

# INSPECTION REPORT

## LAMPLUGH CHURCH OF ENGLAND PRIMARY SCHOOL

Kirkland, Frizington

LEA area: Cumbria

Unique reference number: 112295

Headteacher: Mrs V Cresswell

Lead inspector: Mr John D Eadie

Dates of inspection: 22<sup>nd</sup> to 23<sup>rd</sup> June 2004

Inspection number: 256673

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

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## INFORMATION ABOUT THE SCHOOL

Type of school: Primary  
School category: Voluntary Controlled  
Age range of pupils: 4 to 11  
Gender of pupils: Mixed  
Number on roll: 44

School address: Kirkland  
Frizington  
Cumbria  
Postcode: CA26 3XU

Telephone number: 01946 861386  
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Appropriate authority: Governing body  
Name of chair of governors: Mr Andrew Smith

Date of previous inspection: 6th June 1998

## CHARACTERISTICS OF THE SCHOOL

Lamplugh Church of England Primary School is a very small school, situated in a rural location in West Cumbria. Pupils come from a few villages and scattered rural hamlets and dwellings. All travel to school by bus or car. The socio-economic make up of the locality is very varied. Children have a wide range of abilities on entry to the school. They generally have average levels of skills and understanding except in their communication, language and literacy, where skills are usually below average. All pupils are of white British heritage. No pupils currently have statements of special educational needs, though an above average proportion has identified special needs. Most of these have emotional or behavioural difficulties and some have moderate learning difficulties. The mobility of pupils is broadly average. The school achieved the Cumbria kitemark for excellence in provision for early years in 2002 and the Healthy Schools award in 2003.

## INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
20191	Mr J D Eadie	Lead inspector	Mathematics Science Information and communication technology Art and design Design and technology Music Personal, social and health education and citizenship
13395	Mrs J Illingworth	Lay inspector	
15015	Mr M Wehrmeyer	Team inspector	The Foundation Stage Special educational needs English as an additional language English Geography History Physical education Religious education

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## PART A: SUMMARY OF THE REPORT

### OVERALL EVALUATION

**Lamplugh Primary is a very good school.** The teaching is very good, enhanced by the very good use of teaching assistants and other adults. This enables pupils to be taught in small groups and is very effective in aiding their learning. Another major factor in the very good achievement of the pupils is the very good use of specialist teaching in a number of subjects. The school provides a very wide range of opportunities to develop the pupils, both personally and academically. The school gives very good value for money.

The school's main strengths and weaknesses are:

- The pupils are learning and achieving very well due to the very good teaching.
- The quality of leadership and management is very good.
- Standards in a number of subjects, science and art and design for example, are above average due to the very good use of specialist teaching.
- Very good use is made of the links with parents, the community and other schools to enhance the pupils' learning.
- The pupils are given a wide range of opportunities in the broad and very well-planned curriculum, in which the very good number of visits and visitors play a particularly important role.
- The school provides a very caring environment, where each pupil's personal development is a high priority and is fostered very well.

The school has made very good improvement since its last inspection. Particularly noteworthy is the effectiveness now of the provision for the youngest children. There were a number of key issues for improvement in this aspect at its last inspection. The fact that the school won a Cumbria kitemark award in 2002 for early years education is indicative of the progress made. Standards have risen well overall in the national tests in the intervening years.

### STANDARDS ACHIEVED

Results in National Curriculum tests at the end of Year 6, compared with:	all schools			similar schools
	2001	2002	2003	2003
English	B	E	D	A
mathematics	C	C	B	A
science	B	C	C	A

*Key: A - well above average; B - above average; C - average; D - below average; E - well below average  
Similar schools are those whose pupils attained similarly at the end of Year 2.*

As is usual with small schools, standards are very variable from year to year. However, the final column of the table above shows that these pupils achieved very well from their performance in the tests in Year 2 four years previously. Similar value added grades were achieved in the previous year and are likely again this year. **Pupils are achieving very well through the school.** Children's attainment on entry to the school is very variable. They generally enter the school with broadly average levels of skills and knowledge, though their achievement in communication, language and literacy is below average when they start. They achieve very well to exceed the goals children are expected to reach by the end of reception in all areas of learning in which it was possible to make judgements. By the end of Year 2, standards are currently average in writing, above average in reading, and well above average in mathematics. These pupils are achieving very well. Standards are average by the end of the current Year 6 in English and mathematics and above average in

science. These pupils are achieving very well as they were below average in the tests at the end of Year 2 four years ago. Standards are above average in science and art and design due to the specialist teaching that pupils are having in these subjects. Standards in religious education and information and communication technology (ICT) are average at the end of Year 6.

The pupils' personal development is very good. **Their spiritual, moral, social and cultural development is also very good.** This is fostered very well by the family atmosphere in the school. Pupils have good attitudes to their school and their work and behaviour is generally good, though some older pupils do not always wait for their turn to speak. Rates of attendance are well above average.

## **QUALITY OF EDUCATION**

**The school provides a very good quality of education.** The curriculum is broad and very well enhanced by a wide range of visits and visitors. The planning for pupils with special educational needs is particularly thorough. **The quality of teaching and learning is very good.** A major part of the success of the teaching is the very good use of teaching assistants and other adults so that pupils can learn in very small groups. Learning is also enhanced very well by the way specialist teaching is used. Assessment is very good, ensuring that pupils' progress is carefully monitored.

The pupils are very well cared for and are provided with very good levels of guidance and support. There are particularly fruitful links with parents, the local community and other schools. A notable feature of these links is the regular contacts with other schools for joint projects, such as in music or multi-cultural education. This enables this small school to offer a much wider range of opportunities than would normally be the case.

## **LEADERSHIP AND MANAGEMENT**

**The leadership and management of the school are very good.** The headteacher provides very good leadership and is very ably supported by all the staff. There is an air of strong teamwork about the whole management of the school and performance management has been very well used to raise standards. The school is very well governed and all statutory requirements are met. Governors are very well involved in strategic development and are very well aware of the strengths and areas for development of the school.

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

Parents have very positive views of the school, being particularly pleased about the happy, family atmosphere of the school and the way their children's education is catered for. They expressed no significant concerns. Pupils are also very happy with their school.

## **IMPROVEMENTS NEEDED**

The following should be viewed in the light of this being a very good school. They are not weaknesses, rather the next steps in development for a successful school. The most important things the school should do to improve are:

- to ensure that marking is more consistently linked to the targets set for pupils' achievement;
- to continue to encourage the pupils' thinking skills and, alongside this, to develop particularly their listening skills.

## **PART B: COMMENTARY ON THE INSPECTION FINDINGS**

### **STANDARDS ACHIEVED BY PUPILS**

#### **Standards achieved in areas of learning, subjects and courses**

Pupils are achieving very well through the school. Standards being attained by the current Year 6 are average overall; they are above average in Year 2. This variation is explained by the wide differences between the performance of different year groups often found in small schools.

