

INSPECTION REPORT

CLAPHAM CE PRIMARY VC SCHOOL

CLAPHAM

LEA area: North Yorkshire

Unique reference number: 121557

Headteacher: Mrs S Minnitt

Reporting inspector: Mrs K Charlton
1718

Dates of inspection: 30 June – 2 July 2003

Inspection number: 248270

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	First
School category:	Community
Age range of pupils:	4 - 10
Gender of pupils:	Mixed
School address:	The Green Clapham Lancaster Lancashire
Postcode:	LA2 8EJ
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Appropriate authority:	The Governing Body
Name of chair of governors:	Mr N Lockett
Date of previous inspection:	2 – 4 March 1998

INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
1718	Mrs K Charlton	Registered inspector	English Science Information and communication technology (ICT) Design and technology Physical education Religious education	What sort of school is it? The school's results and pupils' achievements How well are pupils taught? How well does the school care for its pupils? How well is the school led and managed? What should the school do to improve further?
9214	Mrs Janet Garland	Lay inspector		Pupils' attitudes, values and personal development How well does the school work in partnership with parents?
1516	Mr Mike Warman	Team inspector	Foundation stage Special educational needs Mathematics Art Geography History Music	How good are the curricular and other opportunities offered to pupils?

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Clapham CE Primary is a Voluntary Controlled School catering for girls and boys aged four to ten. It serves Clapham village and the surrounding area. Much of the housing in the school's catchment area is rented. There are 36 pupils on roll. All are of white European origin and none speak English as an additional language. The percentage of pupils identified as having special educational needs is below the national average. The number of pupils in receipt of free school meals is average. Many pupils come from isolated rural backgrounds. Pupils' attainment on entry varies significantly between cohorts but is often below average.

The school is organised into two classes. One provides for children of Reception age through to those in Year 2 and the second provides for pupils in Years 3 to 5. At age ten most pupils transfer to Ingleton Middle School.

HOW GOOD THE SCHOOL IS

Clapham CE Primary is a good school with some very good features. Overall, the quality of teaching is good and pupils of all ages make good progress and achieve well. By Year 5, the standards which pupils attain are at least in line with those generally expected and often above them. Staff work together very well as a team, and the headteacher and governors provide clear direction for the work of the school. The school provides good value for money.

What the school does well

- Throughout the school, pupils achieve very well in reading. They achieve well in speaking and listening, in mathematics and in science.
- The quality of teaching is good and this has a direct and positive effect on pupils' learning.
- Pupils have very positive attitudes to school and form very good relationships. The provision for their personal development is very good.
- The headteacher and governors work together very well and give a strong lead to the work of the school.
- Opportunities to promote pupils' spiritual, moral, social and cultural development are very good.

What could be improved

- Pupils can achieve more in their writing in Years 3 to 5.
- By Year 5, pupils can achieve more in information and communication technology.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The last inspection March 1998 found that the standards achieved by pupils were satisfactory, as was the quality of education provided, and the leadership and management. At that time the current headteacher had only recently been appointed. Since then there has been good improvement and, overall, the school has made good progress towards addressing the issues in the last report. The quality of education has improved and pupils are now making good progress overall. To improve the provision for information and communication technology (ICT) a dedicated suite is currently being built. This has been enabled by careful budgeting over the last five years. The overall leadership and management is now good and the school is well placed to improve further.

In 2002, the school received an achievement award which recognised the standards pupils achieved during the previous year.

STANDARDS

The results of the National Curriculum tests taken in Year 2 are not included in this report because the number of pupils in each year group is less than ten.

Since the last inspection, the outcomes of the National Curriculum assessments at the end of Year 2 have generally been in line with those expected of pupils of this age and often above for reading, writing, mathematics and science. There are no national tests for pupils in Year 5, but the school undertakes 'optional standardised assessment tests', as well as teacher assessments. The results of these are usually in line with those expected and often above this in reading, mathematics and science. Throughout the school this represents good progress and good achievement for pupils of different abilities in all of these areas. In writing, pupils achieve well in Reception and Years 1 and 2. In Years 3 to 5, pupils attain satisfactory standards but this is not as good as their achievements in other aspects of their work and, in this area, they can achieve more.

The inspection findings confirm the above picture. Starting from what is often below average attainment on entry children make good progress in the Reception class. As a result, many attain the expected Early Learning Goals before starting the National Curriculum in Year 1. Taken overall, pupils of all ages and abilities continue to make good progress through the school. The inspection findings confirm that pupils in Years 3 to 5 can do better in writing.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good. Pupils have very positive attitudes and are proud of their school.
Behaviour, in and out of classrooms	Good. Pupils have a clear understanding of the standards of behaviour expected of them and generally give of their best.
Personal development and relationships	Very good. Relationships between pupils and adults are strong and pupils work together very well. This has a positive impact on pupils' achievements.
Attendance	Overall, good. Pupils arrive punctually and records of absence are properly kept. The school has responded promptly to the increasing trend of families taking holidays during term time.

TEACHING AND LEARNING

Teaching of pupils in:	Reception	Years 1 – 2	Years 3 – 5
Quality of teaching	Good	Good	Good

The quality of teaching is good in all age groups. No unsatisfactory teaching was observed.

Overall, the teaching of English is good. Teachers have a good understanding of the National Literacy Strategy. Throughout the school, reading is taught very well. It is given a high emphasis and there is a very systematic approach in all age groups. Pupils receive a significant amount of individual attention to support their reading development. Pupils are taught the skills of speaking and listening well, and as a result, older pupils are confident and articulate. The teaching of writing is good in Reception through to Year 2, where there is a good build up of pupils' basic skills. In Years 3 to 5, the teaching of writing is satisfactory overall. There are good individual literacy lessons, but often there are too few links between these lessons and with other subjects of the curriculum. Also there are too few opportunities for pupils to evaluate, and then improve, their work. The school has recognised this and has highlighted writing as a key area for improvement in the school improvement plan. The teaching of mathematics is good and teachers plan carefully to meet the objectives of the National Numeracy Strategy. The teaching of ICT is now good overall. Pupils are catching up quickly and overall achieving the expected standards. However, there are still some issues associated with resources that limit pupils'

achievements in particular aspects of the subject. The teaching of all other subjects is generally good, with some very good teaching in science, religious education and geography.

Throughout the school, teaching and support staff work together very well as a team so that the needs of pupils of different ages, backgrounds and abilities are met. This is especially noticeable for the children of reception age who clearly enjoy learning. Pupils identified as having special educational needs and those who are more able are well supported and suitably challenged. Teachers show good subject knowledge and a good awareness of each pupil and this helps to ensure lessons not only build on pupils' levels of understanding but also their interests. Teachers' planning has improved since the time of the last inspection. As a result, teachers now make their expectations clear to pupils right from the start of lessons so that all pupils know what they should aim to achieve in the time available. Teachers manage pupils' behaviour well. This is noticeable in Years 3 to 5 where there are one or two pupils who do not find self-discipline easy.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Good. The curriculum meets the requirements of the National Curriculum and is significantly enriched by a wide range of activities that take place outside of lessons. Better opportunities are needed to develop writing and ICT for the pupils in the older class.
Provision for pupils with special educational needs	Good. All statutory requirements are met. Parents are fully involved and pupils receive appropriate support. The school works well with outside agencies who support individual pupils as required.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Very good. Provision for spiritual, moral, social and cultural development is a strength. The school's strong links with the parents, the local community, the church and also the wide range of enrichment activities undertaken, support this aspect very well.
How well the school cares for its pupils	Good. Procedures for monitoring and supporting pupils' academic progress are good. Procedures for monitoring personal development are very good. Child protection is thorough. Procedures for monitoring and improving attendance are good.
How well does the school work in partnership with parents	Links with parents are very good and have a very positive impact on the work of the school. Parental contribution to school life is very good.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Good. The headteacher has a clear view of the long-term needs of the school and provides a purposeful and energetic lead. The work of subject co-ordinators is effective.
How well the governors fulfil their responsibilities	Good. The governing body fulfils its responsibilities well. Governors are fully integrated into the life of the school and are developing their systems to check on the overall effectiveness of the school very well.
The school's evaluation of its performance	Good. The information the school receives on its performance in the National Curriculum tests and in other assessments is carefully analysed. A range of other useful monitoring systems are in place so that the school is aware of its strengths and areas for improvement.
The strategic use of resources	The school's plans for improvement are the product of close consultation between governors and teachers. The school uses grants and additional funds

	well. There is a generous ratio of adults to pupils and this has a positive impact on pupils' learning.
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The school is well staffed with teachers and support staff. The accommodation is satisfactory and used well. Resources are good overall. The school is committed to the principles of best value and is suitably applying these in making decisions. The high carry forward in the budget is being spent effectively in providing an ICT suite, disabled toilet facilities and extra office space.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • Children like school • Behaviour is good • Teaching is good • They are well informed • They feel comfortable approaching the school • The school expects children to work hard and achieve of their best • The school works closely with parents • The school is well led and managed • The school helps pupils become mature and responsible • The school provides an interesting range of activities outside lessons 	<ul style="list-style-type: none"> • A small number of parents were not happy with the amount of homework

