and good use is being made of the time to make links with, and use materials from, other subjects. There is a shared commitment and capacity to improve the teaching and learning and raise standards.

93. The subject is well resourced with a good range of big books and sets of books. Good use is made of resources loaned from the local education authority's library service and the local mobile library visits the school fortnightly. The newly developed reference library is a valuable resource which is well used. Pupils benefit from regular opportunities to develop word processing skills and access information from computer software, although during the inspection very little work was seen on computers during English lessons. Older pupils contribute to and are responsible for the regular publication of the school's newspaper, 'Cawthorne's Chronicle' which is produced to a high standard.

94. Good use is made of informal teacher assessment, standardised tests and the optional national tests. Good use is made of the local education authority's assessment procedures in reading and writing. Pupils writing portfolios have recently been introduced to monitor progress and particularly, improvements made through the writing project. These strategies enable the school to monitor the attainment and progress of pupils in English.

95. There has been some informal monitoring and evaluation of teaching in the literacy hour; this now needs to be more rigorous, providing feedback and targets for development as

part of the school's aim of raising standards of teaching and learning, especially in writing. The co-ordinator leads the development of the subject well and this has a positive impact on the quality of the work. The annual book week, visits to the local pantomime and visits to shows in London, such as 'Cats', together with visits to the school by writers, all add to the richness of the English curriculum.

## **MATHEMATICS**

96. Standards of attainment for most pupils are judged to be good and above what could be expected. There are currently too few pupils in Years 2 and 6 to make meaningful overall evaluations for attainment at the end of the current academic year, and national performance data each year gives little helpful information for comparison because of the small number of pupils tested each year. Results over the longer period have generally been higher than national averages, except when there have been a significant number of pupils with special educational needs. Indications are that most pupils are making good progress. The curriculum is inclusive to all pupils although there is some evidence to suggest that boys may achieve less well than girls at Key Stage 2. Pupils with special educational needs make good progress because of the high quality support they receive. Standards have improved since the previous inspection when they were found to be in line with national averages.

97. Young pupils make a very positive start and develop a good grasp of number. They learn to count and order numbers reliably and know the difference between odd and even numbers. They can make comparisons between objects of different length and weight. They know the value of coins and can match prices with the correct number of coins. By the end of Year 2 numeracy skills are good. Most pupils use mental recall of addition and subtraction facts to 20, in order to solve problems and can see emerging patterns when solving problems. They have good recall of two, five and ten times tables and are developing a good understanding of place value which they apply to calculations involving money. They can double and halve numbers and have an understanding of basic shapes and fractions. Pupils weigh and measure with appropriate accuracy. They are developing a useful mathematical vocabulary.

98. In Years 3, 4, 5 and 6 pupils build on their skills. They develop quick recall of numbers. They can make accurate predictions and estimates and explain clearly the reasons for their choices. They compute with large numbers and become skilled when working with fractions and decimals. By the end of Year 6, most pupils are able to manipulate large numbers with ease and are developing their own methods of solving problems and applying them in practical tasks. They understand the relationship between decimal and vulgar fractions. They become more independent in analysing data and use their findings to create block and line graphs, choosing appropriate scales. They use measuring instruments with accuracy.

99. Overall, the teaching seen was good. Lessons are well planned. Instruction is clear. Teachers feel that the numeracy strategy has helped them to set clearer objectives and this has helped pupils to become more confident and enthusiastic, especially in mental mathematics sessions. Effective whole class instruction and skilful questioning help to raise the quality of pupils' thinking by encouraging economical ways of doing simple calculations. Emphasis is rightly placed on developing mathematical vocabulary. Teachers use games and challenges to help to make learning fun and the pupils respond well. The small class numbers in the school enable teachers to tailor work to the individual needs of pupils and to provide a lot of individual support during lessons. This helps them to stay on task when

working and contributes well to the good progress they make. There are times when pupils could be encouraged to work more quickly. They are gradually becoming more skilled at using mathematical knowledge to solve problems. This is an area that teachers have identified for further development.

