

INSPECTION REPORT

WREAY CHURCH OF ENGLAND PRIMARY SCHOOL

Wreay, Carlisle

LEA area: Cumbria

Unique reference number: 112260

Headteacher: Mrs C Render

Lead inspector: Mrs L Read

Dates of inspection: 4 – 5 July 2005

Inspection number: 268315

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 years
Gender of pupils:	Mixed
Number on roll:	36
School address:	Wreay Carlisle Cumbria
Postcode:	CA4 0RL
Telephone number:	01697 473275
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Appropriate authority:	The governing body
Name of chair of governors:	Mrs Patricia Harrison
Date of previous inspection:	23 November 1998

CHARACTERISTICS OF THE SCHOOL

Wreay Primary is much smaller than most primary schools, with 36 pupils on roll. It serves a very wide area around Carlisle and many pupils travel considerable distances. Taking into account the full range of local housing and employment, social and economic circumstances are average, overall. There are no past records of children's learning experiences and attainment when they enter the reception class; this year, they are below average. However, year group numbers are very small and it is likely that attainment on entry varies widely from year to year. Many pupils transfer to the school part way through their education and a high proportion of these pupils have experienced learning, social or emotional difficulties in their prior education. The proportion of pupils with special educational needs is broadly average while the proportion with a formal Statement of Special Educational Needs is well above the national average. Most of the special needs fall into the learning or social, emotional and behavioural categories. The proportion of pupils entitled to free school meals is average. All pupils are from White British or European backgrounds; a very small percentage speak English as an additional language. The school has been through a period of difficulty and staff absence. At the time of the inspection, the only permanent teacher was the headteacher; others were on supply or short-term contracts.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
21199	Mrs L Read	Lead inspector	English as an additional language Special educational needs Mathematics Science Information and communication technology Art and design Design and technology Physical education
9224	Mr M Vineall	Lay inspector	
23698	Mrs J Schaffer	Team inspector	Foundation Stage English Geography History Music Religious education

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PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

Wreay Primary is an improving school; it provides a satisfactory standard of education, with some good features. Teaching is good, overall; as a result, learning is also good, achievement is satisfactory and pupils make steady progress. There are particular strengths in pupils' personal development. The new headteacher provides very good leadership which has successfully ensured the school's improvement after a period of serious difficulties. The school provides satisfactory value for money.

The school's main strengths and weaknesses are:

- Very good leadership is driving through good improvements and is focused on achieving good provision and standards.
- Teaching is good.
- In Year 6, attainment in English and science is below average, although pupils are making good progress this year.
- Support for pupils who have special educational needs is good and they achieve well.
- The provision for pupils' personal development is very good and, as a result, they have very good attitudes to learning, very good behaviour, and relationships are very good.
- There are not enough opportunities for children in the reception class to explore and investigate.
- Some elements of the ICT curriculum require more emphasis.
- The good enrichment of the curriculum and good links with other schools support learning well.

Improvements since the last inspection are satisfactory, overall, although it is recognised that prior to September 2004, provision and standards were of serious concern. The new staff have made very good improvements this year, especially in teaching, assessing work, planning and setting targets for learning. These factors have led to good improvements in pupils' progress.

STANDARDS ACHIEVED

Results in National Curriculum tests at the end of Year 6, compared with:	all schools			Similar schools
	2002	2003	2004	2004
English	C	B	A	D
Mathematics	B	A	B	E
Science	E*	D	C	E

*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.*

Achievement is satisfactory, overall; there have been weaknesses in the past but progress for this year is good. Standards of the current Year 6 pupils are average in mathematics but below average in English and science. The 2004 grades under the similar schools heading show that there was serious underachievement at the school and, at the start of this year, pupils had some major gaps in their learning, especially in English and science. Good progress has been made and standards have risen by more than those usually expected for one year. Very detailed tracking systems indicate that future year groups will at least attain the standards expected if they continue to receive the quality of present provision.

Standards in Year 2 are average in reading, mathematics and science and variable in writing; overall they are average. Records of progress for Years 1 and 2 exist only for the current year and show steady progress resulting in satisfactory achievement, overall. Numbers are very small in the reception class and there is a high percentage of children with additional needs. Children in this

class do well in personal and social development but do not have enough opportunities to explore and investigate. The current year group will not meet the standards expected of children of their age by the time they begin Year 1. Throughout school, pupils with special educational needs and those who speak English as an additional language do as well as they can because they are well taught.

The pupils' personal qualities, including their spiritual, social, moral and cultural development, are very good. Pupils have very positive attitudes and behave very well. Relationships are very good. Attendance is very high and pupils are generally punctual.

QUALITY OF EDUCATION

The quality of education is satisfactory, overall, and much improved by better assessment and planning. The quality of teaching and learning is good, overall. Teaching in Years 3 to 6 is good and has resulted in good improvements in learning. Lessons cater well for pupils' needs in the mixed-age groups, with good challenges for higher-attaining pupils and good support for those who need extra help. Teaching and learning are satisfactory for the reception group but there is a need to include more practical activities. In Years 1 and 2, teaching and learning are satisfactory; there have been some inconsistencies in practice over the year, and skills of independent learning are not promoted well enough. An action plan is in place to address this issue.

