

# INSPECTION REPORT

## **LONG PRESTON ENDOWED VA PRIMARY SCHOOL**

Skipton

LEA area: North Yorkshire

Unique reference number: 121631

Headteacher: Mr E Gledhill

Lead inspector: Clive Davies

Dates of inspection: 4-6<sup>th</sup> November 2003

Inspection number: 256770

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 Aided
Age range of pupils:	4 to 10
Gender of pupils:	Mixed
Number on roll:	46
School address:	School Lane Long Preston Skipton North Yorkshire
Postcode:	BD23 4PN
Telephone number:	01729 840377
Fax number:	01729 840281
Appropriate authority:	Governing Body
Name of chair of governors:	Mrs Ann Kay
Date of previous inspection:	May 1998

## **CHARACTERISTICS OF THE SCHOOL**

This is a very small school situated on the border between Lancashire and North Yorkshire. It serves the needs of 46 pupils aged between 4 and 10. There are two classes with reception to Year 2 pupils in Class 1 and Year 3 to 5 in Class 2. The school is endowed by the local charitable organisation of the Hartley Trust. Children start in the reception at the age of 4 and normally leave at the end of Year 5, when they are 10 years of age. Almost all pupils transfer to Settle Middle School at this time with relatively few pupils leaving at other times other than at the end of Year 5. The school serves a typical North Yorkshire small village community with few pupils being entitled to school meals free of charge. The percentage of pupils on the special educational needs register is well below the national average. Nearly all pupils are from British, white families. When they first start school most children have a good vocabulary and can express themselves well. They also have good social and personal skills. Children's pre-school experiences vary greatly.

## INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
3639	Clive Davies	Lead inspector	English, ICT, art and design, design and technology, foundation stage of learning
9798	Vivienne Ashworth	Lay inspector	
27677	Doreen Davenport	Team inspector	mathematics, science, geography, history, music, special educational needs

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## PART A: SUMMARY OF THE REPORT

This is a **good school** that is rapidly improving after an uncertain period since the previous inspection. In the recent past there have been a considerable number of changes to the school's leadership. The changes have helped to raise the achievement of pupils and improve the quality of education provided for them. This is a school that has the capacity to improve still further and is presently giving good value for money.

The school's main strengths and weaknesses are:

- The relatively new headteacher has helped to bring about a number of welcomed changes, which have been well received by the parents and community.
- Pupils use a wide and extensive vocabulary and this is making a difference to the standards of their work in many subjects.
- Pupils achieve well in practical and investigational aspects of mathematics and science.
- The pupils' behaviour, attitudes and willingness to take added responsibility are excellent.
- The arrangements for teaching pupils of different ages in one class are working well and ensuring that there is challenge and support for all pupils.
- Pupils' good skills in literacy and numeracy are only making a limited impact in other subjects.
- Pupils have helpful targets aimed at ensuring they know what to do next in order to improve but the quality of marking is inconsistent across the school.

Since the previous inspection in May 1998 the school has undergone a very difficult time. Within the last eighteen months almost all the staff have changed. The new staff have helped the school to deal with the serious issues that were causing concern. Overall, the present picture is one of good improvement, which has mostly happened very recently. The governors have dealt very well with the issues of checking on the school's effectiveness and the pupils are now achieving well in literacy, numeracy and science.

### STANDARDS ACHIEVED

**All pupils, including the most able and those with learning difficulties, achieve well throughout the school and this is a rapidly improving position.** The attainment of Year 2 pupils, as seen in the National Curriculum tests, and the optional tests taken by Year 5 pupils before moving to their next school, reflect this improving trend. The present Year 2 group is a strong cohort with more than half attaining well beyond the level expected for their age.

Results in National Curriculum tests at the end of Year 2, compared with:	all schools			similar schools
	2001	2002	2003	2003
reading	A	C	B	D
writing	C	D	B	C
mathematics	B	B	B	C

*Key: A - well above average; B - above average; C - average; D - below average; E - well below average  
Similar schools are those with similar percentages of pupils eligible for free school meals*

Pupils are very confident communicators and can express themselves very well. Reception-aged children talk fluently and use a full vocabulary. This is helping many attain beyond the goals they are expected to reach by the end of reception in each of the six areas of learning. Standards in reading and writing in Years 1 and 2 are good with pupils making effective use of their wide vocabulary to aid their discussions. Good handling of practical activities in mathematics and science is helping pupils in Years 1 and 2 to be confident in problem solving and investigative work. Pupils in Years 3 to 5 continue to achieve well, with particular strengths noted in their ability to discuss issues in any subject. The focus on practical and investigative work helps these pupils also to be very effective in dealing with mathematical problems and experiments in science. By the end of Year 5 the National

Curriculum optional tests show very good progress has been made when compared against the same group's Year 2 national test results. Standards in music are good. Despite pupils' good general knowledge, helping them to achieve well in many other subjects, the limited use of literacy and numeracy skills in these subjects is hindering the standards they attain. However, standards are still above the level expected for pupils' age in science, geography and history.

**Pupils' personal qualities, including their spiritual, moral, social and cultural development are very good.** Pupils' attitudes and behaviour are outstanding and this is seen at its best during lunchtimes, which do much to help pupils develop socially and morally. Pupils are polite, well mannered and very confident when communicating with adults. The school does a great deal to help pupils feel proud of their achievements and they go out of their way to help each other.

## **QUALITY OF EDUCATION**

**The quality of education is good.** The school enriches the curriculum by providing pupils with many additional activities, linked to the immediate community. The pupils' strengths in speaking and listening are recognised well when maximising opportunities to enable discussions and debates to happen in other subjects. **The teaching is good, with many very good features.** Among the key strengths of the teaching is the way the teaching assistant is used in Class 1 and setting arrangements are used in Class 2 to enable all pupils in mixed aged classes to be appropriately challenged. There is good consideration given to the way pupils learn by prioritising opportunities for them to be involved in practical tasks in mathematics and science. Learning targets are used effectively to help pupils know about what they need to do next but marking of pupils' work is not as effective as it could be.

## **LEADERSHIP AND MANAGEMENT**

**The leadership and management of the school are good.** The headteacher has worked extremely hard to turn this school around after an uncertain time. The impact of the leadership has resulted in raising pupils' achievement and in improving the quality of education being provided. There is still some way to go but there are appropriate plans in place to ensure that the momentum of the improvement is maintained. There is a strong sense of teamwork within the school with every single member of staff playing a valuable role in helping school improvement. The Governing Body is effective and has good systems in place to help it know how well the school is performing. School leadership is strengthened by the sharing of expertise across the cluster of small schools in the neighbouring villages.

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

Parents think very highly of the school and appreciate what has been done in the last eighteen months to make changes for the better. They feel that their children make good progress and are prepared well for their next school. Pupils are very happy in school and enjoy the opportunities provided for them to help younger pupils and to develop friendship groups.

## **IMPROVEMENTS NEEDED**

The most important things the school should do to improve are:

- To help pupils make greater use of their literacy and numeracy skills in subjects like science, history and geography;
- To review the procedures for marking so that it is more consistent and more helpful to pupils.