100. Pupils use their mathematical skills in other areas of the curriculum; for example, in a study on growth. Younger pupils make simple graphs to compare heights and weight as they grow. Older pupils collect data and produce databases to compare height and weight at different ages. In a science lesson on classification of minerals, pupils had to weigh and measure rock samples before and after immersing them in water to see how much moisture they absorbed. They used stopwatches to ensure that the time the rocks were submerged was constant. One group were quick to see that their results were incorrect, although they had read the scale carefully. They learned that they must take care to set the scale properly before using it. Pupils use computer programs to reinforce learning. The school has a good range of programs which have different levels of difficulty so that pupils can work at an appropriate stage. Key Stage 2 pupils enjoy using an Olympics programme in which they strive to reach higher levels in their mental calculations. Young pupils used their knowledge of shapes when making plans of their bedrooms and when drawing a bird's eye view.

101. The policy is in place. A commercial scheme supplements other materials used. Resources are generally good and the subject is well co-ordinated. There are good procedures for assessing and monitoring pupils' progress. The small number of pupils in each class enables teachers to mark most of the work with the pupil, so problems can easily be sorted out and pupils get instant feedback about their performance.

## **SCIENCE**

102. There are too few pupils in Years 2 and 6 to evaluate attainment at the end of this academic year. National performance data gives little helpful information for comparison because of the small number of pupils tested each year, but indications are that at the end of both key stages most pupils attain at least the standards expected for their ages and that standards have risen since the previous inspection. Most pupils are making steady progress. Although the curriculum is generally inclusive to all pupils, there is some evidence to suggest that higher attaining pupils could achieve higher standards and that girls are making more progress than boys. Pupils with special educational needs are making good progress, through work that is achievable and the amount and quality of individual help they receive.

103. Young pupils learn to observe and describe living things and events. They know about the different habitats of animals and birds. They learn about their own bodies and those of animals. Red Riding Hood's body is compared with that of the wolf. Through simple experiments, they understand about factors which affect the speed at which a car travels. By the end of Year 2, they have developed enquiry skills which enable them to carry out more detailed investigations. They find out about magnetism and observe the direction of magnetic forces. They identify common appliances which use electricity. They make simple electrical circuits and test a range of materials to find which will complete the circuit. In a study of sound, they conducted a shouting experiment on the school field to measure distance and volume. They tried to reduce the sound made by a loud toy by using a range of materials to muffle the sound. During the inspection week, pupils were learning about light and finding out why some lights are brighter than others. They conducted experiments with candles and had to predict which candle would give out most light. They draw sketches and record their findings in simple sentences and are developing a useful scientific vocabulary.

104. At Key Stage 2, pupils become more competent at carrying out a variety of investigations and at using their knowledge to make further predictions. In a study of the classification of minerals, younger pupils carried out an investigation which required them to test for softness by making scratches on the surface of a variety of rocks. They discovered that in order for the test to be fair all the scratches had to be of the same pressure. Older pupils tested for permeability by weighing the rocks then soaking them in water and weighing again. They learn how some substances change from solid to liquid to gas and how some changes are permanent and others can be reversed. They observed changes in eggs and chocolate when cooking food for a Roman banquet. They are becoming increasingly aware of the need and requirements for a healthy lifestyle and of environmental issues such as pollution and noise.

105. The quality of teaching and learning seen was good. Teachers have identified a weakness in pupils' approach to investigative work, especially their level of curiosity and are taking care to plan opportunities for pupils to carry out interesting investigations. Older pupils are encouraged to take responsibility for designing experiments. Pupils enjoy the activities and co-operate well in groups. Teachers ensure pupils are clear about what is expected of them. They use searching questions which make pupils refine their answers. From an early age pupils are taught about fair tests and changing variables. Good links are made between science and other subjects, such as mathematics, geography and design and technology. Teachers seize opportunities to explore real issues.