A satisfactory curriculum meets pupils' needs but some aspects of ICT require further emphasis. Lessons are enriched well through out-of-school activities, visits and visitors. Accommodation is unsatisfactory because the school has to rent premises to compensate for the lack of a hall. Resources are satisfactory but, in ICT and the Foundation Stage, some are old and need replacing.

Standards of care, welfare and safety are very good. Pupils are well guided in their personal development. New systems of setting targets for learning make a good impact on progress since pupils and their parents know exactly what is needed to improve. Good links with parents, the community and other schools support pupils' learning well.

LEADERSHIP AND MANAGEMENT

The leadership of the headteacher is very good and management is good. School evaluation and development planning are very good and have led to very good improvements this year. The headteacher has put into place many essential policies, procedures and practices and created a strong team among the new staff. Because there are no other key managerial staff in school, the headteacher shoulders all the responsibilities, creating an exceptionally heavy workload and potential problems as the school develops further. Overall, governance is satisfactory but there is scope for governors to play a more active and strategic role in management.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Parents are very confident in the headteacher and are very pleased with the improvements. Pupils have a renewed enthusiasm for school and are proud of it. Their views are taken into account through feedback sessions and, consequently, they play a major role in school development.

IMPROVEMENTS NEEDED

The most important things the school should do, in addition to completing its action plans, are:

- develop opportunities for children in the reception group to explore, investigate and discover things for themselves;
- extend opportunities for control technology and problem-solving in ICT;
- as and when possible, make longer-term appointments to provide stability in provision and support for management.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning and subjects

By Year 6 standards are average in mathematics but below in English and science. However, pupils are achieving satisfactorily, overall. They have made good progress this year and are overcoming the shortfalls in their previous learning.

Main strengths and weaknesses

- Progress in the key subjects over this year is good in Years 3 to 6 and much improved.
- Progress in Years 1 and 2 has been affected by disruptions in provision, although it is satisfactory, overall.
- Standards in Year 6 are above average in art and design.
- Pupils with special educational needs and those who are learning English as an additional language achieve well in relation to their starting points.

Commentary

1. No records have been retained showing children's attainment when they have entered school in the past. For this year's reception group, attainment is below average, overall. Children achieve satisfactorily but they do not have enough opportunities to explore, ask questions and become independent learners. By the time they enter Year 1, attainment will be below average but all will have achieved what was expected, either in their personal targets or in the areas of learning for this age group.
2. Standards in Year 2 are currently in line with expectations in reading, mathematics and science and pupils have made satisfactory progress. In writing, standards vary between average and below average. Because the cohort is very small indeed, the overall standard is below average. Nevertheless, progress over this year is satisfactory, as is overall achievement. The results of the 2004 tests were very high when compared with schools nationally and those in similar circumstances; all pupils had reached the average level and a good proportion were above this. However, great caution is needed in interpreting the grades since the year group numbers are very small. There are no records to chart the progress of these pupils, and the new teachers have no knowledge of their prior learning; therefore, no reliable judgement can be made about progress in previous years. For this year progress is satisfactory, overall. Pupils' education was disrupted by staff absences in the autumn term but since the spring term there has been a greater consistency in learning and some examples of good progress were seen during the inspection.
3. Standards in Year 6 are average in mathematics and below average, overall, in English and science. This is a similar situation in mathematics and science to that reported at the time of the previous inspection, but standards are now lower in English. The results of the 2004 tests were well above average in English, above average in mathematics and average in science. However, when compared with similar schools, the results were below average in English and well below average in mathematics and science. This shows much unsatisfactory progress and one reason why the local authority decided that the school needed support. Good, and often very good, progress has been made this year in all three subjects. Teachers have concentrated on filling in the gaps in pupils' prior learning, especially in English and science. Taking into account the weaknesses in progress in the past, together with the present strengths, achievement is satisfactory, overall. Current records show that pupils in Year 5 are in line to attain at least average standards by the time they leave school, provided that the quality of provision remains at this current, good level. Of particular note are the

improvements this year in writing, presentation and in scientific understanding. Very good leadership and targeted action planning have led to very good improvements. The most important of these are good teaching, assessment, tracking of progress and target-setting for pupils.