In response to the 36 questionnaires sent out, 30 were returned. The evidence of the inspection confirms the parents' very positive views of the school. Very few parents registered any degree of dissatisfaction with the school. The school's homework arrangements are in line with those recommended.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. Taken overall, pupils of all ages and abilities achieve well and make good progress. On entry to the school, the pupils' attainment varies from one year to another, but it is generally below average. By the end of Reception, many pupils attain the expected Early Learning Goals and by Year 2 and Year 5, the pupils' attainment is generally in line with the standards expected for their age and often above this. The national assessment results in Year 2, the school's own assessments and the inspection findings all show the same picture.
2. Since the last inspection, the national assessments for pupils in Year 2 have generally been in line with, or above, those expected nationally for reading, writing, mathematics and science. These results compare well with those in similar schools. Optional standard assessment tests and teacher assessments for Year 5 show that pupils usually attain the expected standards or above these in reading, mathematics and science. This represents good progress overall. In writing, pupils achieve well in Reception and Years 1 and 2. In Years 3 to 5 pupils' achievements in writing are generally satisfactory but not as good as those in other aspects of their work.
3. The inspection findings show that pupils make good progress developing their skills in speaking and listening. On entry to school, a significant number of pupils who come from isolated situations, lack confidence in speaking either in small or large groups. Pupils are encouraged well and learn how to respond to different situations and audiences and by Year 5, they are generally articulate and able to explain why it is important to listen to the point of view of others. They are keen to tell visitors all about their school and they present information to the class, a group, or the whole school very well. Many refer to the success of Christmas performances, such as Alice in Wonderland, as a testament to the school's success in developing pupils' skills in speaking and listening.
4. Pupils achieve very well in reading. They enjoy reading and, by Year 5, many show good levels of comprehension and begin to appreciate the underlying ideas and subtleties in the text. They can explain clearly why they like certain books, giving informed reasons for their choice; for example why they enjoy adventure stories or humorous ones. They can also refer to what they consider to be successful use of writing techniques by the author notably when one of the pupils explained why she thought Jacqueline Wilson is so successful at making 'the characters seem so cool'. Pupils successfully use reference systems, indexes, glossaries and contents pages to find information from books.
5. In writing, pupils in Years 1 and 2 achieve well and those in Years 3 to 5 achieve satisfactorily. Throughout the school pupils write for different purposes and audiences and are prepared to 'have a go'. They show good ideas; for example, when one pupil in Year 2 wrote about a Troll 'who stomped up stairs leaving trails of mud and another in Year 5 who wrote about 'beings that fire energy balls out of their hands that are a metre wide and a metre high'. Pupils of all ages often engage the attention of the reader very well. However, older pupils are not always producing work of sufficiently good quality and depth for their age and they are not always applying the skills of spelling, grammar and punctuation consistently. This is mainly because there are too few planned opportunities to extend the work undertaken in literacy lessons into other subjects of the curriculum and also too few occasions for pupils to check and then improve the quality of their work.
6. In mathematics, pupils of different abilities make good progress and achieve well. Teachers place good emphasis on pupils learning to investigate and solve problems, and pupils respond particularly well to this challenge. By Year 2, pupils use mental recall well in problem solving, they show good appreciation of estimation and understanding of number. They recognise number patterns and produce ones of their own. They develop a suitable base of skills in using shape, measures and data handling. A few develop understanding in solving problems with larger numbers; for example, when working with money. In Years 3, 4 and 5, pupils' work shows continued development of their skills in using the four rules of number, with good work being undertaken on number sequences. Pupils in Years 5 say that 'they enjoy mathematics' and this is very evident in the way they approach their work. When describing different ways of solving

problems pupils are keen to debate the effectiveness of different strategies. Generally, pupils show good understanding of adding, subtracting, multiplying and dividing both in their head and on paper. They use calculators effectively to multiply large numbers and check their answers.

7. In science, pupils make good progress overall and achieve well. The strong emphasis given to investigative science is having a particularly positive impact on pupils' learning. By Year 2, pupils show good understanding about growth in plants, the properties of different materials, and can describe the features of animals well. They know about different types of forces and the effects of these. A few begin to generalise from their observations. By Year 5, pupils show a thorough knowledge and understanding of the subject. Their skills in investigative science are well developed. There are many opportunities for them to work practically, record their findings in different ways and they effectively develop their observational skills.
8. In all other subjects, pupils attain the levels expected for their age and throughout Years 1 to 5 achieve well. Pupils achieve particularly well in learning about the geography of the local environment and in religious education. There has been noticeable improvements in pupils' attainment in information and communication technology (ICT) since the last inspection. At that time the standards were judged to be below those expected as a result of unsatisfactory progress through the school. Now pupils make good progress in most aspects of the subject, although more can still be achieved in the aspect of monitoring, modelling and control, and in using ICT for research purposes in Years 3 to 5.
9. The school provides a very inclusive learning environment and equality of opportunity for all is ensured. Throughout all age groups pupils with special educational needs receive a good level of support and achieve the targets set out in their individual plans. More able pupils are catered for well and are challenged in line with their abilities. Boys and girls are attaining equally as well in different subjects throughout the school.
10. Since the school's cohorts are less than ten the school does not publish targets. However, those set for individual pupils are usually met or exceeded.

Pupils' attitudes, values and personal development

11. The youngest children settle into school very well because of the particularly good induction arrangements. These include part-time attendance for children before they start school and also a visit from staff to each child in their own home. In Reception, children develop their social skills very well and they learn to work and play together in a harmonious way. They make significant gains in developing their confidence and independence.
12. Overall, pupils' attitudes are very good. Pupils of all ages like school and talk about it and the things they do with pride. For example, when talking about all the extra opportunities available to them to learn to play musical instruments and the wide range of visits undertaken. Many pupils show excellent attitudes to work and, without being asked, follow up at home ideas that have been developed in school. They then bring in the results of their efforts the following day; for example, when one pupil brought in an experiment she had undertaken with blotting paper and food colourant. Most pupils are keen to participate and concentrate well. Throughout the school, pupils readily accept help from their teachers, teaching assistants, parents or other pupils. Pupils talk happily and confidently about their work, recognising both their own, and the achievements of others; for example, when the older pupils said that their friend 'is a wizard at maths'.
13. Pupils' behaviour at work and play is good. Pupils understand the school rules and older ones can explain why they think they are important. Behaviour in assemblies is very good, with pupils showing a particularly good sense of reverence for the occasion. Behaviour in lessons, in the yard and in the dining hall is often very good, but one or two pupils who find self-discipline difficult, occasionally demonstrate inappropriate behaviour. These pupils are helped to improve and generally, this works very well. The staff are very good at talking things through and helping pupils to understand that everyone needs to help each other. Older pupils are very aware of the needs of younger children and treat them kindly; for example, by helping them retrieve a computer programme that had been closed by mistake. No instances

of bullying were seen. Pupils are aware of the procedures if it were to occur. There have been no exclusions during the last reporting year.

14. Relationships are very good, as is the pupils' personal development. At play, pupils of different ages mix very happily; they play ball games, skipping games, build large wheeled vehicles, and play on the climbing equipment. During meal times, older pupils help younger ones and talk together about things of general interest. There is good acceptance of pupils with special educational needs and those new to the school, and all are fully included in all aspects of school life. Pupils develop a clear understanding about the importance of a healthy lifestyle, the dangers of drugs and alcohol. They take on increasing responsibility and preparation for citizenship is effectively addressed, with pupils reflecting upon and discussing their behaviour, feelings and experiences very well. They talk with confidence about their own views and beliefs and they are prepared to listen to and value the views of others. They have responded particularly well to a recent visit to meet pupils in an inner city Bradford school where virtually all are from a Muslim background. Pupils show initiative and they readily accept responsibilities; for example when helping in assembly and helping with the equipment in the yard. They help others in need; for example through the school's efforts on behalf of Christian Aid. Parents are of the opinion that the school makes a significant contribution to pupils' personal development and this is confirmed by the inspection findings.
15. Attendance is good overall. During the last reporting year it was well above the national average. Recently, a small number of families have taken holidays during term time and this is beginning to have an adverse effect on the overall figures. The school has responded quickly to this situation by reminding parents of the importance of pupils achieving full attendance throughout the year. Pupils arrive punctually for school.