## PART B: COMMENTARY ON THE INSPECTION FINDINGS

### STANDARDS ACHIEVED BY PUPILS

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

By the end of Year 5 pupils attain standards that are well above the levels expected for English and mathematics and science. Standards are good for music and satisfactory for all other subjects. **All pupils, including the more able achieve well because of the challenge that is provided for them.** Pupils with learning difficulties also achieve well with many attaining the levels expected for their age in the Year 2 National Curriculum tests for reading, writing and mathematics.

#### Main strengths and weaknesses

- Pupils of all abilities achieve well resulting in the school attaining above average standards in the National Curriculum tests at the end of Years 2 and 5.
- Standards in reading are good and pupils read with much expression and fluency.
- Pupils express themselves very well orally and this is helping them to improve their descriptive writing.
- There is limited use being made of pupils' literacy and numeracy skills in other subjects.
- Pupils handle problem solving in mathematics and investigational work in science exceptionally well.
- Standards in music are good.

#### Commentary

- 1 The National Curriculum test results for Year 2 show that the school's performance in reading, writing and mathematics was above average in 2003 and the present Year 2 cohort is an even stronger group likely to improve on this position. This is an improving position, which is significantly better than the 2002 results. When children first start school they have personal and academic skills, which are better than expected for their age. They build on this position during their time in the reception class with many attaining beyond the level expected for their age by the time they finish their first year at school. During Year 1 and 2 they learn to read with more expression and write for a range of purposes. Pupils who are bright tackle more demanding tasks and those who experience learning difficulties make good progress with most attaining at the level expected for their age by the time they finish Year 2.

#### *Standards in national tests at the end of Year 2 – average point scores in 2003*

Standards in:	School results	National results
reading	16.3 (15.9)	15.9 (15.8)
writing	15.7 (14.0)	14.8 (14.3)
mathematics	17.0 (16.7)	16.1 (16.2)

*There were 6 pupils in the year group. Figures in brackets are for the previous year*

- 2 The pupils leave school at the end of Year 5 and therefore take their Year 6 National Curriculum tests at their next school. The school uses the test results received from the next school alongside the National Curriculum optional tests for Year 5 pupils to help check on the progress pupils have made since Year 2. The Year 5 tests confirm that pupils make very good progress when compared with their Year 2 test results. In 2003, for example, 4 of the 6 pupils were reading well in excess of a year beyond their chronological age and a very similar pattern was seen for writing and mathematics. The present Year 5 is also showing good improvement when comparing their standards now with their attainment at the end of Year 2. More able pupils are reading expressively and have experienced several different authors.



They also cope very well with problem solving in mathematics and their writing is very descriptive. Lower attaining pupils are able to work at the levels expected for their age because of the quality of support that is provided for them.

- 3 Pupils throughout the school read widely and with enthusiasm. They talk with authority about a range of authors they have read and when reading aloud, do so with much expression. From Year 1 onwards they learn to use a full range of skills to work out the meaning of an unknown word. The air of confidence they have about reading aloud is very apparent in Class 2 with pupils being able to read play scripts and non-fiction material very fluently. The pupils' eloquence and good listening aid this. The school has put a high value on reading development with adults from the village coming into school to work with specific groups of pupils in both classes.
- 4 Pupils are able to talk with each other and with adults with a great deal of confidence using Standard English. They are able to make use of a wide vocabulary and their descriptive language is particularly impressive. This is used to good effect in their writing. By the beginning of Year 4 pupils are able to intermix description, dialogue and action very effectively. They portray characters well and use personal as well as physical features when describing people. They are mature in the way they deal with punctuation and accurately punctuate direct speech. By the end of Year 5 they have the ability to hold the reader's interest. They use asides and humour to good effect as was noted when one pupil describes a schoolboy putting on his uniform. '*...he put on his uniform (he was one of the few who had one)*. The writing is sprinkled with a very good range of adjectives and adverbs, for example, '*He narrowed his eyes and squinted down at the shiny, foil packaging*. The good use of complex sentences, to set the scene, are intermingled with short sentences, and usually used for effect. Punctuation is very good, with confident use of hyphens and apostrophes. They use commas to indicate subclauses and spelling is usually very accurate.
- 5 Despite pupils' skills in reading, writing and numeracy being good there is limited use of these skills in other subjects. There is good use of pupils' speaking skills to enable them to carry out discussions but these are not always carried through to helping them with their written accounts in science, geography and history. This leads to too much of the work being of the same type, often through worksheets. Presentation skills in these other subjects do not match those in English and mathematics. However, standards are still above the levels expected for their age in science, geography and history.
- 6 As a consequence of pupils' confidence in expressing themselves and in listening attentively they are very good at coping with problem solving in mathematics and with investigational work in science. Pupils are able to explain how they have arrived at an answer when faced with a mathematical problem and can work out by the mathematical vocabulary used which of the four number operations they require to use. They have a very good understanding of fair testing from Year 2 onwards and by Year 4 and 5 they are able to talk about isolating variables when carrying out a scientific investigation and can carry out tests accurately and measure their results.
- 7 The school uses the services of a specialist music teacher. This is part of the arrangements they have with the small school cluster they are involved with. As a result of the challenging teaching, leading to effective learning, pupils achieve well in this subject. By the end of Year 5 pupils are attaining levels that are expected for Year 6 pupils and many are learning to play a musical instrument.

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

**Pupils' attitudes, values and other personal qualities are very good.** Pupils' spiritual, moral social and cultural development is good overall with strengths clearly evident in their social and moral development. This is an improvement since the last inspection.

**Main Strengths and Weaknesses**

- Behaviour in the school is excellent and there have been no exclusions in the recent past.
- The lunchtimes are extremely pleasant and support pupils' social awareness.
- The pupils have a highly developed understanding of the responsibilities of living in the community.
- Pupils are mature and manage school life with confidence.
- Pupils' understanding of other cultures is an area for development.

**COMMENTARY**

- 8 The school sets very high expectations for pupils' conduct and as a result the pupils behave extremely well both in and around the school. They value their surroundings, take pride in their school and develop very good personal qualities. In lessons, pupils listen carefully to others, work well together and share resources appropriately. They know what is expected of them at all times and behave accordingly. There are very positive relationships between all the staff and the pupils. There has been a very noticeable improvement in the last eighteen months and older pupils now state that behaviour is good after a period when it was not. They obviously enjoy coming to school and are very keen to learn.
- 9 *There have been no exclusions for some time.*
- 10 Lunchtimes are particularly enjoyable times where the staff and pupils dine together, giving very effective support to pupils' personal development. The pupils are polite and courteous with adults and are happy to engage them in conversation. Time is taken to ensure that all pupils see this time as a social occasion. Pupils are served on a table-by-table basis and are given enough time to eat their meals. On each table there is space for an adult and they are extremely well looked after by the monitor. Older pupils pay particular attention to the needs of younger ones. As a result of this calm and enjoyable lunchtime afternoon sessions are that much more purposeful and productive.
- 11 Assemblies, and an awareness of the environment, increase spirituality amongst the pupils. Circle time, together with the buddy systems that have been developed, positively promote the moral and social aspects of pupils' development. The pupils are willing to take on responsibilities and are maturing well. The school has developed good links with other schools thereby increasing the pupils' awareness of multi-cultural issues. However there are missed opportunities to develop more understanding of their own culture and that of others.