106. Visits to forests and farms alert pupils to problems of pollution and disease. The pupils have had the opportunity to be part of a biodiversity project by doing bird counts on the moors. They have good contact with gamekeepers and woodsmen. A science day was held with input from a parent who is a forensic scientist and older pupils sometimes attend lectures at Lancaster University. There is a science after school club. Although teachers provide opportunities for pupils to record their findings, some of the worksheets used place unnecessary restrictions on pupils' responses and valuable opportunities to develop writing skills are lost.

107. The policy and scheme are up to date and the subject is well co-ordinated. The school has recently introduced a supplementary commercial scheme aimed at improving investigative skills. Resources are plentiful and of good quality. Pupils are assessed every half term.

## **ART AND DESIGN**

108. The previous report was critical of the art and design curriculum, describing the low levels of attainment and the lack of progress being made. The school has brought about great improvement, so that the art and design work is now a strong feature of the school's work. Two lessons were seen during the inspection one at each key stage. The work benefits from an enthusiastic and knowledgeable co-ordinator. Pupils' achievements and progress in art and design are good and sometimes very good across the school. Pupils produce good quality work, which is shown in the many good displays of art work around the school and in sketch books.

109. At Key Stage 1, pupils like to mix colours carefully and see what effect colours have on each other; this is evident in their paintings. Pupils use shape, pattern and colour. They are given interesting tasks to do such as creating fruit sculptures of characters such as 'Mrs. B. Bear' and 'Snappy'. They draw their bedrooms at night-time, invent pastel monsters, illustrate

the story of 'Goldilocks' and create drawings for a large picture book on 'Mulberry Cottage'. Using their sketch books they develop their drawing skills, partly through observational drawings of an oak tree, a dock leaf and nettle. Pupils progress well and, by the end of Year 2, they have imaginatively investigated and used a variety of materials and processes to communicate their ideas; many doing so at a good level.

110. At Key Stage 2, pupils develop their skills further. They work co-operatively to produce a large painted frieze on 'An Artist's Journey to School'. They experiment with paint, producing harmonious and contrasting colours. Working in felt, they create undersea creatures as part of a large collage. The work in sketchbooks evidences good progress in drawing with work on fish, wallpaper designs and designing a chair. They are enabled to understand how printing differs from painting. They print using different thicknesses of card. By Year 6, pupils are able to explore ideas and communicate their ideas and meanings, they can make images and artefacts and a number do so at a sophisticated level.

111. The quality of teaching and learning in the one lesson observed at Key Stage 1 was good and in that at Key Stage 2 it was very good. The younger pupils were helped to use the computer to create simple pictures with the stimulus provided by Paul Klee's 'Revolution of a Viaduct'. The teaching promoted care and a good quality of work, aided by the enthusiasm and knowledge of the teacher. The quality of teaching with the older pupils had a clear impact on the quality of the work produced and the quality of the learning. The pupils experimented in card printing using pastels and powder paint to produce very pleasing designs.

112. The subject is well resourced and good use is made of the skills of two local artists. A scheme of work has been developed to guide the work across the various strands. Simple regular assessments are undertaken. There is an appropriate balance between two and three-dimensional work. The work makes a good contribution to the pupils' cultural development; for example, through visits to a local gallery and those in London such as the National Portrait Gallery. The Jane Apedaile Gallery is a recently developed and imaginative venture where a refurbished part of the school is used to house the gallery which has a programme of exhibitions and is used well to promote artwork, including that of the children.

## **DESIGN AND TECHNOLOGY**

113. No lessons were seen in design and technology so no comparisons can be made with learning at the previous inspection. Evidence from scrutiny of work, teachers' planning and photographic evidence, suggests that pupils are receiving a relevant curriculum covering the required programmes of study and make sufficient progress. Indications are that improvements have been made since the previous inspection.