#### **Main strengths and weaknesses**

- Pupils' achievement is very good through the school.
- Attainment in science is above average by the end of Year 6.
- Attainment in mathematics is well above average and in reading it is above average by the end of Year 2.
- Attainment in art and design is above average.
- Pupils with special educational needs and those with gifts and talents achieve very well.
- Pupils' listening skills are not as good as those in other areas of English.

#### **Commentary**

1. This being a very small school, standards being achieved vary considerably from year to year. In the national tests at the end of Year 2 in 2003, standards were average in writing and mathematics and well below average in reading. Despite these reading standards being well below standards in the other two subjects, pupils still achieved well in reading in Years 1 and 2. However, in the previous year, standards were in the top five per cent in the country in reading and writing and above average in mathematics. This variability is quite common in schools of this size, where the performance of one child can make a huge difference to the overall scores. No table is shown for results at this age as there were too few pupils taking the tests for the information to be statistically useful. Similar variation is shown when the results are compared with schools with a similar proportion of pupils eligible for free school meals. In 2003, this comparison showed results to be well below average in reading, writing and mathematics. Again the results were very much better in the previous year. The general trend for improvement in results over the years has been above the national trend.
2. In the national tests at the end of Year 6 in 2003, standards were above average in mathematics, average in science and below average in English. When compared with schools whose pupils scored similarly in the tests in Year 2 four years previously, standards were well above average in all three subjects. This very good value added measure is good evidence of the pupils' very good achievement through Years 3 to 6. This is particularly the case as this value added was similar in the previous year and is likely to be so again this year. Although the trend in results over the last five years at this age is below the national trend, this is largely because the results in 1999 were the highest the school has ever attained. This group of pupils was particularly able. Looking at the trend over the last four years, it is above the national average.

#### ***Standards in national tests at the end of Year 6 – average point scores in 2003***

Standards in:	School results	National results
English	26.5 (25.0)	26.8 (27.0)
Mathematics	27.5 (27.0)	26.8 (26.7)
Science	29.2 (29.0)	28.6 (28.3)

*There were 11 pupils in the year group. Figures in brackets are for the previous year.*



3. Children enter the school with widely differing skills and knowledge. They are generally average over the years, but in some years it is well below average, whilst in others it is well above. For example, the current reception group is one of the better ones. Generally, standards are about average when children start school, though they are below average in communication, language and literature. Children achieve very well in the reception group to exceed the expected goals in all areas of learning by the end of reception. Much of the reason for this is the very well planned provision for them to be able to be taught in a small group. These standards represent a considerable improvement from its last inspection, where raising standards for this age group was a key issue.
4. Standards at the end of Year 2 for the current group are well above average in mathematics, above average in reading and average in writing. Standards in mathematics are higher than those in English as this small group of pupils, consisting entirely of boys, are more talented at this subject than English. The school keeps very clear records to track the achievement of pupils, and these confirm the evidence from the inspection that these pupils have achieved very well in Years 1 and 2. They are reaching well above average standards in science and art and design. Much of the reason for this is the decision taken by management to organise specialist teaching in these subjects. As in the reception group, a key issue at the previous inspection was to raise standards in English and science at this age. Once again, very good progress has been made in this area.
5. At the end of Year 6, standards are average in English and mathematics and above average in science. However, this group of pupils attained below average standards in the national tests at the end of Year 2. Also, two of the seven pupils in the group were not in the school in Year 2. Standards in listening are not quite as good as those in other areas of English, though still satisfactory. Once again, inspection evidence shows very good achievement for pupils from Year 3 to Year 6. Standards in art and design and science are higher than in other subjects owing to the good use of specialist teaching. Standards at the end of Year 6 in ICT and religious education are currently average.
6. The few pupils with special educational needs achieve very well. They have very thorough individual plans made for their learning and are very well supported by teaching assistants and other adults. Pupils with special gifts and talents are recognised early in their school career, and because each pupil is regarded as being an individual, they are given work appropriate to their needs and achieve as well as their classmates. Although in many year groups boys outnumber girls significantly, they achieve equally. Parents are very happy with the progress that their children are making and are very supportive of the initiatives that the school has put in place to raise achievement.

### **Pupils' attitudes, values and other personal qualities**

Pupils have good attitudes to school and their work, and their behaviour is generally good. Their attendance is well above average, and this enhances their achievements. Pupils' personal development is very good, as is provision for their spiritual, moral, social and cultural development. The school's family atmosphere very successfully fosters good values and positive personal qualities in its pupils.

### **Main strengths and weaknesses**

- Rates of attendance are well above the national average for primary schools.
- Pupils respond well to a challenge and are keen to improve their work.
- Pupils are confident and enjoy being at school.
- Pupils care well for one another. They respond positively to the school's "buddy" system.
- Behaviour in lessons is good and pupils are free from bullying and harassment.
- Occasionally pupils do not listen carefully enough to each other.

## Commentary

7. Pupils' attendance is well above average, enabling them to make the most of the education that the school provides. Parents, with effective encouragement from the school, ensure that their children attend regularly and arrive punctually in the morning.

### ***Attendance in the latest complete reporting year (%)***

Authorised absence		Unauthorised absence	
School data	3.6	School data	0.1
National data	5.4	National data	0.4

*The table gives the percentage of half days (sessions) missed through absence for the latest complete reporting year.*

8. The school is effective in nurturing positive attitudes and enjoyment in learning. Pupils like coming to school. They are interested in their lessons, listen with care to their teachers and in general sustain their concentration well. They speak with enthusiasm about their personal targets and the recognition that they receive from the school for achieving them. Pupils are very confident and self-assured in oral work. They are keen to answer teachers' questions and to ask questions of their own. This is the positive outcome of the school's policy of developing oral skills. However, teachers sometimes allow pupils too much freedom. They occasionally let them speak whenever they want to and do not always require them to wait their turn. As a result, there are times when some pupils interrupt their peers, although this does not often hinder learning.
9. The school's strong family values promote good behaviour and relationships, creating an environment in which pupils feel secure and are able to make good progress. Pupils generally behave well in lessons and around the school. Bullying and harassment are rare; any instances of them are dealt with quickly and effectively. At the time of the previous inspection the behaviour of some younger children was unsatisfactory. The school has tackled this problem very effectively as the younger children are now very well behaved. This improvement is the result of good whole school strategies for raising standards of conduct. For example, all pupils regularly gather together for "buddy time", a structured session at which older children are paired with younger children. This establishes bonds between different age groups, and encourages pupils to care for and to support one another. The buddy system has a positive effect on behaviour and relationships, and parents think highly of this aspect of the school's provision.
10. Pupils' personal development is very good overall, thanks to the school's very good provision for spiritual, moral, social and cultural education. Pupils are confident, independent and have a well-developed sense of what is right and what is wrong. They are well aware that they live in a diverse world in which people have different abilities and belong to different ethnic groups and cultures. Arrangements for pupils' spiritual development are good. They get good opportunities in lessons and assemblies to reflect on the world around them, their place in it, and their personal feeling. Provision for moral development is very good, as when the school encourages pupils to think of and care for others through "buddy time" and support for charities. Provision for pupils' social and cultural development is also very good. Residential visits, trips and workshops with artists and musicians foster their creativity and general maturity. The school's work to enhance pupils' understanding of other cultures is a significant strength in this area. Lamplugh has recently focused on Asia, and co-operation with other schools and external providers has given pupils opportunities to learn about Islamic design and Indian music and dance.