**Attendance in the latest complete reporting year (97.3%)**

Authorised absence	
School data	2.7
National data	5.4

Unauthorised absence	
School data	0.0
National data	0.5

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

- 12 Attendance and punctuality are very good which is similar to the last inspection. There are no unauthorised absences and the last reported figures showed attendance at 97.3 per cent. The figures at the beginning of this term showed an increase in absence, which was mainly due to illness and special circumstances. Some parents do however continue to take family holidays in term time, which adversely affects their children's learning.

**QUALITY OF EDUCATION PROVIDED BY THE SCHOOL**

**The quality of education provided is good. The school makes effective use of its community to enrich the curriculum for pupils. Good teaching is helping to challenge more able pupils and there is good attention to problem solving and investigational work.**

**Teaching and learning**

**The teaching is good with many very good features.** There is effective use of setting in Class 2, and the teaching assistant in Class 1, to help ensure that all pupils are appropriately challenged and supported.

**Main strengths and weaknesses**

- Very good use of the teaching assistant in Class 1 ensures that the needs of reception-aged children are being met.
- Setting arrangements in Class 2 help to challenge more able, and support less able, pupils.
- There is effective use of practical and ‘hands-on’ ideas to support learning in mathematics and science.
- Use of targets in Class 2 is helping to focus pupils’ attention on what they need to do next to improve.
- The written marking of pupils’ work is not as effective as it could be.
- Pupils are provided with many opportunities to make the most of their good communication skills by being involved in discussions in small groups or as a whole class.

**Commentary**

13 The quality of the teaching is good overall with significant, very good features. The teaching of English and mathematics is good in both classes with setting arrangements helping Class 2 pupils to be provided with appropriate challenge and support.

**Summary of teaching observed during the inspection in 12 lessons**

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0 (0%)	3 (25%)	9 (75%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)

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

14 In Class 1 the potential difficulties of coping with a small number of reception-aged children in a class of Year 1 and 2 pupils is made that much easier by the high quality of the work undertaken by the teaching assistant. In this class the teacher and teaching assistant form a very effective team with one normally focusing on the needs of the youngest children while the other works with pupils from Years 1 and 2. This has helped the children in the foundation stage of learning to be provided with an appropriate curriculum that gives prominent attention to practical activities. Most lessons start with all pupils having the same introduction as was happening in a lesson about poems that rhyme. After the brief introduction the class splits with the youngest pupils working with one of the adults, usually on a theme connected to the introduction. The present room is not conducive to supporting the needs of both sets of pupils but the teacher and teaching assistant make the best of the accommodation. However, a new classroom is about to be built which will help in this respect.

15 In Class 2, the class is set for literacy and numeracy. These smaller classes that are formed see pupils being very well supported and challenged by each of the two teachers that work with them. In literacy, for example, the lower set was working on improving the use of powerful verbs while the upper set was working on improving the similes and metaphors used in a piece of writing. The teaching assistant was also present in the lower set’s class enabling direct support to be provided for those with learning difficulties. A similar setting is

used for mathematics with the pace of the mental and oral starter being far more demanding for the upper set.

- 16 In mathematics and science a recent decision has been made to make lessons much more meaningful for the pupils by providing more problem solving and investigative types of activities. This is working well with pupils being fully engaged in the lessons and having to think more deeply before finding the solutions. Discussions with the oldest pupils reveal that they are very good at using all four number operations to solve two and three-step mathematical problems. They have a good understanding of place value up to, and beyond, a million. They can also work that much more confidently because they have a good mathematical vocabulary. They know that certain words in a problem trigger off the use of a particular mathematical operation. In science, most lessons begin with a problem that is usually related to an everyday setting. For example, the start of a lesson in Class 2 on air resistance starts with pupils being posed a series of questions, such as, 'Is air resistance a frictional force?' They then move on to investigate the differences between the impact of dropping a parachute which has a large canopy with one that has a smaller canopy. In this way pupils have to work together, recognise that there is no exact answer and have to rely on experimentation. The emphasis on problem solving and investigations is helping pupils to cope much better with applying the skills they have learnt in both science and mathematics.
- 17 Assessment arrangements are satisfactory overall. The use of targets for writing for Class 2 pupils is helping them to have a good understanding about what they need to do next in order to improve. However, the inconsistency of the marking is limiting their understanding about what they need to do in order to improve. Pupils have clearly defined targets which are very closely linked to their level of attainment and this is helping them to achieve well because it clarifies the next step to aid their improvement. The pupils are highly motivated by these and can talk about what they need to do next because the targets are set out in a child-friendly manner. The marking of pupils work is not as helpful. Although the marking is thorough, the way in which teachers aim to help the pupils differs. There are occasions when too many criteria are set out for the pupils and on other occasions there is too little information stated to help them understand what is expected.
- 18 Pupils' learning is aided by the attention given to discussions in many subjects. Although pupils do not use their reading and writing as effectively as they could in other subjects, there is good attention to pupils' communication skills. Pupils, for example, carry out discussions when considering their ideas after a scientific investigation. In Class 1, Year 1 and 2 pupils are expected to work in pairs to create a poem using the same format as the one they have just listened to. During this session the quality of discussion was of high order with pupils' confidence aiding their ability to think creatively. Teachers make the most of the pupils' confidence in communicating with much emphasis placed on asking questions and giving time for pupils to respond. In a very good literacy lesson, for example, the Class 2 teacher used pupils' good general knowledge as well as their good communication skills to help explain more about the Spanish Galleon, which was used to form part of the metaphor in a poem they were studying. During this as well as many other lessons, pupils' positive attitudes aided the learning.

## The curriculum

**Curriculum provision is good.** It meets all statutory requirements and the needs of all pupils well. Accommodation and resources are satisfactory overall.

### Main strengths and weaknesses

- The school provides a good range of varied activities to enhance and enrich the curriculum during and outside the normal school day.
- Provision for pupils' personal, social, health and citizenship education is good.
- All pupils, including those with special educational needs, are included in all the school's activities.
- Specialist teaching in music and the well-qualified support assistant in Class 1 make a positive contribution to pupils' learning.
- The school needs to create more opportunities for pupils to use their literacy and numeracy skills in other subjects.
- Accommodation in Class 1 limits the range of free choice activities for younger children.

### Commentary.

- 19 The breadth of curricular opportunities is good and the school has successfully adapted the national guidelines to meet the distinctive nature of this small, rural school. This has a positive impact on standards and achievement. The school makes very good use of a number of people from the local community to enrich the curriculum. For example, a retired police officer regularly comes into school to listen to readers and to talk to groups of pupils on a variety of topics. The range of additional activities available to the pupils is good. This is especially the case for sport and music. The school makes good use of its location, that of a small and fairly self-contained village, to help pupils understand about what a small community needs. The village is used as part of a comparative study in geography. The headteacher, in particular, is keen for the school to play a fuller role in the community and many activities have already taken place and many others are planned to help the villagers appreciate what is happening in the school.
- 20 The provision for pupils' personal, social, health and citizenship education is good, with many opportunities, both inside and outside the normal school day, to develop this area of learning. For example, pupils are provided with opportunities to understand what their role is and will be in a small rural community as well as more widely as part of life in the British Isles. They are helped to have a deeper understanding of the country's heritage and, through their history, are helped to recognise the links between modern Britain and what has happened in the past. The after school clubs; which are well attended by pupils of all ages, inter school sporting activities; opportunities for pupils to play musical instruments; and, participation in performances both in and away from school; add to the opportunities they have to develop their personal education. The National Trust Guardianship Project effectively involves pupils in community and environmental issues. Visits out of school and visitors to the school, further enrich the curriculum and make a positive contribution to pupils' personal development and their overall progress and achievement.
- 21 All pupils have equal access to learning activities, are fully included in all aspects of school life and are well prepared for the next stage of their education. The provision for pupils with special educational needs is good. The pupils' individual plans have clear targets for literacy and numeracy and teachers incorporate these well in their lesson plans. Pupils identified as being able, gifted or talented are provided with appropriately challenging work to meet their needs. Teachers' planning effectively takes into account the different age and ability groups within the school and the effective setting arrangements in Class 2 enable pupils to be taught in small groups, to receive more individual attention, and to be appropriately challenged.