HOW WELL ARE PUPILS TAUGHT?

16. Overall, the quality of teaching is good and contributes significantly to the success of the school. During the inspection no unsatisfactory teaching was seen. Very good lessons were observed in science, geography and religious education. This is an improvement since the time of the last inspection when teaching was judged to be satisfactory overall. Teaching is now more focussed and purposeful since the learning objectives are clearly identified at the planning stage.
17. Teaching of the reception-aged children is consistently good. It is very good in the area of personal, social and emotional development, where the close and well-organised working relationship between the teacher and support staff is particularly effective. In all areas, children learn well because the activities set up are stimulating and well matched to their age and abilities.
18. The teaching of literacy is good overall. There is a very systematic approach to the teaching of reading through the school and a good amount of time devoted to it, not only in the literacy hour but also at other times of the school day. This emphasis, along with a significant amount of individual attention, ensures that pupils achieve very well. The teaching of writing is good in the younger class with a clear development of pupils' basic skills. In Years 3 to 5, the teaching of writing is satisfactory. Good individual literacy lessons are taught, as was seen during the inspection. However, the pupils' work shows that there are often too few links between literacy lessons and with other subjects. Also too little time is provided for pupils to evaluate and then to build on this evaluation in order to achieve improvement. The school has recognised this and has highlighted writing in Key Stage 2 as a key area for development in the school improvement plan.
19. The school has worked hard and successfully to ensure that the National Numeracy Strategy is taught well. It is effectively matched to the different ages and abilities within the classes. A good focus is given to investigative work and pupils say that they enjoy the challenges that are set.
20. Across the school in all subjects, lessons begin promptly and purposefully. The teachers know their subjects well; for example, when the teacher was describing the processes associated with the life cycle of a flowering plant in the older class. Pupils are encouraged to discuss issues and to think things out for themselves, such as finding solutions to problems in mathematics. Teachers set a high expectation of pupils' work and behaviour. They make the pupils aware of what they expect of them during the lesson

and then they question at the end of the lessons to check what has been achieved. Staff are widening the range of strategies used to engage pupils in learning; for example, by encouraging pupils to use 'thinking skills', and by using physical activity, such as games in the yard to increase pupils' understanding in mathematics. This is working very well. Relationships between pupils and teachers are strong and all work together willingly; for example, when researching information about a seaside holiday as was seen in the younger class. Teachers organise the resources they need carefully so that no time is lost. They take opportunities very well to make pupils aware of the rich diversity of modern society.

21. Generally the pace of teaching and learning is good. However, the many significant strengths in teaching are balanced by the fact that the pace sometimes slows. This is because in classes which cover a wide age and ability range, staff spend slightly longer time than is usual ensuring pupils are clear about their tasks. This is especially noticeable in the younger class where many of the pupils are of reception-age.
22. Overall the quality of marking is good. Teachers regularly assess pupils' work and use this information with increasing effect to ensure that pupils achieve well. Teachers often write very constructive and helpful comments that establish what pupils need to do to improve further. However, sufficient time is not always allowed to follow up these comments. Effective arrangements are in place for the setting of homework which is often closely related to the work pupils are undertaking in their lessons. The extra reading that pupils do at home contributes very effectively to the very good progress made by pupils in reading.

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

23. The school provides a broad, balanced and relevant curriculum that meets the needs of all pupils. Statutory requirements are met for all subjects, including those of the locally agreed syllabus for religious education and collective worship. Effective strategies are in place for teaching the basic skills of literacy and numeracy, although improvements are needed in the teaching of writing. The provision for ICT has improved since the last inspection, but is rightly identified by the school as a continuing area for improvement since the facilities for the older pupils do not allow for these pupils to achieve equally well in all aspects of the subject.
24. Overall, since the last inspection there has been good improvement in the development of the curriculum, and the issues highlighted in the report have been addressed. Provision for teaching ICT has improved, as has the way pupils are taught to solve problems in mathematics. All subjects have suitable schemes of work, some of which have recently been reviewed.
25. In the Foundation Stage the curriculum planning comprehensively covers all six areas of learning. The carefully organised activities ensure that children of differing abilities are able to engage in practical activities which result in good learning. Curriculum planning for Years 1 to 5 reflects the needs of the National Curriculum and the national strategies for literacy and numeracy. These have been well adapted to match the needs of a small school with mixed aged groups in classes. A planned programme ensures that all subjects are reviewed on a regular basis to identify areas for improvement.
26. The curriculum is accessible to all pupils and provision for pupils with special educational needs is good. These pupils are included in all activities and receive effective support. The arrangements enable pupils to follow the same curriculum as other pupils and to progress at a similar rate to others.
27. The planned educational programme is enhanced by the very positive links the school has with the local community. There are very close links with the parish church. Local businesses, including an organic vegetable farm and a garage, welcome pupils. Pupils enjoy finding out about other significant features of village life and, for example, make comparison between the village barbecue and the types of community events that happen around the school they have visited recently in Bradford. Various events in school are open to different groups, for example the elderly came to a special performance about St Lucia and the pupils deliver harvest gifts to this group each year. The ICT suite is planned as a facility which will be used by the local community. Effective links are established with local schools. Strong links with the local middle school ensures that pupils are able to meet the teachers, and become familiar with the much larger site of the middle school before they transfer. These links also ensure that there is a good level of curriculum continuity established between the schools.

28. Well planned enrichment activities help to broaden pupils' experiences. Governors and parents play an important part in ensuring that these are successful. Activities are wide ranging and include sporting activities, after school clubs, instrumental tuition and many visits out of school. The Year 5 residential visit to Humphrey Head Outdoor Centre, and regularly organised visits for other year groups, for example to Blackpool Sea Life Centre, help pupils to develop a greater understanding of places and cultures. Regular visits and visitors also enhance the curriculum. All these activities have a positive impact on the standards pupils achieve and the progress they make.
29. Provision for pupils' personal, social and health education and citizenship is very good. Teachers know their pupils very well and offer good support to pupils as they mature. In lessons dedicated to personal development pupils explore issues such as taking responsibility for their actions. The school provides a well-organised health and drugs awareness programme. Very good relationships between teachers and their pupils ensure that discussions are based on trust with pupils' views or concerns treated sensitively.
30. The provision for pupils' spiritual development is very good. The requirements for collective worship are fully met. At these times and on other occasions during the day pupils are encouraged to take time to reflect. In response to this pupils often write prayers to give thanks to God. There are regular times for organised prayer throughout the school day and on these occasions pupils show a high level of respect. Staff encourage pupils to talk about their feelings and emotions. A very poignant example of this is recorded in a booklet the school made to the memory of the local vicar who died recently. Creative arts, including music, sometimes from different parts of the world, feature strongly in providing spiritual influences that enable pupils to explore their own feelings and emotions. There are well-established links with the local parish and clergy who lead assemblies. Staff work well to provide pupils with experiences that include a spiritual dimension and to give them new insights into learning. For example, when exploring living things, such as tadpoles, pupils are encouraged to appreciate the wonders of the world in which they live.
31. The school promotes moral development very well. As a result, pupils care about each other, their school, and show respect for those associated with it. Pupils have a strong sense of justice and clearly understand the difference between right and wrong. They are effectively encouraged to talk about issues and explain why for example, a behaviour code and school rules are needed. Pupils are encouraged very well to help those who do not find self-discipline easy. They are taught to understand the importance of forgiveness. For example, when pretending to be the older brothers of the 'Lost Son', they eventually decided that he should be forgiven, even though their first reactions were most definitely along the lines of 'It is not fair that our father welcomes you back' and 'I don't want you here, you chose to go somewhere else when I have been slaving away'. On a wider front, pupils explore environmental issues, and older pupils can give reasons why it is important for everyone to behave responsibly. Within the secure and positive school environment, pupils feel free to develop as individuals.
32. There is very good provision to promote pupils' social development. Pupils of all ages learn to work and play together very well. The school places strong emphasis on helping pupils to realise that other people may need support and understanding. In class and elsewhere, pupils are effectively encouraged to support the whole school community. They are encouraged to take on responsibilities and develop their independence. They do this well in many ways, for example, when taking on specific jobs for the whole school or their class. Fundraising is a regular feature with pupils involved in money raising activities for different charities. The school enhances pupil's social development through an annual residential trip for pupils in Year 5. This is particularly effective as pupils join with others in surrounding small schools getting to know them before transfer to middle school. Joint pupil and parent activities, such as the school barn dance, play an important part in the development of pupils' social skills.
33. Pupils benefit from the very good cultural provision offered by the school. The arts are well promoted through involvement in music making, visitors who increase pupils' knowledge of their own culture and the culture of others. Regular trips are made to museums and places of interest. Due to its geographical position the school finds it far more challenging than many to provide pupils with first hand multi-cultural experiences. However, it compensates very well, through displays and resources that positively reflect the culture, heritage and beliefs of other ethnic groups. It also has good links with a school in Uganda, and one in an area in Bradford where virtually all of the pupils are of Asian origin. The religious

celebrations and festivals of other faiths are recognised; currently there is a display of religious Muslim artefacts and another about Judaism.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