## **QUALITY OF EDUCATION PROVIDED BY THE SCHOOL**

The school provides a very good quality of education for the pupils. The quality of teaching is very good and the pupils are learning very well. The curriculum is broad, balanced and has been made very relevant for the pupils by the inclusion of a very good range of visits and visitors. The school provides a very safe and caring environment for the pupils. There are very good and effective links with parents, the community and other schools.

## Teaching and learning

The quality of teaching is very good overall and the pupils are consequently learning very well. Assessment is very good and is used very well to plan for the next stages in each pupil's learning.

### Main strengths and weaknesses

- There is very good planned use of teaching assistants and other adults so that pupils can be taught in small groups.
- Very good use is made of specialist teaching in a number of subjects.
- Pupils are given considerable responsibility for their own learning.
- Assessment is very good, but marking is not always related to the targets set for pupils' improvement.
- Teachers use a very good variety of teaching methods to engage and inspire pupils.
- There is sometimes an inconsistent insistence on high standards of behaviour in Years 3 to 6.

### Commentary

11. The overall quality of teaching and learning is very good and has improved since the previous inspection. One of the key issues from that inspection was to improve the quality of teaching in the class for the younger pupils. This has been achieved most successfully, as, if anything, the teaching is even better for these pupils than for the older ones. Parents agree that the overall quality of teaching is very good and are delighted that their children are encouraged to work hard and achieve very well.

#### Summary of teaching observed during the inspection in 17 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	11	5	1	0	0	0

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

12. One of the particular strengths in teaching is the planned use of teaching assistants and other adults so that pupils can be taught in small groups. For example, during the inspection, the class for the younger pupils was often broken down into groups, each taught separately and none of which contained more than six pupils. This is a very good example of the inclusive nature of the school, where all are valued and where everyone strives to do the best for each pupil. There are a number of benefits to the pupils in this arrangement apart from the obvious advantage of the extra attention of an adult. One of the significant benefits is the ability for more able pupils to work with older pupils, or for those who are struggling with their work to sometimes work with younger ones. The more able are really challenged by working at a higher level, whilst the less able gain confidence and reinforcement by tackling work that is within their compass.
13. Another of the major reasons why the pupils are learning so well is the use made of specialist teachers and teacher's expertise. The school has made the very good decision to spend on staffing to employ part-time teachers to teach science, design and technology, geography, history and music. Some of these are shared with other local schools, a good example of the very good links that exist. As well as these specialists, the teachers of the two classes

exchange for subjects such as art and design and physical education. All of this, results in the expertise and enthusiasm of teachers being used very well and the pupils being engaged very well by the lively lessons.

14. Teachers use a very good range of methods to engage and interest the pupils. One of the most effective is as a result of the programme of teaching thinking skills that the school has instituted. A particularly effective part of this is the encouragement of the pupils to think of their own questions when they start any topic. For example, when starting on a topic on the Second World War, the class of older pupils first set out the questions that they wanted to answer during the topic. These ranged from factual questions to ones requiring empathy, such as "What was it like to be evacuated?" The interest generated by answering questions posed by pupils gives them an enthusiasm for their learning and is very effective. It also involves them in their own learning and gives them considerable responsibility for it. However, the natural enthusiasm generated is not always well contained in the class for older pupils. There are occasions when pupils call out and teachers do not insist that each takes his or her turn. This does not often hinder learning, but is an area for improvement.
15. Assessment is particularly thorough. The pupils' attainments are recorded regularly and targets are then set for their future progress, both in the short term and long term. The pupils are very well involved in this target setting, having a booklet with all their short term targets in it. The targets are signed and dated when achieved and give pupils a clear understanding, not only of their rate of progress, but also of what they need to do next to improve. At present these booklets are in the early stages of use and are not being used consistently. Marking is inconsistent and is not often related to the pupils' own targets. This means that their understanding of how effectively they are progressing is not as good as it could be.

## **The curriculum**

The curriculum is good and is very well supported by a wide range of visitors and visits. Accommodation and resources are good overall.

### **Main strengths and weaknesses**

- A good curriculum provides pupils with a very rich variety of learning opportunities.
- The curriculum is broad, balanced and fully inclusive.
- The curriculum for the children of reception age is very well designed to meet their individual needs, giving them a good start to their learning.
- Very good arrangements for pupils who have special educational needs enable them to achieve very well.
- Planning includes flexibility in re-enforcing learning through valuable links across different subjects, and building in the specialist expertise available to the school.
- The curriculum is very effectively enhanced by the wide range of visits and visitors into school.

### **Commentary**

16. The staff construct a wide ranging and effective curriculum as part of the overall teamwork in the school. It gives pupils a wealth of relevant learning experiences, both in and out of the classroom, particularly in sport and humanities. Acting on the recommendations of the previous inspection, the curriculum is significantly improved. Staff now base the long term planning for all subjects on recognised national or local guidelines. These ensure full coverage of all programmes of study. Work schemes for geography and religious education, which were not in place at the previous inspection, are now fully in place and operating effectively. Planning within each stage of learning is good. The planning of the curriculum for the children of reception age is based well on the nationally recommended goals for early learning and provides a very good start for the school's youngest children. The curriculum for Years 1 and 2 has been brought up to the same strength as the rest of the school. This creates a firm base to the planning process

overall. It enables teachers to give pupils the skills, knowledge and understanding relevant to each year and stage. It also includes all pupils particularly well, and has led to improved standards. Consequently, provision for pupils who have special educational needs is very good. The planning behind the provision is exemplary. The pupils' individual education plans are skilfully woven into general lesson planning. The individual targets in the plans are clearly defined, focus sharply on individual needs and contribute well to the pupils' progress. Arrangements for accelerating the learning of higher attaining pupils are very good. At times they have specialist support, at other times they are 'promoted' to join groups of older pupils. This works very effectively and both groups are achieving very well.

17. The teachers are adept at linking elements from different subjects to strengthen the planning and harness the interests of the pupils. For instance, the teachers include systematic opportunities for pupils in all year groups to use literacy, numeracy and ICT skills in a wide range of subjects. The school has begun the process of curriculum innovation. Some good initiatives already contribute well to pupils' progress. For example, the school's philosophy of encouraging pupils to have confidence in expressing their own views is evident in all planning, through the allocation of suitable opportunities for speaking. Teachers in Years 3 to 6 incorporate the interactive whiteboard well into their planning, which enhances both motivation and skills.
18. The staff are single-minded in their determination to give pupils the widest possible range of exciting and practical learning experiences. Virtually all subjects are backed up by a range of relevant visits or visitors. These bring learning to life and make a lasting impression in pupils' minds. They contribute well to raising standards. In geography and history, for example, field trips give pupils the vital observations to use in their classroom learning. Parents agree that there is a very good range of opportunities outside the classroom curriculum. The school site is a very valuable resource for these and many more practical experiences. Pupils enjoy learning in the bright, airy gazebo. The school has also made the best of the limited space inside to provide a good range of opportunities for learning for all age groups.