- 22 The match of teachers and support staff to the curriculum is good and best use is made of their experience and expertise. The specialist music teacher and teaching assistant in Class 1 are very well qualified and make a positive contribution to pupils' learning. All pupils receive tuition from a specialist music teacher and this helps to raise the quality of their singing, as well as providing gifted pupils more opportunity to be supervised when practising with their instruments. The school makes effective use of the well-qualified teaching assistant in Class 1 and this is helping the youngest children, in particular, to have an appropriate curriculum. The specialisms of the two teachers working with Class 2 are taken into consideration when deciding who works with which set. This is particularly effective for the more able pupils in science.
- 23 Good emphasis is placed on promoting literacy and numeracy skills but opportunities are missed for pupils to use these skills in other subjects. This is particularly the case when it comes to providing pupils with opportunities to write. Whilst there are many opportunities for pupils to engage in discussions and make the most of their communication skills too much of the written work is in the form of worksheets.
- 24 The accommodation has many very positive features. Space is good for the oldest pupils who are often taught in small groups within large classrooms. However it is only satisfactory overall, because the infant classroom provides limited space for freedom of movement for children of reception age. At present they do not have easy access to outdoor play. However, this does not adversely affect the children's learning or achievement and there are advanced plans in place to address this issue. Plans for developing the school building to include a more appropriate provision for the youngest children have already been passed and building work is to start in the near future. The resources are good and are used effectively to enhance pupils' learning.

## **Care, guidance and support**

**Provision for the care, guidance and support of all pupils is very good.**

### **Main strengths and weaknesses**

- There are very good procedures in place to promote pupils' welfare, health and safety.
- Relationships between adults and pupils are very good.
- Pupils receive good levels of advice, support and guidance based on the close monitoring of their academic and personal development.
- Pupils are respected and valued: their opinions are listened to and acted upon.
- Induction procedures are good.

### **Commentary.**

- 25 The school provides a safe and secure environment in which all pupils are very well cared for. It has very effective systems to check on the health, safety and well being of all, with appropriate policies in place. Classroom activities, visitors to the school and initiatives such as the Healthy Schools' Scheme effectively promote pupils' understanding of healthy living and personal safety. Teachers know the pupils well and the very good relationships between adults and pupils and amongst pupils themselves contribute very effectively to the caring ethos, which is evident throughout the school. Pupils are happy to consult teachers and other adults when faced with a problem and are confident that they are listened to and helped to overcome any difficulties.
- 26 The good assessment systems and target setting procedures ensure that pupils have good access to well-informed support, advice and guidance. Pupils are regularly involved with their teachers in reviewing their learning targets in English, mathematics and science and their achievement is effectively tracked as they move through the school. Pupils with special educational needs are well supported through their individual education plans that are relevant

to their needs and regularly reviewed. However, teachers' written marking is not used well enough to inform pupils about how to improve their work and its presentation.

- 27 The school regularly seeks pupils' opinions and ideas and involves them well in its work and development, for example, by making suggestions to improve school facilities, like playground markings, and by helping to devise school and class rules. Circle time activities give every pupil the opportunity to discuss issues relevant to them with their class teachers, whilst the school council gives pupils the opportunity to express their views in a more formal way.
- 28 The school has good systems in place to help pupils new to the school settle in quickly and parents appreciate the school's help in this. Year 5 pupils feel confident and are well prepared for their transfer to the middle school.

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

**The school's partnership with parents, other schools and the community is very good.**

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

- Parents have a very high regard for the school and can see that there has been a lot of improvement recently.
- Parents receive high quality information about school activities and the progress their children are making.
- High priority is given to the links with the community

#### **Commentary**

- 29 The results of the parent questionnaire together with the opinions of those who attended the parents' meeting indicate that parents are very happy with the school. Although there were some questions on how well the more able pupils are challenged and a mixed reaction to homework, no other concerns were expressed. The parents were particularly appreciative of what has happened to the school recently. They were aware that pupils behave much better and that they are more appropriately challenged in the last eighteen months.
- 30 The school provides relevant information to parents through frequent letters and regular newsletters. Parents feel able to approach the school at any time if they have concerns about how their children are progressing. The headteacher and staff are in evidence at the beginning and end of the school day. Pupils' annual reports are of very good quality and are clear about the progress they are making. The pupils are also able to add their comments.
- 31 The school is an important focus in this small community and the parents are extremely supportive in raising money to improve the school's facilities and becoming involved in the work of the school. The school also has a business link with a printing firm in the village. A number of adult volunteers come into school to hear pupils read or assist in activities such as the glass and fabric decoration in the hall. The headteacher is involved in the work of the village and the church and has opened up the school to adult education, with lessons in information technology given by the school secretary. There are also regular numeracy and literacy workshops taking place. The community police officer and a paramedic visit the school to talk to pupils. The pupils are involved in village events and the school and community are inseparable. The cluster group of schools is very supportive. It includes thirteen primaries, two middle schools and one high school, which collaborate to provide information on systems and training and share the action plan to seek the Investors in People Award. The effective links with the local Middle school ensure a smooth transfer for Year 5 pupils.

## LEADERSHIP AND MANAGEMENT

**The leadership and management are good.** The headteacher, well supported by his staff and governors, has done a great deal to turn this school around after a number of parents had lost faith in it.

### Main strengths and weaknesses

- Recent improvements to the way the school is being led have helped to raise the achievement of all groups of pupils.
- The governors know this school well and have effective systems in place to check on its performance.
- Subject leadership is good.
- The headteacher has very good systems in place to check on the progress being made by individual pupils and uses targets effectively to help them improve.
- Very good attention to the day-to-day administration matters by the school secretary enables the headteacher to give full attention to raising standards.