114. Design and technology is used well to support other areas of the curriculum. Young pupils use construction kits, textiles and recycled materials to make models used in science experiments. They have learnt how to choose appropriate materials and to join components to make Father's Day cards and moving pictures. They decorated squares to make Joseph's coat. Year 2 pupils carry out small projects. These have included making teddy bears and learning to weave and make cross stitch patterns.

115. Older pupils have researched aspects of Roman life and produced mosaics. They made food for a Roman banquet. Pupils designed controllable vehicles as part of a science project. They have designed and produced money containers. They made broomsticks of

birch wood after a visit by local woodsmen. The small amount of work on display shows appropriate progression in skills through the school. Pupils in Key Stage 2 use more complicated leverage and linkage systems to produce books and revolving cards. They have taken part in design and technology fairs organised by a local college.

116. The quality of work is enhanced by the level of support available from teachers, support staff and parents. The school has an adequate range of resources. Use is made of the nationally prescribed scheme of work, which is adapted to meet its specific needs. Simple assessments are undertaken.

## **HISTORY AND GEOGRAPHY**

117. As at the previous inspection no lessons were seen in geography. In history only one lesson at Key Stage 1 was seen. Evidence from discussions with pupils, scrutiny of work, teachers' planning and displays, suggests that pupils are receiving a relevant curriculum of interesting and imaginative topics covering the required programmes of study and that they make appropriate progress. Standards are judged to have improved.

118. The school is situated in an area which is rich in historical and geographical interest and teachers make very good use of the environment to enrich learning. Young pupils are introduced to history and geography through a study of the local area. They study the local landscape and watch the changing seasons. They make booklets about their homes and their journey to school. They find out about changes that have occurred over the years. During the inspection, pupils were enjoying lesson in which they examined old household objects, many of them provided by parents and other members of the community. The teacher wore appropriate clothes. Using searching questions she made them think about what the object was used for, the materials used, whether it was valuable and why it appeared old and worn.

119. Pupils are introduced to people from the past, who have been specially remembered for the work they have done. Older people from the village visit the school and talk about village life in days gone by. By the end of Year 2, pupils are aware of life in the local area and of the major differences between their life and that of their parents and grandparents. They have had the opportunity to visit a local post office and a smallholding to see wool being made; they have been to a local Victorian hayride and a Victorian museum.

120. At Key Stage 2, in history, pupils are beginning to compare and contrast different civilisations such as the Aztecs, Egyptians and Romans and to study life in Britain through the centuries. They gain an insight into the ideas, beliefs and values of these people and begin to understand the reasons for changes which have taken place in history. Teachers try to involve pupils directly in learning through interesting lessons and events. Pupils assumed the role of either a Roman or a Celt and wrote letters giving their particular point of view of the invasion of Britain. They re-enacted the battle between the Romans and Boudicca and her tribe. They researched Roman food and prepared a banquet to which younger pupils were invited. During a study of the Egyptians they 'mummified' sardines. The school held a Tudor pageant on the school field. The school building is a useful resource having a very interesting history. Some families have lived in the area for generations and pupils are able to trace family trees.

121. History and geography are linked by studying why people leave their homes and move to other places. In geography, pupils have studied the effect this has on services such as shops and post offices and buses. They look at the main geological features of the local area.

During the inspection, they were investigating the possibility of building an imaginary road through the area. This involved working with ordnance survey maps to plot the route and investigating the availability of building materials by visiting a local stone quarry. They study the effects of pollution and noise which the road would bring and get opinions from the local population about the project. Pupils are beginning to contrast their lives with those in towns and cities and with life in other countries. The school, unusually, has three teachers with strong links with America, Venezuela and Hong Kong and they bring a wealth of experience to the school. Japanese students working in the school also made a valuable contribution.