### **Care, guidance and support**

Pupils are very well cared for and receive very good quality support and guidance. Child protection and health and safety procedures are very effective in promoting pupils' welfare.

### **Main strengths and weaknesses**

- The family atmosphere of the school ensures that pupils feel secure and valued as individuals.
- Relationships between pupils and adults in the school are firmly based on mutual trust, and each pupil has excellent access to advice from members of staff.
- The school monitors academic progress and personal development closely and identifies and helps pupils who need extra support.
- The school actively seeks pupils' views and takes them into account in its plans for the future.

### **Commentary**

19. The school looks after its pupils very well during the school day. It has comprehensive and effective procedures for dealing with issues of child protection and health and safety. Members of staff are kept properly informed about pupils who have medical problems. All the necessary risk assessments are in place and are regularly reviewed by the governing body's Health and Safety Committee. The school has remedied the inadequacies in the fire alarm system that was evident at the time of its last inspection. Arrangements for supervising pupils are good, and there are plenty of playground activities to keep them constructively engaged during breaks and lunch hours.
20. The very good support that pupils receive helps them to achieve well, both academically and personally. Procedures for newcomers to the school are very good and assist them to settle quickly into school routines. Members of staff make home visits and children attend taster

sessions before joining the reception class. The small size and family atmosphere of the school make a major contribution to the effectiveness of pastoral care. All pupils receive good individual advice because members of staff know them and their families very well. Pupils, for their part, like and trust their teachers. They feel able to turn to them for help and speak very warmly of the personal and academic guidance that they are given. The school's "buddy" system also enhances the quality of care. "Buddy time" successfully encourages pupils of different ages to get know one another and to provide each other with mutual support.

21. The school makes very good provision for assessing, monitoring and promoting pupils' academic attainment and personal development. Good informal tracking of pupils is backed up by thorough formal procedures, such as termly "Goal" assessments in English, mathematics and science, and target setting. The latter is used very effectively by the school to support further progress. Pupils are involved in setting their own targets and receive rewards for attaining them. They have a very good understanding of the system and are well aware of what they need to do to improve their academic work and personal development, although teachers' marking does not always contribute effectively to this understanding. The school provides very good extra help for individuals whose work or behaviour gives cause for concern. It co-operates closely with specialist agencies to provide these pupils with support programmes that meet their particular needs.
22. The importance of valuing each child's contribution is inherent in the school's ethos and underpins its practice. Members of staff encourage children to express their views in lessons and in circle time, and listen to what they have to say with respect. Although there is no school council, there are very good arrangements for consulting pupils and taking their views into account. The school uses questionnaires to sound out their views on many aspects of its work, and takes their responses into account when drawing up new policies and procedures. For example, the school's code of conduct and sanctions were agreed in consultation with pupils. Their views were also sought over, and influenced the decision on, the purchase of new playground equipment.

### **Partnership with parents, other schools and the community**

The school has a fruitful partnership with parents, other schools and the community. Links between home and school are very well developed, and parents give very good support to their children's learning. Very strong links with the local community and with other schools enrich pupils' education and enhance their personal development.

### **Main strengths and weaknesses**

- Strong links between home and school, together with the very good support that the school receives from parents, enhance pupils' progress very well.
- Links with the community are very well established and very effectively enrich the quality of education that the school provides.
- Joint projects with other schools are a notable feature of the school's links; they make a valuable contribution to pupils' social and cultural development.

## **Commentary**

23. Parents are very satisfied with the school. They have positive opinions of all aspects of its work, but are particularly pleased to see that members of staff treat children fairly, expect them to work hard, and encourage them to become mature and independent. Inspectors agree with parents' views.
24. Parents give very good support to their children's education and the life of the school. They are actively involved with pupils' learning at home. They encourage their children to read and, in the case of younger pupils, regularly listen to their reading. Parents also give valuable support to learning in school. A few of them serve as voluntary helpers in lessons. Larger numbers help with school trips and special events and take part in Sports Day. They also raise a significant amount of money for school through the Lamplugh School Association. The funds raised have been used well to improve resources for learning, such as outdoor equipment and the school grounds.
25. The school values its partnership with parents and seeks to involve them in policy making. It has very good procedures for sounding out their views. It sends home draft policies for parents to comment upon and makes regular use of questionnaires. Parents are very satisfied with the way that the school consults them and takes their views into account when making decisions.
26. The provision of information for parents is good overall and has some significant strengths that enhance pupils' achievement. Parents are welcome in school and have good access to members of staff whenever they want to discuss any concerns. The school contacts parents promptly if there are problems with a pupil's work or behaviour. It also ensures that they are well-informed about their child's successes. Pupils bring home their badges, certificates and letters of praise and the school or pupils sometimes ring home to report a particular success. A full programme of consultation evenings provides parents with good formal opportunities to discuss their children's progress and targets with teachers. The quality of written information is good, with reading diaries and homework books acting as an effective day-to-day line of communication between home and school. Annual written reports on pupils' progress are satisfactory overall and are enlivened by children's own assessment of their strengths, weaknesses and achievements. They now include a separate section on information technology, and therefore meet legal requirements. Parents are generally happy with end-of-year reports, but a minority would like them to include more information on pupils' levels of attainment.
27. The school has very good links with the community and local area, and uses these to good effect to enrich its curriculum and resources for learning. There are well-established and on-going contacts with the local church. The vicar comes to the school at least once a week to lead assemblies, and pupils go to the church for special services such as harvest festival. Links with organisations such as the National Trust and the Groundwork Trust, and visits to the school by a wide range of creative artists, make a major contribution to pupils' understanding of their own and other cultures. The school has a very good partnership with other primary schools, which works to the advantage of all those involved. This is the case with provision for raising multi-cultural awareness. They have joined with two similar schools to study cultures from around the world. This partnership has widened pupils' horizons by giving them access to experts and performers in the arts of non-European cultures. Links with other schools are good. The nearest secondary school provides good support for the provision of physical education, even though the majority of the pupils do not transfer there.

## **LEADERSHIP AND MANAGEMENT**

The leadership and management of the school are very good and have improved since the previous inspection. The headteacher leads the school very well and is very well supported by all other staff. The school is very well managed. Governance of the school is very good and all statutory requirements are met.

## Main strengths and weaknesses

- There is a very strong team ethos evident in the school.
- The headteacher has a very clear vision and high aspirations for the school.
- There is a very good commitment to inclusion and concern for needs of individuals.
- Self-evaluation is very thorough and used very well to guide future planning.
- The school is very well governed with governors being very well involved in strategic planning.