### Commentary

- 32 The present headteacher has had to work hard to bring about much needed changes since he took up his post eighteen months ago. The parents, during the meeting that occurred pre-inspection and in their questionnaire replies were very keen to make this point. One of the main issues that has been successfully dealt with is raising the school's profile in the community. There are now very good links with the community with the school making very good use of the village and its people to enrich the curriculum. In addition the headteacher has introduced a series of procedures to help pupils be more attentive in lessons and to improve their behaviour in general. These measures have had the desired impact of lifting the aspirations of pupils and parents, which in turn have helped to raise the achievement of individuals throughout the school.
- 33 The governors have had to go through many serious issues related to the school's leadership in the recent past. This has helped them to be more focused on their role and to lift still further their expectations for the school. They have effective systems in place to help them check on the school's performance and have intimate knowledge of the school's improvement plans. They are effective in meeting their statutory duties and are regular visitors to the school. Many governors are either parents or former parents and are deeply committed to the school. They have set up a number of committees to help them be efficient in the way they are organised and they are therefore in a position to challenge the school's leadership and provide effective support.
- 34 The few teachers in the school share the subject leadership roles effectively. The staff take full advantage of the fact that there are only a few of them to share, both formally and informally, new initiatives relating to their subject. For example, the implementation of the national strategies for literacy and numeracy has been greatly enhanced by the good knowledge all staff have gained from recent training. In the same way the developments that have happened in information and communication technology and within the foundation stage of learning have been put into action swiftly because of the way the member of staff responsible for the area has been able to share the new ideas with others. There is good knowledge of what is working well in each subject and what needs to be done. Outside the areas of literacy, numeracy and science the recognition of how well pupils are achieving is not as great but this is something the staff are aware of and working towards.
- 35 The headteacher uses a very effective system to help him track the progress being made by individual pupils. Full account is taken of the national statistics to help measure the progress being made against both national and similar schools analysis. In this way staff and pupils' expectations have successfully been raised. Intimate knowledge of the amount of progress expected by pupils of different ability and a greater awareness of pupils' capability has helped



to ensure that the rate of expected progress is appropriate and challenging. The introduction of a target-setting system for individual pupils has been possible because of the deeper knowledge the school now has of pupils' capabilities. Older pupils, in particular, feel motivated because they are being provided with small steps that are clear and attainable to help them improve their work in writing and mathematics.

- 36 The school secretary provides the school with a very efficient service. Good use is made of the expertise that she provides to release the headteacher to concentrate on classroom issues and especially on raising the achievement of pupils. Financial control and aspects related to checking that the school is getting best value for its spending are effectively looked after by the school bursar and secretary. This is helping the school to have very effective day-to-day administrative systems in place. The quality of the service provided adds much to the school's ability to develop its leadership and management systems and has been partly responsible for the rapid rate of improvement that has happened in the past few months.

## Financial information

### *Financial information for the year April 2002 to March 2003*

Income and expenditure (£)	
Total income	171714
Total expenditure	172316
Expenditure per pupil	3829

Balances (£)	
Balance from previous year	25247
Balance carried forward to the next	24645

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

### AREAS OF LEARNING IN THE FOUNDATION STAGE

The provision for children working in the foundation stage of learning is **good**. The very good level of support for these children gives them a very positive start to their education.

#### Main strengths and weaknesses

- Children make good progress and achieve well in each of the six areas of learning.
- There is very effective partnership between the teacher and the teaching assistant, resulting in the quality of teaching being good.
- The curriculum provides a range of well-thought out and practical experiences for the children.
- There is good leadership for the foundation stage of learning.
- At present, the accommodation does not allow for easy access to outside play for these young children.

#### Commentary

- 37 There were only 8 children of reception age at the school at the time of the inspection. All were working in Class 1, which is made up of Year 1 and 2 pupils as well as the reception children. A very well qualified teaching assistant supports the full-time class teacher. The accommodation is not conducive to supporting children in their foundation stage but the plans for a new foundation stage classroom are well advanced and building is to start before the end of the present academic year.
- 38 In each of the six areas of learning children make good progress and achieve well. The more able children, in particular, benefit from working with the older pupils for Years 1 and 2. There are particular strengths noted in pupils' **communication, language and literacy** and in **mathematics**. Their **social skills** are also good. When children first start school they demonstrate a good range of skills in their personal, social and academic abilities. During their first year at school they successfully build on this with most pupils attaining the Early Learning Goals in each of the six areas of learning at the end of the year. Many move beyond this point and are reading independently and writing short sentences and notes to each other.
- 39 Teaching in the foundation stage of learning is good for each of the six areas. There is a very effective partnership between the teacher and the teaching assistant. They plan efficiently together and ensure that the needs of the youngest children are prioritised in a class that also contains Year 1 and 2 pupils. Each of the two practitioners working with these young children has confidence in each other's ability to provide the right balance of challenge and support. The teacher often works with the Year 1 and 2 pupils leaving the teaching assistant, who is a qualified teacher, to supervise the tasks that the reception-aged children are working on. This works well because it takes full account of the expertise and experience of both people and makes the most of the individual talents that each has. In one lesson, the teacher works with all the pupils for about 15 minutes on poems and then the teaching assistant works with the 8 reception-aged children following the same theme and helping to develop their vocabulary. The planning is very well thought-through and aids the quality of the work that is taking place, giving direction to each adult.
- 40 The curriculum for the reception aged children takes full account of their needs, is very practical and draws on the national guidance for the six areas of learning. The only shortcoming is that there is no easy access to an outside environment but this is planned for within the new development that will be in place by January 2005. The present arrangement sees the practitioners doing their best by providing extended opportunities for these young

children to have activities available in the hall or to be able to work outside on set occasions when the staffing arrangements allows. There is a high priority given to learning from direct experiences with a part of the classroom organised to reflect an environment, which promotes creativity and communication. During the year this area has been, amongst others, a baby clinic, a post office and a toyshop. Planning for the needs of reception-aged children is thorough and careful consideration is given to assessment opportunities so as to record individual progress.

- 41 The leadership of the foundation stage of learning is good. The teacher has ensured that there is a smooth transition from the reception class to Year 1 and that there is good liaison happening between feeder playgroups and the school. The leader has devised a 'home to school' form to help children settle into school routines appropriately. Parents are fully involved at all stages with huge encouragement for them to play a full and purposeful role in their children's education. This was something that was reflected on positively in the parents' questionnaire.
- 42 There are very good procedures in place to help the staff keep track of children's progress throughout the reception year. Records kept show how children are making progress towards the early learning goals and the planning is adjusted to take full account of the ability range within the class. The children are very well supported and this provides them with a positive start to school life.

## **SUBJECTS IN KEY STAGES 1 and 2**

## ENGLISH

**Provision in English is good.** The school makes very effective use of the pupils' eloquence in speaking to aid their work in writing.

### Main strengths and weaknesses

- Pupils' use of speaking and listening is very good.
- Standards are well above average in reading.
- More able pupils use a full range of descriptive words in their writing.
- The teaching of English is good with effective challenge provided for more able pupils and good support available for those requiring additional help.
- The school has successfully adopted the National Literacy Strategy