4. Pupils with special educational needs achieve well towards the targets set in their individual education plans. They receive good support and the school makes good use of a wide range of specialist agencies to provide added expertise, especially for those who have a formal statement of special need. The school's system of setting learning targets year on year ensures that pupils, including the higher-attaining groups and those from different ethnic backgrounds, achieve their potential. The provision for pupils learning English as an additional language is good and is reflected in good progress.
5. The school is not on track to meet this year's targets in English and mathematics and there are very good reasons for this. Firstly, the pupils have had serious disruption to their learning in previous years and assessments completed at the beginning of this year show that there were serious gaps in their knowledge and understanding that made the targets unrealistic. Secondly, there is a high incidence of pupils entering and leaving the school part way through their education and between the setting of these targets and the actual tests, there was also a significant increase in the number of pupils with additional needs.
6. Standards in information and communication technology (ICT) are average in Year 6 but skills in control technology and experience of computer simulations are not as secure as the other elements of the subject. Again, very good progress is seen this year, with pupils making up on shortfalls, especially in graphics, word processing and multi-media work. There is good potential to raise standards in the subject with the new, detailed planning, better teaching and better access to resources. By Year 6, standards in art and design are above those normally seen. In the other subjects that were fully inspected, standards are in line with expectations for the pupils' age. No judgement of standards was possible in design and technology, history, physical education and music.
7. Skills in mathematics are used well to support learning in other subjects and those in English and ICT are used satisfactorily. Lessons make especially good links between mathematics, science and ICT, with graphs and spreadsheets used well to consolidate learning in these subjects. Pupils are increasingly using the Internet for research and downloading pictures and text to support their work. There is scope, however, to improve the use of ICT in English work and to extend the range of non-fiction writing across the curriculum.

Pupils' attitudes, values and other personal qualities

Attendance at this school is very good, as also are behaviour and pupils' attitudes. Very good work on personal development ensures that pupils mature well as they go through the school.

Main strengths & weaknesses

- The very high levels of attendance are based on good procedures and parental co-operation.
- Pupils' very good behaviour throughout school ensures an orderly community.
- Pupils' very good attitudes to work and school set a very good climate for learning.
- The very good relationships, together with very good input for spiritual, moral, social and cultural development, help to create confident pupils by Year 6.

Commentary

8. Behaviour, right across the school, is very good and creates a pleasant, relaxed and positive atmosphere. The strengths in pupils' personal development are seen from the early days in the reception class, where children progress well in their personal, social and emotional development. Pupils settle quickly in class, rarely misbehave and adopt the rules of this

small, tight community. This is seen at lunch-times when the entire school sit in the largest classroom and enjoy their meals like a family, with older pupils helping younger ones and all chatting amiably. This typifies the harmonious and inclusive ethos that pervades in this school. Pupils play together well and are very mindful of those who have additional needs. This very good behaviour draws on a clear policy, understood by all. Adults provide good supervision at all times, and a wide range of rewards is used to reinforce good conduct.

9. Attitudes to school and to work are very good. Pupils have a desire to learn; they develop individual learning skills quickly, listen attentively and help one another willingly. The relationships at all levels are very positive. Pupils quickly grow in confidence and take responsibility for formal roles, such as taking the register. They use their own initiative well to help out with everyday tasks, such as tidying-up or organising resources ready for a lesson. Skills of self-evaluation are especially good. Pupils routinely evaluate their own progress towards the lesson's success criteria and discuss intelligently how well they are doing in achieving their longer-term targets.
10. Behaviour, attitudes and relationships have improved since the last inspection, when they were good. However, standards had slipped in the intervening years and several problems were identified at the beginning of the current year. From conversations with pupils, parents and teachers it is evident that boredom, lack of interest and lack of attentiveness had crept in. Teachers have worked hard to inject enjoyment and pace into learning through more demanding lessons, a better learning environment, extra-curricular activities and the theme days. Pupils comment that lessons are more interesting, that they feel challenged and want to do their best. This represents a very good improvement over the year and one that is much appreciated by parents.
11. The very good personal development is supported by very good provision for spiritual, moral, social and cultural development. It is evident that the school promotes a Christian ethos through assemblies, policies, displays and day-to-day relationships. This is reflected in the pupils' very good self-knowledge and their ability to consider the intangible things in life, such as love or mystery. Moral and social development are also very good and evident in the values held regarding behaviour and caring for others. Pupils show good citizenship by collecting for charities. Cultural development is good. Local and national heritage are studied, together with different cultures and religions from the wider world. However, in this rural area, pupils have little contact with those from other faiths that might enhance their skills for living in a multicultural Britain.

Attendance

Attendance levels, regularly achieved, are very high in comparison with the national average. This reflects pupils' very good attitude to school and good parental support. Punctuality is good and pupils arrive eager to start their day's work.

Attendance in the latest complete reporting year (%)

Authorised absence		Unauthorised absence	
School data	3.1	School data	0.0
National data	5.1	National data	0.4

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

Exclusions

Ethnic background of pupils

Exclusions in the last school year

Categories used in the Annual School Census	No of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
White – British	40	1	1
White – any other White background	1	0	0

The table gives the number of exclusions, which may be different from the number of pupils excluded.

12. There has been one exclusion this year, initially for a fixed term, then permanent, of a pupil who was new to the school. The headteacher made good use of outside specialists and worked with the parents in order to secure the best provision in this case.

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The quality of education is satisfactory. There are many good points, but provision is new and has not yet had time to have a full impact on learning. Some aspects of provision have been identified for further development through action planning. Teaching and learning are good, overall. The curriculum is satisfactory and well enriched. The care and welfare of pupils is very good and they receive good support and guidance. Links with parents, the community and other schools are good and make a good contribution to the pupils' learning.