34. The school's procedures for assessing pupils' attainment and progress have improved since the last inspection and are now good overall. National assessment data, and teacher assessment results are used to record and track pupils' progress in English, mathematics and science. Additional data from standardised tests and optional assessment materials are also used to provide further evidence of pupils' attainment and progress. Teachers assess pupils in all other subjects of the curriculum using guidance from the schemes of work and by evaluating lessons. Teachers set individual targets for pupils. These targets are discussed with pupils and their parents and are reviewed regularly. Valuable analysis of performance data is used to compare the school's results with national and local results, and to identify areas of the curriculum requiring improvement.
35. The use of assessment information to inform planning is good overall. Test results, teacher assessments which include very valuable direct observations often made by support staff provide teachers with good information, which they use when planning lessons. Alterations are made to lesson plans on a regular basis as they respond to the learning needs of pupils on a day-to-day basis.
36. The monitoring of the progress made by pupils with special educational needs is good. Detailed records are kept of what pupils achieve in lessons, and assessment information is regularly updated. Teachers and teaching assistants know the pupils well and confidently guide them as they work towards achieving the targets detailed on their individual education plans. Suitable use is made of the expertise of external agencies. Parents of these pupils are kept well informed and are actively encouraged to contribute to their children's learning at home and in school.
37. Procedures for monitoring pupils' personal development are very good. Staff know the pupils very well. Staff are well established in the school and keep a watchful eye over each child. Any changes in pupils' attitude are quickly referred to parents. Procedures and practices for monitoring behaviour and preventing bullying are good. Staff follow the behaviour policy consistently. Pupils who have difficulty with their behaviour or attitudes are well supported. Bullying happens rarely and is dealt with effectively.
38. Procedures for monitoring attendance are good. Phone calls home are made promptly if expected pupils do not arrive. Registers are kept in line with requirements and checked at regular intervals. Arrangements for child protection are good. The designated person is trained and proactive in promptly addressing issues that may have child protection implications. Other staff have received training and are aware of procedures set out in local authority guidance.
39. The management of health and safety is good. The school has trained first aiders. Required records and tests are all in place. Regular assessment of potential risks is undertaken. No issues were noted during inspection.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

40. The school enjoys a very good partnership with its parents, who are very supportive and committed to their small rural school. Links between home and school are strong, as is the level of parental involvement in the life of the school. The quality of information provided for parents is good. Parents are interested in their children's education and have a very good opinion of the school.
41. Parents and visitors to the school receive a very friendly welcome on arrival and prospective parents are able to see the school in action. Staff make time to chat to parents informally at the start and end of the day. Parental involvement in school life is very good. Many help in school, on visits, and also help to organise school functions including clubs. Parents are well represented on the governing body. The

very active parents association raises considerable funds for additional resources, or to contribute to school improvements by arranging many very well attended events, including the annual Christmas Fair. Parents quickly rally round if the school needs any kind of support; for example, when it was suggested that a garden and pond area would be a helpful addition to the school environment.

42. The quality of information parents receive is good. Weekly newsletters are sent out and information about the taught curriculum is provided. The prospectus fully meets requirements and is very comprehensive although there is a minor omission in the governors' annual report. Parents meet staff formally three times a year to discuss pupil progress. Pupil reports are comprehensive about the work covered in each subject but they are not always sufficiently clear about the pupils' targets for improvement or about how the parents might help with these.
43. Parents have a strong commitment to their children's learning, both in and outside school. Meetings and workshops about pupil learning are well attended. Parents indicate that they can approach the school, knowing that effective action will be taken to help ensure each pupil develops successfully. Overall, parents are happy with the homework that their children receive and the guidance offered to help them to provide effective support at home. This is particularly effective in helping pupils to make progress with their reading. During the inspection, a few pupils brought stories to school that they had written at home, and this showed the potential of pupils developing and extending their ideas in writing outside the busy constraints of the school day.
44. Parents' views of the school are very good and they have no major concerns. The opportunity for more individual attention in a small school is valued. Parents feel that staff are hardworking and very approachable. They are satisfied that their children are happy at school.

HOW WELL IS THE SCHOOL LED AND MANAGED?

45. The quality of leadership and management is good. Parents rightly believe that the leadership shown by the headteacher and key staff is good. At the time of the last inspection the headteacher was newly appointed. Since then the headteacher has been successful in ensuring that there is a very positive commitment from all those involved in the school to achieving the agreed vision. Teachers and support staff work enthusiastically and effectively together and have high expectations of each other and of their pupils. Co-ordination of subjects is effective. There are well-established ways of working so that the school functions efficiently and effectively. Increasingly effective use is made of the information the school collects on pupils' progress to raise standards further.
46. Governors are effective in fulfilling their roles and responsibilities. There are well-established procedures to involve governors and staff in determining the long-term needs of the school and in planning systematically to address them. The school improvement plan is well matched to the school's needs and is a product of this joint process. Individual governors are regular, and welcome, visitors to the school. Governors have established a programme, including observations of lessons, to check on the school's effectiveness and to establish where improvements are needed. These are working well and ensure that the governing body is in a position to act as the school's critical friend. Governors attend training and keep abreast of national and local initiatives. Their committees have clear terms of reference. The governing body has ensured that all required policies, such as an anti-racist policy, are in place. Governors ensure that the school's performance management arrangements are implemented effectively. They are keen to support the good programme of staff development that supports this policy.
47. The school's aims can be seen clearly in its work, for example in the way that staff encourage pupils to achieve of their best. The head teacher, staff and governors work closely together to promote the ethos of the school, which particularly enhances the pupils' personal and social development. Pupils are well cared for and all are made to feel secure in their surroundings. The school is committed to providing equality of opportunity for all. The management of the provision for pupils with special educational needs is good.
48. Financial planning is good with a planned programme of spending linked to the school improvement plan. The development of the school's ICT suite, has involved very careful budget planning. The school's

budget is monitored closely by governors and the school uses specific grants well for their purpose. The school makes sure that money is spent wisely by researching and making decisions about goods and services that represent best value. Governors also challenge and debate before making major spending decisions and compare, contrast and challenge how effective the school is in helping the pupils to achieve the best possible standards. The accommodation is satisfactory; good use is made of the available space. A mezzanine floor is being added to house the new ICT suite. This extension will also provide a disabled toilet and extra office space. Resources are good overall. Resources in ICT have been improved significantly since the time the last inspection but further improvement is still needed. The accommodation and resources are very well maintained. Overall, the school provides good value for money.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

The numbers in brackets after each key issue indicate the paragraphs in which the weaknesses are discussed.

The governing body, headteacher and staff should:

- (1) Improve pupils' achievements in writing in Years 3 to 5 by ensuring that there are:
 - clearer links between literacy lessons and also between literacy lessons and the other subjects of the curriculum, in order to give pupils better opportunities to develop work of good quality and depth;
 - more planned opportunities for pupils to evaluate and improve their work so that they learn to pick up inconsistencies in spelling, grammar and punctuation;
 - more planned opportunities for pupils to extend their writing at home with guidance given to parents about how they might help with this.

(2, 5, 18, 22, 43, 58-64)

- (2) Improve pupils' skills in ICT by Year 5 by ensuring that there are increased opportunities for pupils in the older class to develop their skills in the aspect of monitoring, modelling and control, and also to undertake research using the Internet.

(8, 23, 48, 92-96)

The school has recognised these issues as priorities in its improvement plan.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed

15

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

13

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	0	4	10	1	0	0	0
Percentage	0	27	67	6	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 six percentage points.