### Commentary

- 43 The National Curriculum test results for Year 2 show that the school's performance in reading and writing was above average in 2003. The present Year 2 cohort is an even stronger group likely to improve on this position. This is an improving position, which is significantly better than the 2002 results. Similarly, the tests taken by Year 5 pupils before they leave the school show that they are attaining well in advance of pupils of the same age. In 2003 for example, 4 of the 6 pupils were reading well in excess of a year beyond their chronological age and a very similar pattern was seen for writing. The present Year 5 is also showing good improvement when comparing their present standards with their attainment at the end of Year 2. Lower attaining pupils are able to work at the levels expected for their age because of the quality of support that is provided for them.
- 44 One of the main reasons for the good standards being attained by pupils throughout the school is their confidence in using a full range of vocabulary when expressing themselves. This is evident in both classes. Young Year 1 and 2 pupils are able to think of a range of interesting words when considering comparatives for a 'windy day' poem. The words '*gusty*' and '*blustery*' are used with confidence. In Class 2 the oldest pupils use powerful metaphors when considering descriptions for the Spanish galleon they are studying. One pupil talks about '*the clasping hands of the sails spooning up the breeze*' in an attempt to capture the image of the ship in full sail. Throughout the school, teachers maximise the opportunities for pupils to use their good vocabulary because they are involved in discussions and debates. In all lessons, pupils' listening is good. They are attentive and are prepared to take account of what is said by someone else and build on the comments made rather than just say what they wanted to. The quality of their listening adds much to the pupils' ability to learn and to achieve to their full potential.
- 45 Standards in reading are good. When children first start in reception many have already experienced being read to at home and have good knowledge of how a book works. The school successfully builds on this position and helps children to become very interested in books in the reception class. As a result of the good work that is happening early on many are attaining beyond the level expected for their age in reading by the time they finish their first year at school. Pupils' enthusiasm for reading is seen at its best when one Year 2 girl brings into the class a poem she has written at home based on a book that she is reading at the moment. In Class 1 the staff use a full range of activities to help pupils with their reading. They are provided with strategies to help them read unknown words and all pupils use these very regularly. Older pupils benefit from the support provided for them by a number of adults who come into the school voluntarily to lead small groups in a range of reading activities. By the time they are in Year 4 most pupils have strong preferences for types of authors they enjoy reading. More able pupils, in particular, are reading expressively and have experienced several different authors and can talk with some authority about their styles.

- 46 Pupils' wide vocabulary and good use of descriptive terms are exploited to very good effect in their writing. From Year 2 onward, pupils feel confident about intermixing description, dialogue and action in their stories. They show maturity when handling punctuation and accurately punctuate direct speech in their work. By Year 4 pupils bring in elements of creativity to their writing with some effect. They successfully bring stories to an interesting conclusion, having given much thought to the process. The most able Year 5 writers know they can hold the reader's interest. They use humour and asides very effectively to do so. Their writing is sprinkled with a range of interesting adjectives and they successfully use metaphors to produce stunning images. They use complex sentences to gain maximum effect and can intermingle short sentences that are punchy and make telling points. The punctuation is very good and they regularly use hyphens and apostrophes. Spelling is very accurate and their handwriting is neat and legible.
- 47 The teaching of English is good. The setting system used in Class 2 is helping all pupils to be challenged appropriately. For example, in one lesson pupils' response to the teacher's questioning was not as she would wish. The teacher firmly but supportively made the point that, 'I am not happy with this response'. This resulted in pupils immediately giving much more thought to the way they answered the teacher. As a result the quality of the language used was much more rigorous. Opportunities are taken to enable pupils to work in pairs or small groups in order to discuss aspects of their work. This is so that the most is made of the pupils' good, expressive use of language. In Class 1 much of the same high expectations is seen as the teacher works with more able pupils developing a poem on the weather. During this session there is careful consideration given to making pupils use words or phrases they haven't used before in an attempt to further extend their vocabulary. There is effective use of target setting in Class 2 with older pupils being provided with a few well chosen targets that help them make small steps aimed at improving their work. However, the inconsistency within the marking is limiting the knowledge that pupils have of what they need to do next in order to improve.
- 48 There is good subject leadership for English. This has resulted in the implementation of the National Literacy Strategy being smooth even within classes that have mixed ages. Staff are fully aware of the emphasis that the strategy gives to certain aspects of English and are able to plan effectively as a result. This is helping pupils' learning to be continuous.

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

- 49 Pupils make good use of their speaking skills across the curriculum because they are frequently engaged in discussions and debates about a range of tasks and topics. However, the use of pupils' good writing and reading skills is limited. On too many occasions pupils' work is set out on worksheets, which do not make the most of their literacy skills. This is most noticeable in geography, history and religious education. Very often the pupils have good understanding and knowledge of the topic being studied but fail to make the most of this because the way they are to present their work has already been pre-determined by the worksheet.

## **MATHEMATICS**

**Provision in mathematics is good.** The good quality of the teaching ensures that pupils make good progress as they move through the school and achieve well.

### **Main strengths and weaknesses**

- Pupils' attainment is above average and pupils achieve well.
- Setting arrangements in Class 2 make positive impact on standards and achievement.
- The teaching is good and teachers put a very good focus on practical activities.
- There is good use being made of assessment information to help track pupils' progress.

- Numeracy skills could be used more productively in other subjects.

## Commentary

- 50 The National Curriculum test results for Year 2 show that the school's performance was above average in 2003 and the present Year 2 cohort is an even stronger group. When children first start school their mathematics skills are better than expected for their age. During Year 1 and 2 they learn to respond quickly to numerical tasks and questions. They learn to use their number work to solve simple problems. Pupils who are bright tackle more demanding tasks and those who experience learning difficulties make good progress with most attaining at the level expected by the time they finish Year 2. The Year 5 tests confirm that pupils make very good progress when compared with their Year 2 test results. In 2003, for example, 4 of the 6 pupils were well on course to attain the higher level in the National test at the end of Year 6. The present Year 5 is also showing good improvement when comparing their standards now with their attainment at the end of Year 2. They cope very well with problem solving and are confident when talking through their solutions with adults. Lower attaining pupils are able to work at the levels expected for their age because of the quality of support that is provided for them.
- 51 The setting arrangements in Class 2 have helped the school to meet the needs of pupils of different abilities. In both sets there is ample support for pupils and this has enabled the lower attaining pupils to improve so that they are working at, or near to, the levels expected for their age. The brighter pupils are sufficiently challenged, especially during the first part of lessons when the pace of the mental and oral work is very demanding. This arrangement has helped the school to deal effectively with meeting the needs of three different age groups in one class. There is priority given to the ability level of pupils when they are grouped but the social needs of brighter, younger pupils are also taken into account. As a result of the emphasis given to the academic needs of pupils their enthusiasm for mathematics is high. Pupils enjoy mathematics with many stating that it is their favourite subject. They also work effectively in pairs or small groups when the occasion demands. Behaviour in all lessons is excellent.
- 52 The quality of teaching is good and is making a very good impact on pupils' learning. Teachers plan effectively for the needs of pupils of different age and ability. Discussions with older pupils reveal that they are provided with enough time to use their good understanding of basic number to good effect in solving problems. Teachers give careful consideration to preparing practical activities from early on and then ensure that they help pupils develop an appropriate vocabulary in mathematics that allows them to think more clearly when it comes to solving problems. This is particularly effective in Class 1 with practical activities, combined with a range of very good resources helping all pupils to learn from direct experience. All pupils in Class 2 have a good idea which words are associated with a need to add, subtract, multiply or divide. They learn to spot these when dealing with written problems and are therefore confident that they have applied the correct operation. This good attention to problem solving activities is a significant improvement on the previous inspection, when it was identified as a problem.
- 53 Good use is made of information that comes from a range of assessments to help staff track the progress of individuals and to target their future work. Although there are inconsistencies in the marking of pupils' work there is none-the-less a very effective target setting system in place for older pupils. This is helping pupils be clear about what they need to do next in order to improve. The system is helping pupils to be focused on their learning and to have confidence in their ability to apply their numeracy skills in problem solving situations.
- 54 There is good leadership of the subject, which has resulted in effective implementation of the National Numeracy Strategy. There is good attention to making sure that effective use is made of the information gained about the pupils' test results in order to prioritise future developments and improvement.