Teaching and learning

The quality of teaching and learning is good in Years 3 to 6 and satisfactory in reception and Years 1 and 2. There are good processes in place for checking pupils' progress and for setting targets in English, mathematics and science.

Main strengths and weaknesses

- Teaching and learning have been consistent and improved very well in Years 3 to 6.
- The quality of teaching and learning has been variable in Years 1 and 2 because of disruptions to staffing; overall, it is satisfactory.
- Teachers use assessment information well to set targets for pupils' learning.
- Teachers use a good range of strategies and resources to challenge, motivate and encourage pupils; they have high expectations of endeavour and behaviour.
- More emphasis on practical work is needed in the Foundation Stage.
- Teaching staff ensure that pupils with special educational needs and those who are learning English as an additional language are fully involved in all lessons and receive the support that they need.

Summary of teaching observed during the inspection in 19 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	2	9	8	0	0	0

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

13. The teaching and learning in the reception class are satisfactory, overall, but there are not enough opportunities for practical activities when children can follow their own lines of enquiry and investigation. There is a good focus on teaching personal and social skills and this is

reflected in the very good behaviour and relationships seen in later years. Mathematical understanding and language skills are taught soundly through teacher-led sessions but there are insufficient opportunities for children to practise and enhance these skills through play activities, such as construction or water play.

14. In Years 1 and 2, there have been many disruptions to learning because of staff absences. Overall, teaching and learning are satisfactory. A good programme of phonics (hearing and articulating letter sounds) is in place and is effective in the teaching of reading and spelling skills. Pupils learn to read with confidence and parents support this process well by helping at home. There is scope, however, to extend writing opportunities across the curriculum. Pupils have work that is well matched to their age and abilities and there is good support from teaching assistants. However, pupils are sometimes guided too heavily by the adult in group situations, and whole-class introductions go on for too long. This restricts the opportunities for pupils to develop skills of independent learning, such as choosing how to record their work. Through lesson observations, management has already identified these areas for improvement and an action plan is ready for implementation next term.
15. Teaching and learning in Years 3 to 6 are good and sometimes very good. Improvements to teaching have been a priority for this age group since many problems in attainment and progress were identified at the beginning of the year. Measures taken include:
 - better planning to make lessons interesting and to increase the pace of learning;
 - higher expectations of pupils' endeavour, attitudes, behaviour and presentation;
 - the sharing of lesson objectives with pupils and a review of progress at the end of each lesson;
 - team teaching and very good deployment of teaching assistants so that pupils have the support or challenge that they need;
 - the introduction of 'theme' days to inject excitement into learning;
 - the introduction of assessment, tracking of progress and target-setting so that work is well matched to the different levels of prior learning in each age group; and
 - an improved learning environment and better resources.The work in pupils' books shows a very good improvement over the year and when interviewed they said that they now enjoyed their lessons and liked coming to school. They spoke with great enthusiasm about the recent science and design and technology days when all pupils were involved in practical activities.
16. Across the school, links between subjects are effective in consolidating learning and providing opportunities for pupils to practise their skills in literacy, numeracy and ICT. In one junior science lesson, for example, pupils used their speaking and listening skills well in discussions and report-backs and used mathematical skills to evaluate the nutritional elements in different cereals. Teaching assistants are well deployed and support learning well. The guidance sheets produced by the class teachers instruct them exactly so they know what they are doing, to what timescale, and they know the expected outcomes in terms of pupils' learning. As a result, they play a full and active part in all aspects of lessons.
17. The information from the new systems for assessing and tracking progress is used well to set targets for learning so that pupils know what they need to improve and how. Together with good feedback from teachers in lessons and helpful comments in marking of their written work, pupils know how well they are progressing towards their targets and how to take responsibility for their own learning. As a result of these measures, higher-attaining pupils are stretched and learn well. Those who have special educational needs and who speak English as an additional language have work that is accurately tailored to their targets.
18. A new and very effective element of teaching is the attention given to the development of pupils' self-evaluation skills. Review sessions at the end of lessons enable pupils to evaluate what they have learned and to decide what else they might want to know. This constant dialogue means that teachers have valuable information about the effectiveness and

enjoyment of the lessons, and learners' views are taken into account when planning new work.

19. Expertise from outside school is used effectively to enhance teaching; for example, gymnastics and sports coaches enhance physical education. Homework tasks are used well to extend what is learned in class or to prepare pupils for new work.
20. The quality of teaching is similar to that reported at the previous inspection. Evidence from test results shows, however, that learning had deteriorated to an unacceptable level prior to this academic year. The new headteacher and staff have done very well to raise the quality of teaching and learning in a short time. Very good relationships exist in classes, and pupils rise to the high expectations because they trust their teachers and are enjoying the new, exciting challenges set for them.

The curriculum

The school provides a satisfactory curriculum for pupils of all levels of ability and there is a good enrichment programme. Accommodation is unsatisfactory because there is no hall space for physical education; resources are satisfactory.