Information about the school's pupils

Pupils on the school's roll	YR – Y5
Number of pupils on the school's roll (FTE for part-time pupils)	36
Number of full-time pupils known to be eligible for free school meals	4
Special educational needs	YR - Y5
Number of pupils with statements of special educational needs	0
Number of pupils on the school's special educational needs register	3
English as an additional language	No of pupils
Number of pupils with English as an additional language	0
Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	0
Pupils who left the school other than at the usual time of leaving	0

Attendance

Authorised absence

	%
School data	4.0
National comparative data	5.4

Unauthorised absence

	%
School data	0.0
National comparative data	0.5

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

Ethnic background of pupils***Exclusions in the last school year***

Categories used in the Annual School Census	No of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
White – British	35	0	0
White – Irish	0	0	0
White – any other White background	1	0	0
Mixed – White and Black Caribbean	0	0	0
Mixed – White and Black African	0	0	0
Mixed – White and Asian	0	0	0
Mixed – any other mixed background	0	0	0
Asian or Asian British – Indian	0	0	0
Asian or Asian British – Pakistani	0	0	0
Asian or Asian British – Bangladeshi	0	0	0
Asian or Asian British – any other Asian background	0	0	0
Black or Black British – Caribbean	0	0	0
Black or Black British – African	0	0	0
Black or Black British – any other Black background	0	0	0
Chinese	0	0	0
Any other ethnic group	0	0	0
No ethnic group recorded	0	0	0

The table refers to pupils of compulsory school age only. It gives the number of exclusions, which may be different from the number of pupils excluded.

Teachers and classes**Qualified teachers and classes: YR – Y5**

Total number of qualified teachers (FTE)	2.2
Number of pupils per qualified teacher	16.4
Average class size	18

Education support staff: YR – Y5

Total number of education support staff	3
Total aggregate hours worked per week	27

Financial information

Financial year	2002/3
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	£
Total income	165517
Total expenditure	174093
Expenditure per pupil	3869

Recruitment of teachers

Number of teachers who left the school during the last two years	0.4
Number of teachers appointed to the school during the last two years	0.2

Total number of vacant teaching posts (FTE)	0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	0.2
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 : 83.3%

Number of questionnaires sent out

36

Number of questionnaires returned

30

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	63	33	3	0	0
My child is making good progress in school.	60	33	3	0	3
Behaviour in the school is good.	57	43	0	0	0
My child gets the right amount of work to do at home.	53	37	10	0	0
The teaching is good.	83	17	0	0	0
I am kept well informed about how my child is getting on.	77	20	3	0	0
I would feel comfortable about approaching the school with questions or a problem.	90	10	0	0	0
The school expects my child to work hard and achieve his or her best.	77	23	0	0	0
The school works closely with parents.	83	17	0	0	0
The school is well led and managed.	77	20	3	0	0
The school is helping my child become mature and responsible.	60	40	0	0	0
The school provides an interesting range of activities outside lessons.	60	37	0	3	0

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

AREAS OF LEARNING FOR CHILDREN IN THE FOUNDATION STAGE

49. Before starting the reception class on a full-time basis many children have attended the school's part-time pre-reception group. This well-organised induction programme, also includes a visit by staff to every child in their own home. Staff use a range of assessments well, including observations, to find out what children know, understand and can do. These assessments show a range of attainment, which varies from year to year, but is often below average.
50. The range of activities provided in the reception class, and the support children receive from adults ensures that all children, including those with special educational needs make good progress overall and achieve well. By the end of their reception year, many children attain the nationally expected levels in all areas of learning although a few still attain below this.
51. Parents are encouraged to take an active role in their children's learning. They are provided with good information about the school day and activities in which their children will be engaged. They support their children's learning in a variety of ways including helping in the classroom, providing items to support topics and sharing books at home. Overall, teaching is good, it is very good in the area of personal, social and emotional development.

Personal, social and emotional development

52. Children achieve very well and by the end of their reception year most attain the expected goals. The good planning and organisation of activities provide children with many opportunities to improve. They benefit from being in a class with older pupils where there are very well established routines. Children learn to co-operate with others, take turns, share, and establish very good relationships. They develop a good understanding of the need for rules, a sense of fair play and learn to consider the needs of others. Children concentrate for extended periods of time because they are well supported by adults and the planned activities are interesting and well matched to their learning needs. Children work independently, behave responsibly and handle resources with care. Children's self-help and social skills develop well because they are encouraged to work together and make decisions in; for example, role-play activities and when working on joint projects such as those undertaken with the older pupils in 'thinking groups'. Children gain very good awareness of different faiths and cultures and have benefited greatly by being included in a recent visit to an inner city school in Bradford.

Communication, language and literacy

53. Children achieve well in this area because stimulating learning opportunities are provided and structured schemes are used well. By the end of their reception year many children reach the expected levels although a few are still below. Activities such as working in the role-play area, and whole class discussions promote the development of the children's skills of speaking and listening well. Children become confident communicators and use increasingly varied vocabulary. Most develop an awareness of the needs of the listener, although a few find it difficult to consistently wait, until it is their turn to speak. Staff reinforce expected behaviour through good modelling, as they wait for children to finish speaking before they speak, and as a result children learn to take turns in contributing to discussions. They did this particularly well when taking part in a whole class discussion about objects they had brought from home. Children learn about letters and the sounds they make and use this knowledge effectively in their reading and writing. Many opportunities are provided for children to practise their writing skills; for example, in the writing corner and role-play area, when for example, they complete the pages in their passport or send a postcard home. Stories are used well to stimulate children's developing imagination, which in turn enhances the quality of their writing. They are effectively supported by adults and make good progress in learning to form letters correctly and spell simple, frequently used words. Children enjoy looking at books and listening to stories. They handle books with care and understand that print conveys meaning. They read familiar texts confidently, and a few are beginning to use their knowledge of letter sounds when attempting to read unfamiliar words.

Mathematical development

54. The organisation of a wide variety of activities ensures that all children achieve well and many reach the expected levels by the end of their reception year. The provision made to support children's mathematical development is firmly based on practical experiences. For example, children learn to count and double numbers through practical games on the playground and in the school hall. Many are developing an understanding of early calculation, notably addition and subtraction through practical activities such as giving out fruit during snack time. Adults are skilled at helping children learn the vocabulary of mathematics and take time to explain the meaning of words. Through practical activities they begin to understand the concepts of size, more and less, and experience the use of weights as measures. For example, during a sorting activity children confidently talked about large and small buttons with a few describing some as 'medium sized'.

Knowledge and understanding of the world

55. Provision in this area is consistently good and effectively promotes learning through interaction and exploration. Children achieve well and many reach the expected goals in all aspects by the end of their reception year. The classroom, outdoor play area, school grounds and immediate locality are used well to support the children's learning. They learn to select appropriate tools and equipment. Good opportunities are provided for children to learn about living things. They grow plants from seeds and observe a wide variety of plants on display in their classroom. They look at different materials to see if they are magnetic and collect natural objects, some of which they have used very well in their artwork. Children confidently use the computer; for example to generate designs using a variety of colours and some of the rainbows they created were particularly effective. A good range of manufactured construction kits ensure that children have ample opportunity to use their imagination and discover different ways of joining objects. They also design and make objects like simple toys, and a few are beginning to record what they have done and the materials they used. Children effectively learn about the immediate environment and know that many different buildings make up the village. Through topics, for example about 'Ourselves,' children learn about concepts of 'change'. In this way they gain an understanding about the difference between the past and the present.

Physical development

56. Children's achievement in this area is good and most reach the expected goals by the end of their reception year. They develop a good awareness of space and each other when working with others in PE lessons and during playtimes. The emphasis placed on practical activity fully supports children's learning as they are given time to learn new skills, and to practise and build on those they have already learned. The outdoor play area is used effectively to promote children's developing co-ordination and control, their skills in balancing and climbing, and to support other areas of learning such as their social development. Activities are well planned to ensure that children are given many opportunities to develop their control over small objects such as paintbrushes, scissors and small construction pieces.

Creative development

57. Most children reach the expected goals in this area by the end of the reception year and achieve well. Well-planned activities for this area of learning encourage children to use their imagination and to communicate their feelings. Through the use of open-ended questions adults encourage children to talk about what they can see, feel and think. Activities also support children's speaking and listening skills, and make a positive contribution to their spiritual, personal and social development. Children play co-operatively in their role-play; for example, during a camping holiday they plan a route and decide where to have the barbecue to cook lunch. They are provided with a wide range of media through which they express their ideas including paint, crayons, pastels and collage material. Music is a regular feature of children's work. They sing a range of songs and rhymes from memory and join in with others during assemblies. Children learn about different musical instruments and can distinguish between different sounds, such as those that are high and those that are low.