## Mathematics across the curriculum

- 55 Despite the good attention to problem solving and emphasis on practical tasks there is only limited use of pupils' numeracy skills in other subjects. There tends to be over-use of worksheets in the humanities curriculum, resulting in little being asked of pupils' numerical skills in these subjects.

## SCIENCE

**Provision in science is good.** Pupils are very confident in dealing with investigational work and are enthusiastic about the subject.

### Main strengths and weaknesses

- Standards are good and pupils achieve well.
- There is good emphasis on investigative and experimental work.
- Setting in Class 2 makes positive impact on pupils' standards and achievement.
- Pupils' very good attitudes are aiding their learning.
- There are inconsistencies in teachers' written marking and pupils' presentation.

### Commentary

- 56 The teacher assessments and optional national tests for Year 5 pupils show that pupils are attaining well above national average results. The results show that there are particular strengths in pupils' ability to cope with investigational work. According to the national tests for Year 5 pupils, five of last year's Year 5 pupils were on course to attain the higher level (Level 5) in the Year 6 tests. Comparing the teacher assessment for the same cohort when they were in Year 2 there is evidence of very good progress being made and this is one of the many indicators to show that pupils achieve well in their science. Pupils with special educational needs have often attained the expected level for their age and many brighter pupils are continually attaining the higher levels.
- 57 From early on pupils are engaged in practical activities that give much emphasis to investigational and experimental work. Pupils in Class 1 can explain what is meant by a 'fair test' and are able to give reasons as to why certain experiments work better than others. They know a great deal about growing plants and can explain why vehicles, like small cars, move swiftly across some surfaces and much slower across others. The way in which they are encouraged to find out things for themselves adds much to their ability to think through some of these issues. Older pupils are continually asked to start their work by dealing with a question. In one lesson, for example, pupils had to consider why the size of the parachute used could affect the rate a person descended when using a parachute. During the lesson pupils used a range of ideas to set up their experiments. They recognised shortcomings if their ideas were not conforming to fair testing procedures. The way of working is helping them to be very confident when dealing with new ideas and when explaining their reasons why things work or do not work. The good attention to investigative work shows much improvement when compared with the previous inspection, when this was a weakness.
- 58 Setting arrangements in Class 2 is helping all pupils to be appropriately challenged. The more able pupils work in a relatively small group and therefore good attention is given to them as they carry out investigations and experiments. The teacher working with this group is in a good position to challenge pupils because her own subject knowledge is strong. During one lesson on air resistance the teacher opened with the question, 'Is air resistance a friction force?' This helped the pupils to delve into their knowledge and the levels of discussions were very deep. A very positive learning environment was quickly promoted with pupils helping each other and listening intently to each other's point of view. When taking account of the three-year age range in the full class, it would have been difficult for one teacher to have

managed the needs of these pupils as well as provide appropriate support for younger, less able pupils. In this respect the setting arrangements work well.

- 59 Pupils are very enthusiastic and highly motivated when carrying out their work. They work well in pairs and collaborate effectively. They have a good ability to listen respectfully to each other and can come out with joint ideas based on the most sensible solution that is put forward. Behaviour is not an issue so the teachers know that there is never an issue with regard to being concerned about mis-use of resources or time being wasted. Pupils continually show good levels of curiosity and interest and talk enthusiastically about their work. They organise themselves well and respond to different challenges.
- 60 Despite the good teaching that is happening and the good quality of investigational work that is taking place, the quality of pupils' presentation is disappointing. Too frequently the recording of experiments in written form is untidy and lacking the same rigour that is seen in practical activities. In addition, the only weakness in the teaching, that is good in every other respect, is the quality of marking, which is not giving enough clarity to pupils about what they need to do next in order to improve.

## **INFORMATION AND COMMUNICATION TECHNOLOGY**

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

### **Main strengths and weaknesses**

- There has been very noticeable improvement in the provision for ICT.
- Standards are satisfactory but the progress and achievement is good.
- Pupils are very enthusiastic when involved in activities associated with ICT.
- The range of resources available to pupils is good.

### **Commentary**

- 61 The provision for ICT was one of the main key issues identified for the school to work on at the time of the previous inspection. At that time the school was not meeting its statutory requirements in providing a range of opportunities for pupils to develop their skills in this area. However, since that time much has happened to help the school move on. A good and effective improvement plan was put in place to help the school develop the subject appropriately. The teachers have had training and are now very confident in using ICT across the curriculum. The quality and quantity of resources has improved significantly. This has resulted in the school being able to move quickly and effectively in closing the gap between the expected skill level of pupils at any age and actual skill level of pupils.
- 62 At present, the pupils' skill level is in line with that expected for their age. This is throughout the school with younger pupils making good use of their ICT skills to help their work in a range of subjects, especially literacy. Older pupils are able to use the ICT facility with confidence to access a range of programs to help develop work across the curriculum. During the inspection Year 4 and 5 pupils were successfully using a computer aided drawing program to design futuristic bedrooms. The oldest pupils are able to develop a multi-media presentation. However, much of this work happens at home using their own computers. The school has helped all the Class 2 pupils to be confident in accessing the Internet and in being able to send and receive e-mail, as well as develop address books. As a result of the 'catching-up' that is happening the rate of progress has been good enabling pupils to work at the level expected for their age. In addition, pupils' achievement is good, as was seen when pupils were using very imaginative ideas in their design work.



- 63 In all activities associated with ICT pupils are very enthusiastic. Reception-aged children enjoy listening to taped stories. Year 1 and 2 pupils are very engaged when working on programs to help them with their spelling or number work. Class 2 pupils are very excited about their ideas and talk with great confidence about previous projects and how they make use of the Internet to find out information related to work that is happening in subjects at school.
- 64 Pupils now have access to a good range of resources. There is a good pupil to computer ratio of one to four and the oldest pupils' class has an interactive white board facility. All pupils have access to computers at any time and there are enough computers to see to the needs of a class or group of pupils who are being taught specific ICT skills. Teacher confidence in using ICT is good as is the teaching overall.

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

- 65 There is good use made of ICT across many subjects. Literacy, in particular, benefits with pupils using a range of programs designed to improve spelling, punctuation and reading. The pupils access information from the Internet to help with their work in science, geography and history.

### **HUMANITIES**

- 66 **Religious education** is the subject of another inspection report.
- 67 No lessons were seen in **geography** and there was insufficient evidence to make an overall judgement on teaching or on standards and achievement for Year 2 pupils. However, a variety of sources indicate that standards are above those expected for Year 5 pupils and that achievement is good. Good use is made of national guidelines in curricular planning and learning is enhanced by visits out of school and visitors to the school. However, greater use needs be made of pupils' literacy and numeracy skills when recording their work.

### **History**

**Provision in history is good.**

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

- Pupils' good general knowledge and enthusiasm for the subject help them attain good standards.
- There is a good use of the locality to help pupils gain an insight into life in by-gone days.
- Good use of resources and artefacts help pupils' understanding of British history.
- There are too few opportunities for pupils' to apply literacy and numeracy skills in follow-up work.