Main strengths and weaknesses

- An innovative approach to curriculum planning introduced in the current year has increased pupils' interest and enjoyment in learning.
- In the Foundation Stage, activities are not always well-matched to the children's level of maturity.
- Provision for pupils with special educational needs is good.
- A broad range of visits, visitors and extra-curricular activities provide pupils with enjoyable extensions to their learning.
- The school has no hall for physical education.

Commentary

21. The curriculum meets statutory requirements, and improvement since the last inspection is satisfactory, although in the current year improvements have been very good. At the time of the last inspection, insufficient time was allocated to some subjects of the National Curriculum. Over the past year the staff have worked very hard to remedy this and there is now a well-planned programme of work in Years 1 to 6 to ensure that all subjects contribute to pupils' interest and enjoyment in learning. This new planning has not been in place long enough to raise standards across the board but pupils' progress is now more rapid. Pupils report that they now find lessons interesting and they are keen to work hard.
22. A significant strength of the new curriculum planning is that it is very closely linked to the pupils' targets and therefore promotes good progress. This year, teachers have included work to close gaps identified in pupils' prior learning and this has been very successful in improving progress and attainment. Although standards in English and science are below average, they are much higher than those assessed at the beginning of the year. However, in the reception class, planning does not yet take account of the level of maturity of the younger pupils and does not provide enough opportunities for children to learn through practical, investigative activities and play.
23. Planning to link different subjects together is developing well. Where appropriate, activities in lessons cross subject boundaries, broadening the scope of pupils' learning and providing them with opportunities to use the gains they are making in one subject to aid their learning in others. Pupils have greatly enjoyed the special 'theme days' that have been developed. The innovative planning for these days has inspired pupils and injected much enjoyment in learning. However, in some subjects, such as history and religious education, the teaching of core facts is still dominating over the need to develop skills such as enquiry or interpretation.

Planning for ICT to support learning in other subjects is satisfactory, overall; it is good in subjects such as numeracy or science but could be extended further in English.

24. Thorough planning gives all pupils, including those from minority ethnic backgrounds and those who are learning to speak English as an additional language, the opportunity to take advantage of all the experiences the school offers. Effective provision has been developed this year for pupils with special educational needs. The curriculum is modified thoughtfully to ensure that they have work that is similar to that of other pupils whilst matched to their individual needs. A new action plan for pupils learning English is also proving successful in meeting needs and is a further improvement in provision.
25. Provision for personal, social and health education and citizenship is good and permeates lessons such as science or geography. Displays in the classrooms and central areas celebrate pupils' awareness of this aspect. Pupils are encouraged to express their opinions and to reflect on the many important issues that affect their everyday lives. Suitable provision is made for sex and relationships education and for raising pupils' awareness of the danger of drug misuse.
26. Educational visits and visitors make a good contribution to pupils' learning. Governors are involved in this process and their visits to school to share their knowledge and special expertise has increased pupils' understanding of the workplace and provides good adult role models. Many pupils take full advantage of the activities the school provides beyond the school day, which cover a good range of sports and intellectual activities. These are valuable extensions to pupils' academic and personal learning.
27. Currently, there is a good match of teachers to the curriculum but most are not permanent members of staff and so there is no guarantee that the recent, good developments can be maintained. The school's accommodation is attractive, and teaching areas are of a good size. However, physical education is taught in the nearby village premises because the school does not have a hall. While this provides a good link with the local community, the school is dependent on the goodwill of others and should this be not forthcoming in the future, for whatever reason, the school would not be able to maintain the current level of provision. The school has satisfactory resources in most subjects, but in ICT they are old and the limited resources in the Foundation Stage sometimes limits the scope of teachers' planning and pupils learning.

Care, guidance and support

Care, welfare, health and safety are very good. The school also works very well to involve pupils in the day-to-day work of the school. Good support and guidance is provided for both personal and academic development.

Main strengths and weaknesses

- Very good care is given to all issues having an impact upon pupils' health, safety and welfare.
- The very good ethos of the school and the secure and friendly environment promotes personal development effectively.
- Very good opportunities are created for pupils to contribute to the running and development of the school.
- Pupils have clear, helpful targets for learning to guide their progress effectively.

Commentary

28. The current staff show outstanding commitment and dedication to establishing a strong network of care and support for the pupils. Close and valuable relationships, together with detailed knowledge and insight of all pupils, have been developed in just the past year. This allows for very good understanding of individuals' needs and support for personal

development. The greatest testimony to all this is the way that Year 6 pupils (those who were most disrupted) speak with affection for the school, expressing enjoyment and pride in their work. Meticulous care is taken to ensure key procedures, for example, in health and safety, child protection issues and risk assessments, are all thoroughly understood and followed. The new, detailed records developed since September 2004, are kept appropriately and this marks a good improvement in this important aspect of school life. One weakness related to safety reported at the time of the last inspection has been fully addressed.