ENGLISH

58. Overall, pupils of all ages and abilities make good progress and achieve well in English. There has been good improvement since the last inspection.
59. On entry, the pupils' attainment in English is very variable, but often below that expected of pupils of this age. By Year 5, pupils attain standards that are generally in line with those expected and often above this in speaking and listening. In reading, pupils consistently attain above average standards. In writing, pupils achieve well in Reception and in Years 1 and 2 and generally attain above average standards. In Years 3 to 5, pupils attain satisfactory standards in writing but in this aspect they can still achieve more.
60. Planned opportunities to support pupils developing skills in speaking and listening are a feature of many lessons and as a result pupils make good progress. By Year 2, the majority of pupils speak confidently in small and large groups, for example when presenting their views about the actions of different characters in well-known Bible stories. Most listen very attentively to stories and respond appropriately in discussion, although one or two find it difficult to listen carefully to their teacher and each other. By Year 5, the majority of pupils are articulate, and contribute with enthusiasm to discussion, speaking clearly and fluently. They use subject specific vocabulary, such as 'present tense', with increasing confidence. Most pupils listen well, in a range of situations. In the most effective lessons teachers clearly communicate their expectations of pupils as listeners and pupils respond well to these. Pupils work collaboratively when required, sharing ideas and modifying their views accordingly, this was particularly noticeable in a science lesson in the older class. Additional opportunities for pupils to develop their speaking skills are provided through drama, including whole school productions, and assemblies.
61. Pupils achieve very well in reading. The structured approach to the teaching of reading, and the high quality support pupils receive from teachers, teaching assistants and parents, ensures that pupils make very good progress. Pupils are enthusiastic readers who enjoy reading a variety of books including poetry and non-fiction texts. The school actively promotes reading for enjoyment and as a result pupils develop positive attitudes. Pupils are taught, and use, a range of strategies to read unfamiliar text. Older pupils talk confidently about their favourite authors and give reasons for their choices. For example, one pupil was able to describe why the author Jacqueline Wilson is good at making her 'characters seem so cool'. As pupils' confidence grows they read with increasing fluency and expression that demonstrates their awareness of the needs of the listener. Pupils have established the research skills to be able to find information from books; for example, using a reference system, glossaries and an index. Pupils in the older class only have limited access to the Internet and as a result there is insufficient use of ICT for research purposes.
62. In the younger class pupils achieve well in writing. In Years 3 to 5, pupils achieve satisfactorily but in this aspect they can still achieve more. An effective combination of focused teaching of basic skills, and practical activities ensures that by the end of Year 2 pupils generally attain at least in line with or above the expected standard. By Year 2, pupils are familiar with different forms of writing, including stories, poetry, lists and letters. Many write in simple well-constructed sentences and create a competent account. A few are able to engage the reader very well; for example, when one girl wrote about a 'hairy troll that stomped up the stairs leaving trails of mud'. By Year 5, pupils develop a clear understanding that writing needs to be organised in different ways depending on its purpose, for example for a play script or a letter. The pupils' writing is logical and usually well presented. Many pupils demonstrate good imaginative ideas, for instance when one pupil wrote about 'beings that fire energy balls out of their hands about a metre wide and a metre high'. Handwriting is satisfactory overall for the older pupils. Generally, however, pupils are not applying the skills of spelling, grammar and punctuation and too much of the work is not of good quality and depth.
63. Overall, the quality of teaching and learning is good. It is very good in reading throughout the school and satisfactory in the teaching of writing in Years 3 to 5. The skills of speaking and listening are taught well through the school. Staff present good models to pupils; for example in the way that they listen to children. The school has successfully implemented the National Literacy Strategy. Appropriate adaptations have been made so that the needs of pupils in mixed age classes are met well. Teachers clearly identify what they want the pupils to learn in lessons and share these objectives with their classes.

Additional support strategy materials are used effectively and teaching assistants make a good contribution to pupils' learning. A strong emphasis is given to reading both within literacy lessons and at other times of the school day and pupils respond very well to this focus. A very good level of effective support is given to individualised reading. In literacy lessons staff use skilful questioning to assess the pupils' level of understanding of past and current learning. Teachers' marking is thorough and provides pupils with sufficient information to establish what they have done well and what they need to improve. However, in the older class too little time is allowed for pupils to successfully build on this feedback. In addition, for older pupils there is not always a clear link between literacy lessons and other subjects. This means that pupils generally just have the time within the literacy lesson to complete their work.

64. Co-ordination is effective overall and the school is clear about what needs to be done to continue to improve standards. Effective use is made of the analysis of test results, and the monitoring of planning, teaching and pupils' work to guide the school's improvement planning for English. The quantity and quality of resources are good and used well to support pupils' learning.

MATHEMATICS

65. Pupils achieve well in mathematics and usually attain standards in line with those expected and they often attain above this by Year 2 and Year 5. This is an improvement since the last inspection when pupils were judged to be making satisfactory progress. During the inspection there was no evidence of significant variation in performance of boys and girls. Pupils with special educational needs are well supported and make the same progress as other pupils. Teachers have developed their understanding of the subject well through the introduction of the National Numeracy Strategy.
66. By the end of Year 2, pupils are able to count confidently within 100, can recognise odd and even numbers and can look for patterns in a series of numbers and supply the next one. Most demonstrate accurate computation skills adding and subtracting numbers to 30. They calculate simple money problems and give appropriate amounts of change from £1. They are able to complete mentally straightforward calculations using their knowledge speedily and accurately. More able pupils know their 2,5 and 10 times tables and use this to begin to solve simple multiplication exercises. Most pupils know that when an object is cut in two there are two halves and a few understand quarters. Most pupils recognise regular two dimensional shapes and are beginning to describe their features.
67. By the end of Year 5 pupils show a good knowledge of numbers with calculation skills well established. Their work shows a good level of accuracy and use made of a wide range of problem solving activities. Most understand the properties of shapes and angles and accurately calculate the size of angles in regular shapes. They have a secure understanding of decimals and simple fractions. They are able to show and interpret data using different types of graphs and charts. Pupils show good understanding of adding, subtracting, multiplying and dividing. They calculate averages and know the difference between mean, median and mode. They have the confidence to use a range of strategies to solve problems and are keen to explain the different ways they have used to work out their answers. They use calculators effectively.
68. The quality of teaching is good. Teachers have a good knowledge of the subject to be taught; for example, how to attempt different strategies to solve a problem. The lessons are moved on smoothly, from brisk opening sessions where pupils are prompted to think and calculate quickly and accurately. The teachers ask increasingly challenging questions that extend the pupils' learning. Work is well planned so that it is well matched to the different ages and abilities in the classrooms. This ensures that all pupils are suitably challenged. Resources for learning are readily to hand so that pupils are able to use them when they are needed. All teachers manage and organise their pupils well and pupils respond enthusiastically to this level of organisation. They usually try hard and think carefully about their answers. Homework is regularly set and marked and teachers are quick to recognise and to praise individual efforts. Computers are used to aid mathematical understanding throughout the school but more could be done in this respect. Mathematics is used well in other subjects of the curriculum. For example, when older pupils worked out the average speed of Clapham Beck as part of their work in geography.
69. Co-ordination of the subject is effective. There is a good level of monitoring and evaluation taking place and a clear plan of action to ensure continued improvement in mathematics.

SCIENCE

70. Pupils throughout the school make good progress and achieve well in science. They generally attain standards that are at least in line with those expected and often above them by the time they leave at the end of Year 5. Overall, there has been good improvement since the last inspection when pupils were judged to achieve satisfactorily.
71. Throughout the school pupils talk very knowledgeably about their work in science but in the older class their written accounts are not always of the same high quality.
72. In Years 1 and 2 pupils learn about their own bodies and the importance of healthy eating. They know that forces “push” and “pull” in different directions and one or two can explain that the speed at which objects such as marbles roll down a ramp can vary; for example by changing the angle of the slope. Pupils observe different animals such as snails, slugs and tadpoles and refer knowledgeably to important features of each. They are able to distinguish very well between things that are living those that are not and give sensible reasons for their answers. They also know how to make a bulb light up by using a simple electric circuit. Older pupils are able to identify the different parts of a plant and have a good understanding of the reproductive system of a flowering plant. They learn about different habitats such as a woodland and can describe which animals are well adapted to this environment. They have some understanding of how some substances can be changed forever and how changes to other substances can be reversed. Pupils can describe in detail how heat is lost if a bottle of hot water is left without any insulation and also how the sounds that we hear are affected by the distance we are from the sound source. In all age groups there is good emphasis given to predicting what is likely to happen in an experiment before it is conducted and in comparing that prediction with the final outcome. Many pupils are able to describe how to ensure that they set up a ‘fair’ test.
73. The quality of teaching is good overall. Some very good teaching was observed where the teacher showed a very secure understanding of the subject as well as an obvious enthusiasm for the work being undertaken. Throughout the school the objectives of lessons are made clear so that pupils begin work with a definite understanding of what they should accomplish in the time available. Opportunities are taken to use practical situations at all times and the pupils are encouraged to find out for themselves. Staff question the pupils well so that they are encouraged to solve problems in different ways. Tables, charts and diagrams are used effectively to support pupils’ growing understanding of science.
74. The co-ordinator provides a good lead to the subject, ensuring that teachers plan and teach in similar ways. Procedures to determine the long-term needs of the subject are good. Particularly good use is made of the local environment and the school garden that was the result of the hard work of a willing group of parents. Better use could be made of ICT in science notably to monitor the outcomes of investigations and to find out information about the topics being studied. This is particularly for the older pupils. The school ensures safety is observed in science work.