## Commentary

28. The headteacher provides very clear leadership and vision for the school. She is passionate about the opportunities that should be available for the pupils and works hard to establish these opportunities. The whole staff team shares this vision and there is a unified sense of purpose about the school. One of the major decisions taken to increase opportunities and raise standards is the employment of subject specialists to teach some subjects. This has been very effective and instrumental in raising standards in some of these subjects. These specialist teachers, even though they come into school for a day each week or less, are very much part of the staff team and have a full input into school development. A further major strength is the way that parents and pupils are involved in the decision-making processes. For example, it is common for draft policy documents to be sent to parents for their comments. The parents really appreciate this involvement and are very positive about the leadership and management of the school. Although there is no school council, pupils also have a full input into the development of the school. This is a further example of the very inclusive nature of the school.
29. The school is very good at evaluating the success of measures put in place. There is an atmosphere of critical evaluation about all that is done and this helps to ensure that all decisions taken are justified on cost effectiveness as well as overall effectiveness. Finances are managed very carefully, as they have to be in such a small school. The school ran up a sizeable deficit some years ago, to pay for temporary staff cover when the headteacher at the time was absent. It says much for the management of finances that this deficit has now been cleared without impacting negatively on the provision for the pupils. The fact that it is well resourced owes much to the way the school has involved parents. They support developments well, through the Lamplugh School Association, who played a large part in funding the interactive whiteboard, for example. Very good evaluation is also carried out on the results of performance data. The school is very well aware of the variability with such small year groups, so much of the evaluation is done by looking at individual pupils' achievement. As well as this, patterns of performance on different aspects of the curriculum are analysed over the whole school, using the results of commercially available tests. All this has been used very well in the drive to raise standards and the school provides very good value for money.

## ***Financial information for the year April 2003 to March 2004***

Income and expenditure (£)	
Total income	143,500
Total expenditure	135,368
Expenditure per pupil	3,077

Balances (£)	
Balance from previous year	-5,300
Balance carried forward to the next	2,832

30. The governors are fully included and play a strong role in the strategic development of the school. They are very well aware of the strengths and areas for development of the school. This is partly because they are very well informed, but also because they go out of their way to ensure that they know what is going on in the school. Many of them visit regularly to monitor the effectiveness of the school. A particular strength in the involvement of the governors is the



organisation of individuals or small groups taking responsibility for monitoring progress on items on the school development plan. This ensures that development is at the forefront of all governors' minds. Governors make a very important contribution to the teamwork that is so evident in the school. This is yet another way in which the school's very good commitment to inclusion is shown. Every single person, child or adult, is valued for what they contribute.

## **PART C: THE QUALITY OF EDUCATION IN AREAS OF LEARNING AND SUBJECTS**

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

Provision for children in the Foundation Stage is **very good**.

#### **Main strengths and weaknesses**

- The strong child-centred ethos builds children's confidence and independence very well.
  - Very good teaching enables children to make good progress in all areas of learning.
  - Very good planning is based well on the stepping stones<sup>1</sup> to learning, and comprehensive assessment ensures children are challenged at the right level.
  - There are very effective and growing links with parents.
  - Very good improvement has been made since the previous inspection.
31. Provision for learning for the children of reception age has improved significantly since the previous inspection. It springs from the shared philosophy of active learning based on structured play, gradually becoming more formal as children progress and are ready for increased challenge. During the inspection the well-planned curriculum was observed operating very effectively. The procedures for assessment give the teachers a very good knowledge of children's ability and progress. This enables the staff to plan to meet the needs of individual children very precisely. Children start in the reception class in September. Their starting point over the years is broadly average, with communication and language slightly lower. The current intake is atypical, starting at a more advanced level. They are taught in a mixed Year 1, 2 and reception class. The staff make very good, sensitive arrangements to enable children to settle easily into their first experience of school. The strength in the provision is the flexibility of staffing that allows reception children to be taught in small groups as a reception unit within the main classroom.
32. Teaching is very good, which is another significant improvement. The teamwork and cheerful enthusiasm of the staff shine out and create a happy environment where the children thrive. In consequence, the children love to learn and explore their environment, make very good progress and achieve well, particularly in social and physical development. Provision for creative and physical development was only sampled during the inspection. However the development of children's imaginations and the promotion of a sense of wonder is a cornerstone in the school's philosophy. The outdoor play area is a strong feature of the provision for the children, who also benefit from more formal physical education lessons shared with Years 1 and 2. This is a valuable opportunity, given the children's stage of development. The older pupils act as very good role models. This is a strong motivating factor in the reception children's learning.
33. The staff have created very good relationships with parents since the previous inspection. Parents are delighted with the open door policy which gives them much greater contact with teachers. Very good co-ordination of the Foundation Stage has identified an appropriate range of aspects for development.

### **PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT**

Provision in personal, social and emotional development is **very good**.

34. Teachers grasp every opportunity to build on children's development. The children achieve particularly well because of very good teaching. Social training is a basic element of Foundation Stage provision. The staff encourage children to understand class routines of sharing,

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<sup>1</sup> The 'early learning goals' are the goals children are expected to reach by the end of reception. 'Stepping stones' are the steps leading towards these goals.

discussion with partners and working together harmoniously. The children enter the school at an average level. They make very good progress and soon adjust to the adults' high expectations. By the time they leave reception standards are well above the average for their age. This is very good achievement and children are very well prepared for work in Year 1.

35. Teachers encourage children to concentrate for increasing lengths of time. They create good opportunities for children to explore the practical activities around the rooms. They encourage children to choose and investigate their own preferences. Children learn to be busy, confident and friendly in the pleasant surroundings and warm relationships fostered by the adults. A sign of the children's maturity is that most of them now freely choose to carry on writing or 'doing maths' in preference to the play activities. Their excellent attitude to learning prompts them to ask questions and ferret away for the answers. When reception children join older pupils, for instance in assemblies, their behaviour is very good. Teachers track the children's growing maturity well, and record their observations carefully.

## **COMMUNICATION, LANGUAGE AND LITERACY**

Provision in communication, language and literacy is **very good**.

36. The strength in the very good teaching is the way staff draw out language from virtually every activity. In the play activities, ideas are discussed and the teachers model the words and phrases. The children get many opportunities for writing and love to use their personal whiteboards to imitate the adults' actions. By the end of the reception year they are interested in sounds and letters, and the teachers build on this to show them how to form the letters accurately, join them to make words and then link the words into sentences. Overall the children's standards are above average. Children are very well prepared for work in Year 1 as this is very good achievement.
37. The teachers plan work to meet the needs of all the children very precisely. They are very supportive of children who have special educational needs, and challenge the higher attaining children. For instance two children have been 'promoted' to Year 1. Even in a single lesson the teachers expect children to move forward by measurable amounts. Children are proud of their new skills, and work hard at the topics the teacher has suggested. The resources are not only much improved since the previous inspection, but they are also well organised to enable the children to find the books they want easily. They enjoy 'big books', like the "*The Big Sneeze*", enormously. The new assessment system is geared to help teachers select the precise activities the children need next to move them beyond the later stepping stones to learning. Children's listening skills are well developed through a range of interesting stories told in a lively, engaging way. Children get many opportunities to speak, and time to answer at length. The school's main aim is to give children the confidence to express their own ideas.