29. The family ethos of the school promotes very good relationships and communication. Induction to the school is good and the several pupils joining part way through their education are warmly received and carefully brought into the family. Adult supervision at all times is very good. Pupils say they feel safe and would not hesitate to seek help from a friend or adult if they should experience any problem. The school runs smoothly, supported by a number of monitor roles taken on by older juniors. In terms of consulting pupils, a very effective system operates whereby they submit 'Post-It Notes' with their suggestions for change. These notes are analysed regularly, feedback is given and action taken on issues that arise frequently. The same process is used for pupil's evaluation of lessons and of their own learning. In total, therefore, pupils' views are sought and taken very seriously; they are appreciative of this fact and feel that they play an important part in the running of the school.
30. Guidance for pupils' academic progress is good. Pupils know their targets for learning, which are kept in the front of books, displayed in the classroom for ease of reference and shared with parents. An emphasis on self-evaluation helps pupils to review their own strengths and to set their own targets; in turn, this extends their skills of independent learning. Pupils who have special talents are recognised through the school's assessment systems and are given appropriate challenges in their work.

Partnership with parents, other schools and the community

The school has good partnerships with the parents, other schools and the local community.

Main strengths and weaknesses

- Staff maintain very good communications with parents.
- Parents provide practical help for the work of the school.
- There are good links with other schools that benefit teaching and learning, enhance the curriculum and assist the transfer of pupils to secondary schools.
- Pupils derive many benefits from the good partnership with the local village community and the church.

Commentary

31. The good partnership with parents was established this year after a period of disruption and difficulties. At the meeting, parents expressed much appreciation for the much improved and good amount of information they now receive, especially about their children's progress. The good home-school partnership is evident through the well-attended parents' evenings. These are described as very useful because parents not only learn about their children's progress, but also have opportunities to discuss learning targets. On an everyday basis, contact with parents is open and friendly. The headteacher greets most parents each morning, and class teachers are readily available at the end of the day. In returned questionnaires, 100 per cent of parents agreed that they felt comfortable approaching the school and that the school takes account of their views and suggestions.
32. For their part, the parents support the school well by running a very active association that combines successful social events with fund-raising. They ensure the very good attendance of children and provide good help for reading and homework. Through the returned

questionnaires, parents expressed their very good satisfaction with the new, improved school and this message was repeated at the meeting.

33. The school has built many beneficial links with other local educational establishments. Active membership of a local small schools' cluster and a learning network brings funds and expertise for numeracy, literacy and ICT. Through links with the secondary schools, pupils benefit from added tuition in physical education and sport. In return, Wreay offers places for students seeking work experience, who bring added interests and skills to share with pupils. This good contact with secondary schools and the teachers assists pupils' transfer. During the inspection, one school had organised a picnic for several small schools preparing for the move to Year 7 so that pupils could meet each other before the first day of term. Pupils pointed out that going from such a small school to a large one is made easier if you know a few more people beforehand.
34. Good partnerships have also been forged with the local community, particularly with the local church. The headteacher arranges for the local vicar and other ministers to take assemblies, which adds to the spirituality of the proceedings. Local residents see the school as a central feature of village life and are keen to involve pupils in village fêtes and general celebrations. This supports the concept of citizenship well. Several residents come into school to help with reading or gardening and governors regularly support activities such as cookery or local history. The use of the village hall is a major boost to resources, since, without it, there would be no facilities for gymnastics.

LEADERSHIP AND MANAGEMENT

Leadership is very good and management is good. Governance is satisfactory.

Main strengths and weaknesses

- The headteacher provides very good leadership that has resulted in rapid improvement over this academic year.
- A thorough evaluation of the school's performance has led to good, targeted improvement planning.
- Because the teachers are temporary, there is little security for future provision and no senior management to assist the headteacher.
- There is a very basic amount of administrative support.

Commentary

35. The headteacher provides very good leadership for the school. Parents and pupils agree that there is a refreshed feel to the school, bringing renewed pride, energy and enthusiasm. Together with the present staff, the headteacher has been successful in developing a strong, caring ethos, which is reflected in the very good standard of pupils' personal development and their rediscovered enjoyment of lessons. At the time of the inspection, the headteacher was the only permanent member of staff; other teachers were on supply or temporary contracts. The good teamwork seen and the settled, routine atmosphere is a further indication of very good leadership. There is a strong commitment to inclusion. Leadership and management for special educational needs are good and specialist advice is sought, where needed, to ensure that pupils can take full advantage of all that the school has to offer. The headteacher and governors ensure that all statutory requirements are met.
36. Management is good. At present, the headteacher undertakes all senior management functions and is well supported by the staff on a voluntary basis. Improvement work is carefully prioritised, challenging the time-scales set and the outcomes are rigorously checked. As a result, the following very good improvements have been achieved:
 - the monitoring of teaching, learning and standards has been introduced this year and much work done to tackle identified weaknesses;

- the development and management of curriculum and lesson planning, together with new assessment, tracking and target-setting systems, has had a major impact on learning. This is especially evident in Years 3 to 6 where progress has improved from below average to good;
- the use of performance data from national tests to identify areas for improvement; and
- the development of a very wide range of policies and procedures to ensure a safe, stimulating learning environment and to provide good care of pupils.