122. A policy is in place and the school uses nationally prescribed guidelines when planning work. Simple assessments are undertaken. At Key Stage 1 new topics are covered during the two years in which pupils are in one class. At Key Stage 2, planning is more difficult because of the wide age range in the class. Topics are covered every four years. Pupils in Years 5 and 6 sometimes join with other schools for extended activities. This gives the pupils the opportunity to be part of a larger group. Resources are good. In addition to the good range of artefacts provided by staff and people connected with the school, good use is made of the library and various loan services which provide both books and artefacts.

## **INFORMATION AND COMMUNICATION TECHNOLOGY**

123. Pupils' overall attainment in information and communication technology is what is expected for pupils at the end of Years 2 and 6. Good progress has been made since the last inspection to address the issues raised. The school has a policy and a useful scheme of work based on the nationally prescribed guidelines. All strands of the curriculum are being taught. The school has sufficient hardware and software but because of its location, there is, as yet, only limited access to the Internet through the school's telephone line.

124. The teaching and learning seen was good. Teachers have worked hard to increase their expertise. They take care to ensure that pupils understand what is required of them. Each class has a weekly lesson, when a specialist teacher works with the pupils on planned units of work, either in groups or individually. All pupils have equal access to the curriculum.

125. The youngest pupils are given a good start in their learning. They operate simple programs, follow instructions and use keyboard commands. They paint simple pictures. By the time they are 7, most pupils can use the arrow keys and the mouse and have developed some word processing skills which they use to reinforce language work; for example, in stories about 'The Tiny Seed'. They can change the style, size and colour of their writing. In one lesson pupils were using an art program to create colour patterns after studying the techniques used by Paul Klee. They give simple commands to make a programmable vehicle move in various directions. They use programs to reinforce work done in English and mathematics.

126. By the end of Year 6, pupils have experienced all the required areas of information and communication technology. Teachers use information and communication technology well to support learning in other areas of the curriculum. Pupils can draft and edit written work, using text and graphics. They produced holiday brochures advertising Jamaica for work in geography. In one lesson pupils were using a branching database programme to identify and classify minerals they were studying in science. They use CD-ROMs to gather information on a variety of subjects; for example, Roman life. They use spreadsheets where they change data and make predictions about the outcomes.

127. Because of the limited facilities, work on the Internet and sending and receiving e-mails is in an early stage of development. Pupils joined with other local schools in a weather survey and sent their results by e-mail. Older pupils went on a residential visit which included work on information and communication technology and in particular using e-mails and the Internet. Links are being developed with small schools in Montana and Switzerland. Pupils use a digital camera for taking photographs when on school visits. Older pupils used photographs of themselves when making calendars at Christmas.

128. Throughout the school pupils enjoy their information and communication technology sessions and this ensures that they usually concentrate well on the tasks. They are willing to share and take turns and keen to show what they can do. A significant number are helped by using computers at home. Currently younger pupils in Key Stage 2 are achieving relatively higher standards than older ones because the same experiences were not available to older ones at the same age. Pupils with special educational needs get good support which helps them to make good progress.

129. The school recognises the growing importance of information and communication technology as a core subject and its role in helping to raise standards across the curriculum. Records are kept of pupils' achievements. The current system of planning provides a good range of worthwhile experiences for pupils, but further development is needed to ensure that topics are revisited, so that pupils who achieve less in lessons, because of either their age or ability, get the opportunity at a later stage to work on the activities completed by those who work more quickly. The use of a specialist teacher shared with other schools in the cluster is a useful initiative. He brings expertise to the school which he shares with the staff.

## **MUSIC**

130. An issue from the previous inspection was to raise standards in music that were judged to meet national expectations at Key Stage 1 but to be below them at Key Stage 2. The school has addressed this issue and, as a consequence, standards are good in music at both key stages. During the inspection, two good music lessons were observed and they were taken by the school's part-time music specialist who is employed by the local cluster of schools to teach music. The planning indicates that pupils experience a good range of activities involving performing, composing, listening and appraising.