## **MATHEMATICAL DEVELOPMENT**

Provision in mathematical development is **very good**.

38. Teachers plan very effectively. They achieve a very good balance between the skill teaching sessions and the wider continuous activities set out around the classroom, where children can explore and investigate. Children listen well and enjoy counting in pairs, especially when it involves legs and arms and eyes. They enjoy number rhymes enormously. These help to fix the names and size of the numbers in their memories. They learn about measuring and shape with interesting materials that capture their attention, for instance programming the robot toy to turn left and right. They make very good progress, and by the end of their time in reception they are leaving the early learning goals behind and moving into Level 1 work. They are being very well prepared for Year 1 and this is very good achievement. The slightly formal approach in reception suits the children because they are ready for the increased challenge. Teachers use the new assessment system well to judge the right point to move children on. Two children have been working with Year 1 for some time.

## KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Provision in knowledge and understanding of the world is **good**.

39. The teachers use the accommodation and resources well to produce a stimulating environment for children. They give children good practical opportunities to feel and handle material, in and out of the classroom. Lesson explanations are very clear, friendly and informal, and draw well on the children's own experiences. Much of the work seen was centred on the children's personal knowledge of farms. Clearly this had made a deep impression, because they were eager to talk about it. The follow up activities were interesting and built on what the children have seen and heard and engaged the children in using literacy skills well. It also helped children to learn about care and feeding, babies and growth. This is very good teaching. The planning is very thorough and gives a good balance to elements of history, geography, science, technology and religious education. Photographs show the range of visits the children make, and the visitors who come to extend the children's experience. Children also explore technology, following the example of Year 1 and 2 pupils, using the computer effectively and designing and making a giant lighthouse. This means that the curriculum is much more stimulating than at the time of the previous inspection. The children's standards at the start of the reception year are generally average. By the end they are beginning to move beyond the early learning goals because they have been exposed to some of the specialist teaching. In science for instance, they learn to do simple experiments on the characteristics of fruit. This represents very good achievement in relation to their starting points.

## SUBJECTS IN KEY STAGES 1 and 2

### ENGLISH

Provision in English is **very good**.

#### Main strengths and weaknesses

- There has been very good improvement in standards over time, and very good achievement by pupils.
- Teaching is very good, and there is a curriculum that values pupils' independence.
- Teachers are giving pupils very good learning strategies.
- Assessment and marking are very good.
- Speaking is a strength in the school although there are some weaknesses in listening. Reading is above average in Years 1 and 2.
- In some lessons, pupils do not get enough time to write at sufficient length for teachers to assess the progress made.
- Pupils do not know the progress they make in terms of levels they are working at.

#### Commentary

40. The school has responded well to the findings of its last inspection. Under the strong leadership of the headteacher, the staff have restructured the approach to English teaching, resources and organisation of classes. This team approach has gathered suitable data to enable it to analyse the reasons for the low standards. The analysis has prompted a comprehensive programme of action to address the issues raised. The action taken is proving effective and standards are rising. Standards at the end of Year 2 are above average in reading and average in writing and in Year 6 standards are now in line with the national average. Speaking is above average overall, and reading standards are above average in Year 2. This represents a very good achievement by pupils, particularly in Year 6, who were well below average in their Year 2 tests.
41. The school is committed to inclusion. The arrangements made for pupils who have special educational needs, and the gifted and talented pupils, enable them to achieve equally well. The flexibility of the organisation of groups enables them to move up and down the scale according to their needs. They work in an atmosphere where they are challenged and sensitively supported.
42. Teaching is very good. Teachers work hard to encourage pupils to explore a wider range of reading material than before, and to use this experience to strengthen their writing. Girls tend to prefer animal and adventure stories, but do not like science fiction much. The boys show a growing interest in reading since the school has increased the range of library books to appeal to them. They do not, however, know much about genre as a way to differentiate between authors and their styles. A key aim in the school's philosophy is to promote thinking and original ideas. Boys respond well in lessons, as they realise that teachers value their ideas and opinions. This is building their sense of independence well; no less so for the girls. Teachers promote opportunities for speaking well. They see it as a tool to bring out a wide range of ideas, which can be developed in the pupils' writing. For instance, in a Year 6 lesson on persuasive writing, it was the lively debate about what principles were involved that formed the stimulus for pupils' interest and effort. Teachers formally assess pupils' speaking skills, and many Year 6 pupils reach high standards, even Level 5. Some older pupils are not as good at listening to each others' points of view patiently.
43. Teachers use a variety of teaching methods well. Pupils in Years 3 to 6 have the benefit of an interactive whiteboard in the room. The technology in this fascinates and motivates the pupils. Role play and drama feature in many lessons. For instance, Year 2 pupils went out to the gazebo to plan and perform part of the "*Gregory Cool*" story, to help them formulate their ideas.

These are all strong learning strategies. Year 2 do a lot more of this type of story planning than Year 6. In some lessons older pupils do not get enough time to get everything they plan down on paper, so the teacher does not have enough material to judge the actual level of the writing, or the quality of the handwriting.

44. Teachers go out of their way to give pupils very good guidance, for instance with detailed, helpful comments in marking English work, although these comments are not always related to the pupils' targets. They construct challenging individual and group targets, so that pupils know what they are aiming for. Not all pupils keep track of their targets; they say they need reminding more. The teachers' comments do not link closely with the actual levels pupils aspire to, so that they do not have a clear picture of what is needed for say, Level 4 in a particular aspect of persuasive writing. Consequently they do not have a clear understanding of the kind of progress they make, and cannot take part in detailed self-evaluation.

### **Language and literacy across the curriculum**

45. Teachers provide a good range of systematically planned opportunities for pupils to practise and use their language skills in other subjects. For instance, the Year 1 pupils learned how to structure a letter comparing life in Lamplugh to the experience of a child in Jamaica. This linked literacy well with geography and multi-cultural awareness. Making links with literacy across the curriculum in this way is a strength of the school's planning. ICT is used well to practise and enhance pupils' literacy skills. Speaking skills are developed well in other subjects, although there are times when the listening skills of older pupils are not re-enforced in lessons in other subjects.

## **MATHEMATICS**

Provision in mathematics is **very good**.

### **Main strengths and weaknesses**

- Standards are well above average for the current Year 2.
- Pupils are achieving very well through the school.
- The quality of teaching is very good and pupils are learning very well.
- Very good improvement has been made since the previous inspection.
- There are very clear systems of assessment, which are used very well to plan for the next stages of learning, although marking is not linked closely enough to the targets set.