37. Because there was no senior member of staff in school to assist the headteacher at the time of the inspection, the usual judgement of the effectiveness of key staff cannot be made. However, temporary staff are making a good contribution to management and, together with the headteacher, have given time after school and at weekends to develop and drive through the improvements. Parents and governors both expressed their appreciation of these efforts, which show a very strong dedication and commitment to the school. However, there is no security for future provision and management since the staff are temporary and governors are relying on a substantial amount of goodwill. Administrative support is competent but there is too little, which means that the headteacher often covers routine matters.
38. The governors are supportive of the school and have the interests of the pupils at heart. Some visit the school regularly and have a secure overview of day-to-day issues and the improvements made this year. They are undergoing a self-evaluation process and are committed to attending training in order to develop their expertise. It is anticipated that this will provide them with the skills needed to play a more strategic role in managing the school and in directing and shaping the vision for its future development. At present, there is little evidence of their supporting the headteacher by taking some management responsibilities; therefore, governance is satisfactory with a good capacity to improve.
39. The main aids to learning are very good relationships and supportive parents. The main barrier to learning, which is outside the headteacher's influence, is the high number of pupils who enter and leave school part way through their education. Other problems that are identified for improvement this year include:
- improving teaching and learning and the environment in The Foundation Stage and Years 1 and 2;
 - continuing to close gaps in pupils' prior learning in Years 3 to 6;
 - improving resources; and
 - appointing a senior manager and permanent teacher as soon as possible.

Financial information

Financial information for the year April 2004 to March 2005

Income and expenditure (£)		Balances (£)	
Total income	176,944	Balance from previous year	8,996
Total expenditure	181,414	Balance carried forward to the next	-4,470
Expenditure per pupil	4,424		

40. The school has faced substantial, additional costs this year due to staff absences. The deficit of just over two per cent was agreed with the local authority, since new resources were vital to making the improvements needed. Careful consideration is given to all spending options when purchasing services and resources. The school provides satisfactory value for money, taking into account the pupils' attainment and improved achievement, their very good personal development, the quality of teaching, leadership and management and costs that are above average.

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

AREAS OF LEARNING IN THE FOUNDATION STAGE

Provision in the Foundation Stage is satisfactory.

The small numbers in the school means that there can be wide variations year-on-year in the overall level of attainment. In the current year group, attainment on entry to school is below average. No assessment records are available for previous years so no overall view can be given. Children's achievement is satisfactory. Although the group as a whole will not attain the levels expected for their age in all areas of learning, those who began in September with average or higher attainment will reach or exceed them, and all children will attain the targets set for them.

Overall, teaching is satisfactory with some good features. There is, however, a lack of opportunity for children to engage in activities that they plan or initiate themselves. This sometimes limits their enthusiasm for learning and their skills in discussion and negotiation with one another. Provision for pupils with special educational needs is very good; there is constant help and support, which promotes very good progress. Specialist help is sought to ensure that all needs are fully met. The accommodation is satisfactory but there is lack of resources for both indoor and outdoor play, which sometimes limits the range of experiences offered to children. For example, there are very few wheeled vehicles or resources to encourage investigation of sand or water.

Leadership and management are satisfactory. The assessment of children's progress is good and is used well to plan the next steps in children's learning. Satisfactory improvements have been made this year with the introduction of better planning, accommodation and resources, but further developments are still needed.

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Provision in personal, social and emotional development is **satisfactory**.

Main strengths and weaknesses

- Children know and enjoy the routines of the day.
- Very good relationships between adults and children help children feel secure and confident in their learning.
- There is too little time and space for children to focus on their own interests and too few opportunities to engage and negotiate with one another.

Commentary

41. Teaching is satisfactory, overall, and good in some aspects. This is reflected in children's good attitudes, behaviour and relationships and they are on course to reach the goals set for them by the end of the reception year. When children start in the morning, they are keen to come to school and they separate happily from their parent or carer. They are eager to add a smiley or sad sticker to their own photograph to let others know how they feel, and adults support this good routine by sensitive discussions with those who have chosen a sad face. Well-established routines encourage good behaviour and are effective in ensuring smooth organisation through the day. Children have a good understanding of what is expected of them - for example, to stop what they are doing at a signal from the teacher. However, because opportunities for them to choose an activity for themselves and to initiate ideas are limited, they do not develop enough confidence to ask their own questions or to explore and investigate.

COMMUNICATION LANGUAGE AND LITERACY

Provision in communication, language and literacy is **satisfactory**.

Main strengths and weaknesses

- Reading is promoted successfully and children achieve well.
- Teachers do not provide enough opportunities for children to write.

Commentary

42. Teaching and children's achievement are satisfactory, overall, although the majority of children are unlikely to attain the levels expected when they move into Year 1. Progress is good in communication, speaking and listening and reading but just satisfactory in writing. In general discussion times, children benefit from the ideas and comments of older children in the same class. They listen well and are eager to contribute themselves. In a much enjoyed session, all the children joined in with the sequencing of the events of a teddy bears' picnic. Adults use stories well to develop children's learning and, as a result, they relate their favourite tales enthusiastically. Parents have been given good support in understanding how best to help their children practise reading; as a result, the home-school reading project has had a good impact on progress.
43. Although some good methods are used to teach letter formation, too often adults provide words for children to copy rather than encouraging them to have a go at writing their own messages. There are few opportunities to write in the activities planned; the writing area is not well-stocked, nor does it offer tempting ideas or inspiration.