131. At Key Stage 1, pupils learn a wide range of interesting and imaginative songs which they sing tunefully and enthusiastically. They enjoy seasonal songs and also ones linked into the topics they are studying, such as on transport, toys and the weather. They develop an awareness of pulse through clapping, movement and playing percussion instruments. They add percussion accompaniment to a variety of catchy songs. They can recognise and make long and short sounds and can recognise high and low sounds. They sing 'Building a House' and pick out appropriate instruments to represent sounds of a building site. They become skilled at 'echo clapping'. They are able to represent particular sounds. They start to use musical vocabulary and develop good listening and remembering skills.

132. At Key Stage 2, pupils further explore pitch through voices and tuned percussion. They learn about music from other cultures. They enjoy singing 'Dry Bones' and 'Somebody's Knocking at my Door'. They practise rhythm clapping in four beats. They learn hand signs to represent the notes of the scale. They listen to and learn to appraise pieces of music such as

Tchaikovsky's 'Waltz for Sleeping Beauty' and Elgar's 'Pomp and Circumstance'. In the lesson observed, the pupils developed interesting sequences of movement based on 'Danse Macabre' by Saint-Saens. Pupils develop graphical representations of the sounds they are able to make. A number of pupils at both key stages show good musical ability.

133. The pupils observed responded very well, showing good listening skills and some ability to appraise their own work. They sang with enthusiasm and enjoyment and co-operated well with one another. Pupils are confident in performances and enjoy taking part in concerts such as 'The Three Trees' and the community production of 'A Midsummer Night's Dream', events which are highlights of the school calendar. At the time of the inspection, pupils were seen practising the songs from the forthcoming Christmas production of 'Holy Joe'. Pupils made good progress in the activities observed.

134. The quality of teaching is good and benefits from the musical ability of the teacher, involving good quality singing and keyboard playing. The planning for the lesson followed a format which did not refer to some of the activities undertaken. The teaching encourages full involvement by all the pupils, including opportunities to lead and conduct. The teaching observed moved at a good pace, showed high expectations of what pupils could achieve and provided good support for pupils with special educational needs. The quality of the learning is enhanced by the good relationships. The quality of the teaching has a clear impact on the quality of the pupils' response, the good levels of attainment and the progress being made.

135. The subject is well resourced with untuned percussion instruments, including a number of unusual ones, with plans to extend the number of tuned ones. The work is guided by a policy and scheme of work. Simple assessments are undertaken. The teacher leads a weekly 'starter' recorder group. Apart from the concerts performed in the school and the community which involve all the children, the school has joined in the shared local schools' annual concert at Lancaster Town Hall. A number of pupils benefit from peripatetic music lessons in guitar and keyboard. The work benefits from the good leadership of the co-ordinator who has firm plans to lead some in-service training for other members of staff, so that more musical activity can take place when the co-ordinator is not in school.

## **PHYSICAL EDUCATION**

136. At the time of the previous inspection standards were judged to be below national expectations at the end of both key stages. Improvements have been made and, whilst there was insufficient evidence to make firm judgements on attainment during the inspection, all the indications suggest there is no longer an issue over standards.

137. The work is disadvantaged by the lack of a school hall for gymnastics lessons. That said, the staff go to a great deal of trouble to enable the pupils to have a curriculum which covers the appropriate areas; for example, for one term per year, the Key Stage 2 pupils make weekly visits to the local high school gymnasium for gymnastic lessons. When this happens the Reception and Year 1 and 2 pupils use some of the 'junior space' for their own lessons. Just two lessons were observed during the inspection, one a dance lesson at Key Stage 1, the other an outdoor lesson at Key Stage 2 that focused on orienteering.

138. At Key Stage 1, pupils develop and practise the skills of travelling with and sending and receiving a ball. They learn to play simple games and follow rules. They jump, skip and jog. They express themselves through dance, sometimes based on their topics. At Key Stage 2, pupils develop their gymnastic skills and improve their ball skills. All pupils are given good opportunities to develop their swimming skills through weekly visits, in three teaching groups, to the local university pool, where most achieve good standards.