### **Commentary**

- 68 The vast majority of pupils have a good general knowledge. This is put to good use when they carry out work in history. Many pupils know about important facts related to British history. Pupils attain standards above those expected for their age by the end of Year 5 with many being able to explain events that have happened in history and relate it to events today. For example, one pupil explained the relationship between Henry the Eighth's break from the Catholic Church and the problems of Ireland. Pupils make good progress in their historical enquiry skills and, despite the limited use being made of literacy, they achieve well in this subject. Pupils enjoy history and this was evident during the discussions that took place with pupils. Many had looked for books in the library to help them find out more information about

the topics they were studying. They are curious and like to follow through with ideas that have been raised as part of the work in lessons. During discussions pupils are good at listening to the point of view of others and can develop points made by their friends. Their confidence levels are high which are as a result of their confidence in speaking and listening.

- 69 The teaching is good with careful planning ensuring that pupils have access to a number of visits and visitors to enhance the quality of the provision. This helps the focus of the history to be local and as meaningful for the pupils as is possible. Pupils had visited a local museum as part of their studies on the Victorians and were able to talk at length about what it might have been like to live during that time from the perspective of being poor or being rich. They had experienced being in a Victorian school and could compare their life at school with the life of children nearly a century ago. Much of the study had focused on comparisons between their life and those of children who lived then and they considered work as well as play and had a deep knowledge of the differences. Older pupils had a good knowledge about the village of Long Preston and could talk about the changes that have occurred over time.
- 70 The school has access to good range of resources and artefacts to help with historical studies. Many items are on loan from the library service but the school has also accumulated many artefacts, which it puts to good use during its work on history, geography and religious education. This helps pupils to build on their good general knowledge.
- 71 There is not enough use being made of pupils' literacy and numeracy skills in history. Despite the opportunities pupils are given to explore historical issues through direct experience, the recording of the work is sometimes far too dependent on worksheets when pupils have the skills to write in a more open way. This, together with the lack of information pupils receive in the form of written marking, is inhibiting the quality of pupils' learning.

## **CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS**

### **Art and Design and Design and Technology**

- 72 No lessons were seen in **art and design and design and technology** and only a limited amount of evidence was available. It is not possible to make a judgement on the quality of teaching and learning or on standards and achievement. However, there is appropriate coverage of the subject using national guidelines, with due emphasis placed on the design, modify, make, evaluate process. This indicates good improvement since the last inspection.

### **Music**

**Provision in music is good.**

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

- Pupils' achievement is helped by the specialist music teacher's ability to challenge pupils.
- There are good opportunities for pupils to perform within and outside school.
- There is good instrumental provision – peripatetic and three recorder groups with music teacher.
- Some class teaching sessions too long, for example, for the reception children.

### **Commentary**

- 73 Pupils attain standards that are better than expected for their age in music. This is as a result of them achieving well. By the time they are in Year 5 the majority of pupils can describe, compare and evaluate different kinds of music using an appropriate music vocabulary. They can also suggest improvements to their own and others' work, commenting on how

intentions have been achieved. The effective work carried out by the specialist teacher in the subject is mainly responsible for this. The specialist music teacher teaches music throughout the school and is therefore fully aware of pupils' abilities and is able to plan accordingly. Work is very well organised to meet the needs of all pupils and she inspires and motivates individuals.

- 74 Pupils enjoy music. They all join in enthusiastically with the lessons and singing is of a good standard as a result. Pupils who are learning to play a musical instrument are highly motivated and concentrate well and show good levels of perseverance, even when they go through difficult phases. There is a regular opportunity for pupils to play a musical instrument such as the recorder and a number of pupils participate in additional tuition in wind instruments offered by specialist staff. The school places a high priority on pupils performing and they do so regularly both within the school and outside in the village.
- 75 The quality of teaching is good. Pupils know what it is they are expected to achieve and participate fully in each lesson. The teacher's good subject knowledge ensures that the work is challenging but offers appropriate support when it is needed. There is good use of praise and rewards when it is needed and this adds to the pupils' enthusiasm. However, the youngest group of pupils, that is, the reception children find their session a little long. Many are flagging by the end of the session and it is difficult for the teacher to hold their enthusiasm.
- 76 No lessons were seen in **physical education**. It is not possible, therefore to make a judgement on teaching, standards or achievement. All aspects of the subject are covered throughout the year, with all pupils having swimming lessons and attaining the required standard by Year 5. A wide range of extra curricular sporting activities are available to pupils of all ages with opportunities to take part in inter-school competitions. The residential outdoor activity week further develops pupils' physical skills, for example, canoeing and rock climbing, while providing them with social and team building opportunities.

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

**Provision in personal, social and health education is good.** This is helping pupils to become mature, caring and responsible young people.

### **Main strengths and weaknesses**

- Very good relationships between pupils and teachers give pupils confidence to share ideas and opinions.
- Pupils gain a feeling of self worth because they know their contributions are valued and achievements are celebrated.
- Many opportunities both during and outside the school day to develop this area of learning.
- Topics covered prepare pupils well to take their place within the community.

### **Commentary**

- 77 The school has worked hard to ensure that there is an appropriate provision for this aspect of the pupils' education. There is a very positive relationship between the pupils and the adults working in school which makes it that much easier for the school to develop an appropriate curriculum for personal, social and health education. There is a great deal of mutual respect with high levels of trust apparent. Activities like circle time (a time for pupils to sit together and discuss a range of issues) help the pupils feel that it is appropriate to give their own point of view as well as listen to the views of others. Pupils know that their contribution is valued because the staff of the school ensure that everyone feels valued. Pupils are confident when offering opinions and know that others value their own contributions. As a result there is

strong sense of maturity coming across and pupils find it easy to discuss any topic with adults or with each other.

- 78 There are carefully planned programmes of work organised to provide pupils with continuous development in this area. The school council, circle time, sex and drugs education within the science curriculum, achievement assemblies as well as the healthy school's scheme provide a full range of activities for the pupils. The school has linked with the National Trust Guardianship Project, which together with activities directed towards furthering their involvement in the village, helps pupils to have responsibilities as citizens. Visits out of school to a range of places of interest and visits from people like the school nurse, police, and the road safety officer adds to this. The headteacher has placed a very high priority on pupils being involved in community life and has cherished opportunities to make links with the parents, the community and with the cluster of small schools in the immediate area.

## PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

<i>Inspection judgement</i>	<i>Grade</i>
<b>The overall effectiveness of the school</b>	<b>3</b>
How inclusive the school is	3
How the school's effectiveness has changed since its last inspection	3
Value for money provided by the school	3
<b>Overall standards achieved</b>	<b>2</b>
Pupils' achievement	3
<b>Pupils' attitudes, values and other personal qualities</b>	<b>2</b>
Attendance	3
Attitudes	2
Behaviour, including the extent of exclusions	1
Pupils' spiritual, moral, social and cultural development	3
<b>The quality of education provided by the school</b>	<b>3</b>
The quality of teaching	3
How well pupils learn	3
The quality of assessment	4
How well the curriculum meets pupils needs	3
Enrichment of the curriculum, including out-of-school activities	3
Accommodation and resources	4
Pupils' care, welfare, health and safety	2
Support, advice and guidance for pupils	3
How well the school seeks and acts on pupils' views	3
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>3</b>
The governance of the school	3
The leadership of the headteacher	3
The leadership of other key staff	3
The effectiveness of management	3

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