ART AND DESIGN

75. By the end of Year 2 and 5, pupils attain standards in line with those expected. Pupils are particularly good at evaluating the quality of their own work and also that of others. Overall, pupils achieve well. Those of differing abilities, including those with special educational needs, make good progress. This is an improvement since last inspection. Art and design makes a positive contribution to pupils’ spiritual, moral, social and cultural development. Overall, there has been good improvement since the last inspection.
76. Pupils experience a broad and balanced range of activities that complement and enrich their learning in other areas of the curriculum. They work well with a wide range of media in two and three dimensions.
77. Pupils in Year 1 and 2 work with a wide range of materials and printing, painting and drawing tools. They explore the textures of a variety of materials and use them well to add interest to their work. They have

produced detailed paintings related to their work in history on the 'Fire of London' and carefully drawn pictures of birds and animals to support a science investigation. When working with paint they develop an understanding of how colour can suggest a mood; for example, they confidently use hot colours when painting pictures of the fire raging. The local environment is used well. A good example being when pupils collected natural objects such as twigs and leaves to create very imaginative sculptures.

78. Regular opportunities are provided for pupils to draw from first hand observation. Pupils in Years 3 to 5 use pencils with increasing skill. Carefully drawn designs in the style of Escher show this well. Pupils have used vibrant colours when they produced pictures in the style of Lisa Keaney. Work to support other subjects is represented by 'Tudor' pictures in the style of Hans Holbein. They are encouraged very well to talk about what they like or dislike about their own work, and the work of famous artists; for example, why they thought the bright colours in the work by Lisa Keaney were particularly effective. Pupils use their imagination well to freely combine colours and textures to achieve the effect they want. When drawing from observation pupils pay increasing attention to detail to produce work of a good quality.
79. No art lessons were observed but from an analysis of teachers' planning, discussions with pupils and an analysis of the finished products it is clear that overall, the teaching of art and design is good. Teachers have good subject knowledge and plan lessons that motivate pupils to work hard and to use their imagination. The quality of pupils' work demonstrates clearly their enjoyment of the subject. In discussion pupils are able to appreciate and evaluate their work and are keen to talk about what they have achieved.
80. Overall co-ordination of the subject is effective. There is a positive approach to art across the school. The variety of planned experiences helps pupils to appreciate cultural diversity, although the range of non-western art they study is not extensive. There is some use of information and communication technology but more could be made of this both to create designs and also to find out more about the work of other artists. The value placed on pupils' work is high. Displays around the school are of good quality and celebrate pupils' achievements. Resources are good and used well in lessons.

DESIGN AND TECHNOLOGY

81. In design and technology, pupils attain at least in line with the standards expected for their age. They often attain above this in planning and evaluating. Overall, pupils of different abilities make good progress and achieve well. There has been good improvement since the last inspection.
82. By the end of Year 2, pupils have experienced working with a variety of materials. Regular opportunities are provided for them to design and make objects using a wide variety of techniques and resources. They develop the skills needed to generate designs that show which materials are to be used, and take account of the purpose of the finished object; for example, when they plan out how they will make teddy bears with moving parts, and how they will make a model of Inky Winky spider going up and down the spout. .
83. In the older class pupils skilfully use "design sheets". They record their design, producing side and aerial views, list the materials they will use and identify the way they will join the different parts of their design. Pupils of all abilities try hard and produce work that is well thought out to meet the design criteria. When they have made their design pupils evaluate their work. They identify the best features of their work, the problems they had when making it and how they could improve it in the future. In discussion pupils show that they understand that a product's quality is dependent on the quality of construction and suitability for its purpose.
84. Pupils use their numeracy skills well in their design and technology studies. They show a keen enjoyment of the subject and are encouraged to think for themselves and to solve problems through projects that capture their imagination. The activities they take part in provide positive social experiences that encourage them to accept the views of others and be critical of their own work.
85. Although no teaching of the subject was observed, the pupils' work shows that teachers expect pupils to work hard and apply themselves fully to the planned activities. Lessons have clear objectives and resources are used well to support pupils in their learning. Pupils' work is assessed effectively through

evaluating the success of an individual lesson or series of lessons, and the quality of pupils' finished work. The regular opportunities given to pupils to present their work to the whole school provide them with a good impetus to achieve of their best.

86. Co-ordination of the subject is effective and ensures that pupils undertake a broad range of relevant experiences. Resources are good overall and used well. There is limited use of ICT.

GEOGRAPHY/HISTORY

87. There has been good improvement since the last inspection. Planning, in particular has improved and pupils now undertake a rolling programme of geography and history units that suitably develop their understanding of the past and place in the regional and world-wide community.
88. Overall, standards are in line with those expected and pupils make at least satisfactory progress. In the geographical units, especially those associated with the local area, there are particular strengths and in this aspect pupils achieve very well. When talking to the older pupils it is evident that their knowledge about what they have studied is better than first seems than is apparent from looking at the quality of their work in their exercise books. In Years 1 and 2, pupils develop a good appreciation of where places are in relation to Clapham by plotting places they visit on a map of the British Isles. They develop a knowledge of places further afield by identifying holiday areas and finding information about them using atlases, books and the Internet. Pupils in Years 3 to 5 have studied the local area in some depth and can easily find places in the locality on a map. They have looked at the water cycle and investigated the speed of water flow in Clapham Beck, by noting the average speed of oranges moving between two fixed points. Pupils also have noted the ways in which water is used in the school situation, recognising how it is moved around the building and can describe this in detail. They have learned about the ways in which a local market gardener uses different irrigation systems to ensure a constant supply to the plants. When going further afield pupils plan out a route; for example when they planned a route from the school to Cockermouth. Pupils in Year 5 effectively extend their geographical knowledge during their residential visit to Humphrey Head and work displayed in school exemplifies this well.
89. In the history units, pupils in Years 1 and 2 have studied topics such as the 'Fire of London' and looked at the causes and why it was difficult to put it out. Older pupils in Years 3 to 5 study topics such as 'The Tudors' and 'The Ancient Greeks' and effectively learn about famous people who lived in those times. They show clear understanding of a time-line that gives perspective to each period of study that they study. For example, when they describe events that happened in the reign of Henry V111 and then some that occurred in the reign of Elizabeth 1st. They have also studied the invasions of the Vikings and the Voyages of Christopher Columbus. They are presently looking at how long it took the Santa Maria to travel to the West Indies and back and show good appreciation of what it must have been like for the sailors on board.
90. Teaching is at least satisfactory with some very good teaching in geography. National guidance, suitably adapted, is used appropriately to develop schemes of work for both of these subjects. The programme is effectively matched to the age range of pupils in each class. Teachers also use their good subject knowledge to plan interesting activities that cater for the range of needs in the mixed aged classes. The work in Years 1 and 2 in geography showed very good use of a range of sources of information. In this lesson there was particularly good use of the Internet. Throughout the school the local area is used very effectively to provide first hand experiences.
91. Co-ordination is effective. A suitable programme of study is in place. Regular reviews ensure that areas for improvement are highlighted. Plans for the future include increased use of ICT by the older pupils in these units of work.

INFORMATION AND COMMUNICATION TECHNOLOGY

92. There has been considerable improvement in ICT since the last inspection. At that time standards were below those expected, as was the progress made by pupils. Financial resources have been used effectively to provide a satisfactory number of computers to enable pupils throughout the school to be taught information and communication technology skills in their classrooms and in the hall adjoining the

younger of the two classes. Teachers' planning has also improved. As a result, overall standards in information and communication technology are now in line with those expected nationally. Pupils are making good progress in most aspects of the subject although in monitoring, modelling and control and in using the Internet for research purposes the older pupils can still achieve more. ICT remains a high priority on the school improvement plan and the school is in the process of having a new ICT suite built to address these needs.