### **Commentary**

46. Improvement since the previous inspection has been very good. The school has analysed very carefully the strengths and weaknesses within the subject and has put in place very good strategies to address the weaknesses. This is an example of the very good leadership and management of the subject, which is very much a staff team approach. These strategies have been very effective in raising standards, which are now well above average at the end of Year 2. The current Year 6 had well below average attainment when they started in the school and have achieved very well to reach average standards. Part of the reason for standards not being higher for the group as a whole is that a high proportion of the group have significant special needs. Throughout the school, skills of mental recall of number facts are very good. Pupils work answers to sums out quickly and accurately in their heads and explain their working clearly.
47. The pupils are learning very well. Much of the reason for this is the very good teaching. One of the major successes of the planning of lessons is the organisation of classes into small groups. This has two particular benefits to the pupils. These small groups ensure that pupils are getting much more adult intervention in their learning so their learning is more closely focused. Also the

separate groups enable pupils to work with pupils of the same level of attainment regardless of age. This is enabling those with particular gifts to work with older pupils and be challenged significantly. It also helps those who are not finding the work so easy, because they are able to work with younger pupils and gain self-confidence as they work at a level that is more appropriate for their needs. Teachers use a very good range of methods to enhance the pupils' learning. In the Year 3 to 6 class, the interactive whiteboard is used very well to engage and interest the pupils. Games are used very well to enthuse the pupils. For example, in the lesson for Years 3 to 6, the older pupils were fully involved in a variety of games to reinforce their learning during their lesson.

48. Assessment is very thorough. Pupils' attainments are recorded regularly, without pupils being constantly tested. This is because the teachers use targets very well and assess against these targets. Pupils are also involved in these targets, having a book with their short-term targets in. They measure their own progress against these targets, in consultation with their teacher. This very good knowledge of the pupils' performance ensures that teachers set work that takes the pupils on to the next stage in their learning. As yet, the target books are not being used consistently and the teacher's marking of pupils' work is not related closely enough to these targets.

### **Mathematics across the curriculum**

49. Mathematics is used very well across the curriculum. Teachers are constantly looking for links that they can make between subjects in their planning to increase the relevance of the curriculum to pupils. For example, pupils use their mathematical skills very well when presenting the results of experiments in science. They are encouraged to measure accurately in subjects such as design and technology, which re-enforces their mathematical skills well. ICT is also used well to practice and re-enforce mathematical skills.

## **SCIENCE**

Provision in science is **very good**.

### **Main strengths and weaknesses**

- Standards are well above average in Year 2 and above average in Year 6.
- The quality of teaching is very good and pupils are learning and achieving very well.
- Very good use is made of specialist teaching.
- Very good improvement has been made since the previous inspection, particularly for the younger pupils.

### **Commentary**

50. At the previous inspection, the first key issue was to raise standards in science in Years 1 and 2. Standards are now well above average for these pupils. Standards have also risen in Year 6 so very good improvement has been made since that inspection. Part of the reason for this advancement has been the employment of a specialist to teach the subject throughout the school. The subject expertise and enthusiasm gained has been enormously beneficial to the pupils' achievement. This is an example of the very effective leadership and management of the subject. Pupils are achieving very well through the school, not just because of this expertise, but also because of the carefully planned curriculum, which is constantly adapted to meet the needs of the pupils in the school at any given time.
51. A further success of the provision for the pupils is the emphasis on an experimental and investigative approach. Added to this, pupils are often encouraged to think of the questions that they want to investigate. The interest generated ensures very good involvement of the pupils.

For example, when starting to investigate gases, the older pupils had developed a range of questions about the atmosphere which they wished to answer. These were perceptive and the research involved in answering the questions ensured really good learning. Even the younger pupils have a very good understanding of experimental procedures and how to conduct a fair test.

52. The quality of teaching is very good. The pupils are consequently learning very well. The teaching is very well organised so that different age groups receive appropriate work. Very good use is made of resources. For example, in a lesson with the older pupils the teacher used the interactive whiteboard very well to show a computer generated presentation of the movement of the moon and earth around the sun. This showed the pupils clearly what happened and enabled good understanding of the phases of the moon. This was demonstrated clearly by one of the younger pupils in the group exclaiming that she had always thought that the sun went round the earth until seeing the presentation. Pupils are achieving very well in this subject.

## **INFORMATION AND COMMUNICATION TECHNOLOGY**

Provision in information and communication technology (ICT) is **good**.

### **Main strengths and weaknesses**

- Pupils are achieving well through the school.
- There is a well planned curriculum for the subject.
- ICT is used well to support work in other subjects.

### **Commentary**

53. Little direct teaching of ICT skills was seen during the inspection, the only lesson seen being a small group of Year 6 pupils being taught research skills using the Internet. Teaching and learning in this lesson were very good. The teacher's questioning skills ensured that the pupils quickly learnt that it is important to refine searches. This became obvious when the first search conducted by a pupil revealed 89,000,000 hits! This lesson was linked very well to the work being done in science to prepare a project on the solar system. A variety of options were explored to refine searches and pupils then applied their learning very well to gain useful information for their projects.
54. Standards in Year 2 and Year 6 are average. Pupils achieve well and their skills are developed well due to the good curriculum that is in place. There are some good opportunities for pupils to use their own initiative to use ICT to support work in other subjects. Pupils are also very good at supporting their classmates in handling hardware and software. This is often unsolicited and is readily accepted. For example, the one girl in the Year 6 group was struggling to refine her search on the Internet and her neighbour, without being asked, leant over and made several helpful suggestions.

### **Information and communication technology across the curriculum**

55. ICT is used well to support work in other subjects. Computers were used well during the inspection to support work in mathematics and science for the pupils in Years 1 and 2. In the class for the older pupils there were good examples of ICT being used. For example, the pupils had conducted a paired writing project in English. They had also used a desktop publishing program to produce newspapers in connection with their work on the Greeks in history.



## HUMANITIES

None of these subjects was a focus for inspection. There was sufficient evidence to form judgements in religious education and geography.

56. Work was sampled in **history**, with no lessons observed. It is therefore not possible to form an overall judgement about provision or teaching in this subject. Pupils' work and the teachers' records indicate that standards are at the level expected for the pupils in Year 2 and Year 6, and that they make good progress and achieve well. This is a significant improvement since the previous inspection.
57. It is clear that the school's meticulous planning for enrichment has contributed well to these improved standards. Visits and visitors have brought the subject to life. The visits to the World War 2 Experience and Hadrian's Wall are strong in pupils' memories. As a consequence pupils are good at comparing life in the past with the present. Much of the history work is done as topics, often by specialist teachers. Homework and research by computer plays a prominent part, as does using computers to produce effective work such as the Greek newspapers.

### Religious education

Provision in religious education is **good**.

#### Main strengths and weaknesses

- Long and medium term plans are good and the planning ensures consistent progress.
- Teaching is good, with resources used well to underpin pupils' experience.
- The pupils' questioning approach is developed well.