139. The quality of teaching and learning was good in both the lessons observed. Pupils in Years 1 and 2 responded well to music, moving and dancing like a cat. The Key Stage 2 pupils showed very positive attitudes and good behaviour in their orienteering activities, which made good use of the field along and opposite from the school which the school valuably leases from the estate. This amenity is invaluable as the school has no field of its own and the small amount of playground space has a poor surface for physical education work. The work is well resourced with large and small apparatus. The scheme of work is based on the local education authority's scheme, adapted to the needs of the school. Simple assessments are undertaken.

140. Pupils benefit from seasonal extra-curricular sports clubs, such as ones for football, roller hockey, jogging, athletics, 'kwik cricket', skittle ball, rounders and orienteering. Through the local cluster of school, pupils take part in competitive tournaments in sports such as football, rounders, athletics and swimming. Every other year, the annual residential trip for the older pupils is based at an outdoor pursuits centre giving the pupils very good opportunities for abseiling, rock climbing, canoeing and sailing.

## **RELIGIOUS EDUCATION**

141. No lessons were observed in religious education during the inspection and consequently there is insufficient evidence to make firm judgements on the quality of teaching and learning. The evidence collected, including a scrutiny of work displayed, pupils' work, teachers' planning and observations of acts of collective worship, indicates that pupils' levels of attainment are good and meet the expectations of the locally agreed syllabus. No judgements were made at the time of the previous inspection.

142. At Key Stage 1, pupils gain insights into the Bible and know that other faiths have sacred books. Pupils are introduced to Judaism through a visit to a synagogue. Nearer to home, they compare the three places of worship in their own local community, looking for similarities and differences; they learn about the work of a minister, partly through the regular visits of the two local ministers. They consider aspects of friendship, partly by studying the stories from the Bible based on Jesus' friends and the friendship of Ruth and Naomi. They consider the celebration of birthdays leading to the significance of the birth of Jesus. They learn the story of the creation and about creation stories of other cultures. By the end of Year 2, pupils have good insights into the significance of the major Christian festivals and they are beginning to learn about other world faiths.

143. At Key Stage 2, pupils show increasing understanding of festivals and celebrations in Christianity and other major faiths. Pupils further their knowledge of Hinduism through a visit to a temple. They learn about Buddhism and Islam. In particular they study the Bible, its importance to Christians and what makes it special. By the end of Year 6, pupils have gained a deeper understanding of the celebrations of the church year, with appropriate emphasis being given to harvest, Thanksgiving, Christmas and Easter. Pupils are helped to learn about

life as a journey, considering their own life and the journey of Jesus' life. They explore ideas of faith and what it means to have 'faith in something'. They write about A Day in the life of a 'Super Christian'. They enjoy designing an Advent calendar which uses pictures and symbols about Christmas.

144. Pupils, including those with special educational needs, are making good progress in developing their knowledge of Christianity and other faiths and willingly express their ideas and opinions. They begin to understand that religion can teach people about respect, tolerance and understanding.

145. Daily collective acts of worship are seen as a celebration and exploration of the values of the school. They are well organised and complement the work in class with appropriate use of shared themes, events and celebrations. During the inspection the theme of Thanksgiving was being explored. Teachers use both their own and the pupils' experiences to teach about nature and Christianity and qualities such as caring, tolerance and responsibility for others. Regular collective acts of worship led by local clergy emphasise that the school is a focal part of the community with its own caring, Christian ethos.

146. Resources are appropriately shared by the local cluster of schools. The school enjoys its association with the three local worship groups. The subject co-ordinator gives good leadership. The scheme of work is based on materials from the locally agreed syllabus, on those of a nearby diocese and on the school's own planning resources. Religious education makes a significant contribution to pupils' spiritual, moral, social and cultural development.