93. Overall, pupils in Years 1 and 2 achieve well. They have a positive attitude to technology and enjoy talking about what they know. Pupils learn to use a simple word processor, control a mouse and show understanding of the keyboard. They can use different tools for different purposes to convey information; for example, when using a pencil icon or a picture icon, and when creating their own pictures such as those of rainbows. By Year 2, pupils carry out simple research and enter, retrieve and save work. They can present their ideas in different forms such as in tables and charts. They programme a moveable toy, known as a Roamer, so that it moves forwards and backwards as well as sideways at their command. They have sufficient knowledge and understanding of how computers are used in everyday appliances and appreciate that technology is used to control them. Their skills in word processing are appropriate for their age.
94. In Years 3 to 5, the pupils' ability to use a range of programs develops steadily. They are effectively extending their knowledge of databases. They use different search methods to interrogate databases; for example, when interrogating the one they have built up on plants. In this way they note features; for example, about the difference in the growth rate of particular plants, and generally begin to notice patterns and trends in the data. Pupils use the technical vocabulary associated with this work effectively. They are also able to explain very well the different ways in which data can be presented in order to create the best impact; for example, by using different types of graphical presentation. Most pupils have developed skills in word processing very well and can demonstrate how to use the icons to amend text for different purposes. These older pupils use the school newspaper, known as The Clapham Chatter and multi-media presentations very effectively to communicate information and they can explain the importance of adapting these for their audience. They are beginning to make effective use of the Internet; for example, to send e-mails to a class mate who is on a world tour. In general, however, their skills in using the Internet and their skills in monitoring data, modelling and in controlling events are less well developed than their skills in other aspects of the subject. Pupils throughout the school work well together and older ones often help the younger ones.
95. Generally, the teaching of information and communication technology is good. Where the provision is satisfactory in Years 3 to 5 this is mainly related to the need to develop resources further. Teachers have benefited from a good level of training. They now have sufficient knowledge, are enthusiastic and plan lessons carefully. Generally, pupils' skills are developed systematically through the school. Teaching assistants, and parents, who help in the school, make a valuable contribution to pupils' learning in this subject. They are skilled and knowledgeable and offer good quality help and support to pupils. The good teaching is rewarded by the enthusiasm of the pupils, all of whom work hard and achieve well. Teachers make good use of ongoing assessment in lessons to ensure that all pupils are sufficiently supported and challenged. Safety is observed in the use of the Internet.
96. Co-ordination of the subject is good with significant improvements having been managed since the last inspection. The school has correctly identified continuing areas for improvement in the subject. Most of these revolve around the purchase of additional hardware and software. Nevertheless, resources overall are much improved since the time of the last inspection and used well in lessons.

MUSIC

97. During the inspection it was not possible to see any lessons in music. However, from a scrutiny of pupils' work, teachers' plans and discussions with pupils and teachers, it is clear that standards in music are at expected levels at the end of Year 2 and Year 5. This is similar to the picture seen at the last inspection. A wide range of instrumental tuition takes place that leads to good achievement in this aspect of the pupils' work.

98. The quality of singing in assemblies is good. Pupils sing in tune and are developing a good sense of rhythm and pitch. Pupils enjoy singing and have good opportunities to improve their skills, and to listen to a wide variety of music from different times and places. Music is used effectively in assemblies where pupils listen to extracts as they enter the hall. Music makes a strong contribution to pupils' spiritual, social and cultural development. Pupils in Years 1 and 2 are learning about the pulse of music and composed simple pieces with a regular pulse and recorded it in simple notation.
99. Older pupils sing tunefully and many take part in school performances that involve singing activities. There are good opportunities, which virtually all pupils take up to learn to play an instrument. These include playing cellos, violins, flutes, guitars or recorders. There are continuing opportunities provided for pupils to learn about musical composition.
100. The quality of leadership and management of the subject is effective and ensures that pupils benefit from the expertise of a pianist each week as well as opportunities provided by the Local Education Authority peripatetic music service. A number of out-of-school activities, such as the Carol Service held in the local church, are a testament to the work undertaken in this subject.

PHYSICAL EDUCATION

101. Standards in physical education are in line with those expected at the end of Year 2 and Year 5. They are above those expected in swimming. This is a similar picture as at the time of the last inspection. Pupils have suitable opportunities to take part in all of the areas suggested in the National Curriculum. There are good opportunities for pupils to learn to swim.
102. Younger pupils in Year 1 and Year 2 are able to throw and catch accurately. They compete against each other keenly to see who can run or jump faster or further. They show good techniques when asked to take off and land, and take turns fairly. They are aware of the need to "warm up" and "cool down" before and after exercises. They particularly enjoy dance sessions.
103. Older pupils have very positive attitudes to the subject and they also enjoy work undertaken with the specialist dance teacher. Pupils take part willingly and enthusiastically; for example, when asked to practise the skills of throwing and catching. They can explain how to strike a ball with different types of bats and are able to explain in some detail how to be successful when taking part in invasion games. By the time they leave the school, most pupils have attained above the expected standards in swimming. Pupils also gain important experiences of outdoor and adventurous activities during their residential visit. In gymnastics, pupils show reasonable co-ordination, control and awareness of others. However, there are limitations for the older pupils in this aspect since the space in the small hall is limited for pupils of this age.
104. The quality of teaching is generally good. Teachers explain the activities to be undertaken carefully so that pupils know clearly what is expected of them. These objectives are reviewed at different stages of the lessons in order for pupils to judge if they have improved. The teachers explain and demonstrate the techniques to be used and use other pupils appropriately to show the standard expected. The teachers ensure that all pupils, including those with special educational needs, are fully involved in the lessons. In the indoor environment, however, there is not always sufficient scope for pupils, especially the older ones, to benefit fully from energetic activity.
105. The subject is effectively led. Since the last inspection successful efforts have been made to improve the school's facilities and resources with noticeable developments having taken place in the outdoor area. These facilities are used well by pupils of all ages. This subject makes a good contribution to pupils' social and moral development.

RELIGIOUS EDUCATION

106. At the end of Year 2 and Year 5, pupils reach the standards set out in the locally agreed syllabus for religious education and often attain above this particularly in their understanding of Christianity. Pupils of different abilities, including those with special educational needs, make good progress. These findings are an improvement on those found in the last inspection. Throughout the school pupils develop a good

knowledge of major world religions. Festivals and celebrations are studied in lessons and support pupils' knowledge and understanding of the similarities and differences between religions. The contribution made by religious education to pupils' spiritual, personal development and their understanding of multi-cultural issues is very good.

107. By the end of Year 2, pupils know about the main features of a Christian church and can compare these with the features of a mosque. They know why certain features such as a 'font' and 'altar' are particularly important to followers of Christianity. Pupils know that religions have 'special days' and understand that these days are very important to followers of these religions. They recognise that different religions have books and texts of special significance to them such as the Qu'ran and the Bible. Pupils are very knowledgeable about the Bible and can recall; for example, which book of the Bible famous stories, such as 'Noah's Ark' and 'The Lost Son' can be found. Pupils begin to understand that religions provide people with rules to live by. They know that Christians are expected to behave in line with The Ten Commandments.
108. In Years 3 to 5, pupils continue to develop their knowledge and understanding of Christianity through more detailed study of the local church. In addition, they study the Bible in some depth and talk confidently about "The Creation". They compare and contrast similar stories from other world religions and cultures well. Pupils consider with honesty, trust and sensitivity, themes such as "temptation". In these situations they begin to appreciate tolerance and an understanding of how to make choices in their lives. Pupils explain the importance of journeys and pilgrimages in different religions very effectively and know; for example, about the significance of the Haj. Although pupils speak very knowledgeably about their studies in religious education their written work is not always of the same high quality.
109. Teaching is at least good. Some very good teaching was observed. Teachers plan appropriately according to the locally agreed syllabus. They are sincere in their approach and in this way demonstrate to pupils that this is a very important part of the curriculum. Opportunities to help pupils develop their skills in speaking and listening are a regular feature of lessons and collective worship is used well to support pupils learning in religious education. Very good use is made of the local church to support pupils' knowledge of Christianity, and visits from local clergy further enhance pupils' experiences and understanding. Spirituality is a strong feature of the curriculum as are the positive attitudes and tolerance promoted in the school. Religious education makes a good contribution to these aspects of the school's work. Resources are good and used well to support teaching and learning in this subject area.
110. Co-ordination is effective. Staff work together very well to provide pupils with a particularly wide range of opportunities. There is a very positive approach to helping pupils become aware of the implications of living in a multi-faith society.