#### Commentary

58. The work in pupils' books indicates that they achieve well and reach average standards for their age. Teachers use the locally agreed syllabus well to draw up their long and medium term plans. This ensures a wide range of coverage of the programmes of study and consistent progression throughout the school. Consequently pupils make good progress. The assessment system linked to the syllabus has been brought into use giving teachers a sound idea of how pupils are progressing. The subject is very well led and managed.
59. Teaching is good. Teachers use a variety of methods to engage pupils' interest. Teachers also select from the wide range of resources to give pupils materials that they can look at and handle, and sometimes make for themselves. For instance the *Dreamcatchers* that Year 2 pupils made give them a deeper understanding of how native Americans viewed creation. Combined with the teachers' clear explanations, this creates good practical learning conditions. Year 2 pupils also studied Hinduism. Their work on Rangoli patterns and the Diwali festival gave them an insight into ritual and symbolism in another faith. The school has good links with the local churches, therefore the pupils are exposed to frequent references to Christianity, its beliefs and celebrations. Teachers encourage even the younger pupils to ask questions about the things that puzzle them in life. They expect the older pupils to ask really challenging questions, and school assemblies are effective occasions not only to promote reverence and reflection in pupils, but also to deepen their thinking and awareness of challenging issues. In the classroom, the teaching in small groups gives pupils the confidence to explore these ideas further in an atmosphere of trust and openness.

### Geography

Provision in geography is **good**.

## Main strengths and weaknesses

- Standards have improved significantly since the previous inspection.
- Teaching is good, often by specialists, and is backed by valuable practical experience.
- The development of pupils' questioning approach is good.

## Commentary

60. Standards at the end of Year 2 and Year 6 are in line with those expected for the pupils' ages. Pupils make good progress and achieve well. This is a significant improvement since the previous inspection. The planning is on a more secure footing, so that there is a good consistency now between the provision in Years 1 and 2 and that in Years 3 to 6. Much of this improvement is down to the very good leadership and management of the subject.
61. In lessons, and from the evidence of the work in pupils' books, teaching is good. Teachers provide challenge and interesting practical strategies to build up pupils' motivation as well as skills. Year 2 pupils have been learning about the life of the pioneers in the American West. The totem poles they made during that study are now being used to extend their understanding of how shadows are formed and the direction of the sun's 'travel', illustrating the very good links between geography and science. Pupils in Years 3 to 6 enjoy the orienteering competitions that help to hone their mapping skills. In topics such as Jamaica and India, the pupils find out much information about contrasting localities. In the topic on rivers the older pupils demonstrated a good recall of the geographical terminology for the river features, such as erosion and deposition. Their understanding is deepened by first hand experience during the visit to a river resource centre. Much of the strength of the teaching lies in the availability of specialist teachers, who have strong subject knowledge. Teachers foster a questioning approach in the pupils, engaging their interest and motivating them to want to find out more. In lessons the question and answer sessions are quick fire. Pupils, especially the older ones, are anxious to give their opinions, but are not so patient at listening to the views of others.

## CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

None of these subjects was a focus for inspection and insufficient teaching was seen to enable secure judgements to be made on standards and achievement or teaching and learning.

62. In **art and design** there was sufficient evidence from displays around the school to indicate that standards are above average through the school. The pupils work in a wide variety of media and produce some lovely work. For example, in the school foyer there are some beautifully produced clay plaques which have been combined into a most attractive display. This is an example of the regular opportunities that are provided for pupils to work with a visiting artist. A further example of this is the most effective totem poles in the classroom for the younger pupils. These were produced as part of a project across a range of subjects, geography and religious education for example. Further instances of this cross-curricular work are the Islamic geometric designs and the beautiful feltwork designs representing a field trip to Newcastle upon Tyne.
63. A specialist carries out the teaching of **design and technology**. This valuable expertise is used well to ensure that the pupils have the full range of planned experiences. The teacher is recognised locally as an expert and provides training for teachers. Insufficient evidence was available during the inspection to make judgements on the standards of achievement, but some good examples were seen of pupils' work on a number of projects. Once again, good links are made with other subjects. For example, the younger pupils made vehicles to use in their science experiment on forces. They were propelled down a slope to test rolling resistance.
64. **Music** is also taught by a visiting specialist. One lesson was seen in which the teaching was satisfactory. Learning was hindered in this lesson, as the teacher did not have sufficient

instruments for the whole class to be involved throughout the lesson. However, the expertise of the teacher ensures that the range and quality of opportunities is good. Singing in assemblies is strong, particularly bearing in mind the small number of pupils. There is also a range of other opportunities, for example, the joint project with other local schools.

65. Only one lesson was observed in **physical education**. The lesson observed contained many positive features in planning and good relationships. It indicated that teachers are aware of the need for fast pace and good progression throughout a session. The treatment of health and safety, in warming up and cooling down, was particularly apt. Pupils were enthusiastic about this. Pupils experience a satisfactory curriculum and the coverage is appropriate, ranging from games, dance and gymnastics to regular swimming sessions for all pupils. The curriculum is enriched well by a wide variety of sports experiences through links with local schools. Residential trips are available to Years 3 to 6 to develop social as well as activity and academic skills. The school site is particularly well suited and equipped for adventurous activities, including climbing apparatus for younger children and climbing walls for the older. Through its provision of specialist teaching the school is able to offer a unique programme of orienteering for Years 3 to 6.

## **PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP**

Provision in personal, social and health education is **very good**.

### **Main strengths and weaknesses**

- The family atmosphere supports the pupils' social awareness very well.
- Pupils are given a wide range of opportunities to discuss issues and their views are valued.

### **Commentary**

66. The school has improved the provision for pupils' personal, social and health development since the previous inspection by the inclusion of a programme for sex education. Although there is no policy for the teaching of this area, all its components are in place and effective in raising standards. Teachers now plan frequent opportunities for pupils to use their initiative, make choices and exercise responsibility in and out of the classroom. Pupils value this, and enjoy the more active approach to learning. They feel, rightly, that the school provides fair access to learning for all. This is supported by the very strong family atmosphere in the school, which does much to aid the pupils' personal development, and particularly their social skills and citizenship.

## PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

<i>Inspection judgement</i>	<i>Grade</i>
<b>The overall effectiveness of the school</b>	<b>2</b>
How inclusive the school is	2
How the school's effectiveness has changed since its last inspection	2
Value for money provided by the school	2
<b>Overall standards achieved</b>	<b>3</b>
Pupils' achievement	2
<b>Pupils' attitudes, values and other personal qualities</b>	<b>2</b>
Attendance	2
Attitudes	3
Behaviour, including the extent of exclusions	3
Pupils' spiritual, moral, social and cultural development	2
<b>The quality of education provided by the school</b>	<b>2</b>
The quality of teaching	2
How well pupils learn	2
The quality of assessment	2
How well the curriculum meets pupils needs	3
Enrichment of the curriculum, including out-of-school activities	2
Accommodation and resources	3
Pupils' care, welfare, health and safety	2
Support, advice and guidance for pupils	2
How well the school seeks and acts on pupils' views	2
The effectiveness of the school's links with parents	2
The quality of the school's links with the community	2
The school's links with other schools and colleges	2
<b>The leadership and management of the school</b>	<b>2</b>
The governance of the school	2
The leadership of the headteacher	2
The leadership of other key staff	2
The effectiveness of management	2

*Inspectors make judgements on a scale: excellent (grade 1); very good (2); good (3); satisfactory (4); unsatisfactory (5); poor (6); very poor (7).*