MATHEMATICAL DEVELOPMENT

Provision in mathematical development is **satisfactory**.

Main strengths and weaknesses

- Work is planned well to build on children's previous knowledge and understanding.
- Children enjoy mathematical tasks and persevere well with their work.
- There are too few opportunities for children to use their mathematical skills when working on other activities.

Commentary

44. Children's achievement is satisfactory, overall, and those of higher attainment achieve well because they work on challenging tasks with older pupils. Although there are some good features of the teaching, overall it is satisfactory because not enough use is made of play activities to help children investigate and explore mathematics on their own. When children work on focused tasks, adults assess their understanding well and the information is used effectively to plan work so that children can move on quickly with their learning. Sessions start well with mental and oral work that children enjoy. Other tasks are sometimes less appealing because counting and sorting is done with pictures rather than real objects in real situations. For example, instead of making a paper record of different coloured socks, the children could have created a three-dimensional graph by pinning real socks on their play 'washing-line'.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

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

Main strengths and weaknesses

- Children's interest is captured well through a wide programme of work.
- Visits to places of interest and to the locality are used well to develop learning.
- Children do not have enough opportunities to select resources and investigate materials for themselves.

Commentary

45. Teaching is securely based on lively topics and an interesting programme of work. It is satisfactory, overall, with some good features. Children are on track to attain the levels expected of them in this area of learning. They are very interested in the world around them and enjoy the class discussions and the teacher's explanations. For instance, children describe the living conditions that small creatures need. Visits to places of interest, such as the sculpture park or museum broaden their experiences so that they can talk about times long ago and places beyond their homes. Overall, however, there is a lack of opportunities for them to investigate and explore for themselves because sessions are too directed and structured by the teacher.

PHYSICAL DEVELOPMENT

46. No overall judgement can be made for this area as no teaching was seen in the two days of the inspection. Lesson plans show that children have satisfactory opportunities to learn to move with control and co-ordination. During outdoor playtimes with the older pupils, children run and dodge, showing awareness of space and with the control expected for their age. Planning shows that they are given enough opportunities to use small equipment and to handle a variety of tools. The outdoor area was not used during the inspection. Although this was partly explained by inclement weather, it is clear that this is an aspect of provision that is not developed sufficiently.

CREATIVE DEVELOPMENT

Provision in creative development is **satisfactory**.

Main strengths and weaknesses

- Teaching is good and children achieve well in these sessions.
- Imaginative role-play and opportunities for children to explore picture making on their own are too limited.

Commentary

47. The teaching seen on inspection was good and children are achieving the levels set for them in a number of creative areas. In a good session, when children explored different musical instruments, they made good progress in understanding how to change sounds from softer to louder, or fast to slow. They enjoy singing and have acquired a reasonable repertoire of songs that they know. In an exciting lesson that followed their visit to a sculpture park, children created interesting forms using small logs of wood, leaves and flowers. They thoroughly enjoyed investigating the textures of these natural resources, making good choices about what they wished to create. Although the teacher's planning indicates that children have opportunities to paint and to develop imaginative role-play, this was not seen on inspection and opportunities were missed to extend learning through creative, free-choice activity.

SUBJECTS IN KEY STAGES 1 AND 2

ENGLISH

Provision in English is **satisfactory**.

Main strengths and weaknesses

- Teaching and learning in Years 3 to 6 is good.
- Pupils' understanding of how well they have learnt and what they need to do to improve is very good.
- The school's focus on good presentation over the past year has been successful.
- Parents make a strong contribution to pupils' progress in reading.
- In Year 6, pupils have gaps in their knowledge of grammar and their understanding of writing styles and so standards are below average.
- The methods of teaching writing in Years 1 and 2 are not always well chosen.

Commentary

48. Although results were well above average in the 2004 National Curriculum tests at the end of Year 6, there was underachievement in the subject. Over a three-year period it is clear that pupils have not done as well in English as in mathematics. At present, standards are below average, which reflects underachievement in previous years. They are now making good, and often very good, progress and catching up well. Thorough planning has been put in place over the past year that is securely linked to new assessments. It provides well for pupils at different stages of learning in each class. New systems for target-setting provide substantial challenge and good guidance for pupils. Overall, their achievement is satisfactory when taking into account weaknesses in the past and the current good rate of learning.
49. Pupils in Year 2 reach the standard expected in speaking and listening. In Year 6, pupils' skills in listening are at the level expected for their age, but those in speaking are below. Their vocabulary is of a reasonable breadth and, in a science lesson, general discussion in groups was good. However, pupils are not as good at proposing or clarifying their opinions. In both Years 2 and 6, pupils achieve well in reading. They use their skills well to search for information from various sources. Pupils in Year 6 write pieces of sufficient length and complexity but do not always choose sentence structures or vocabulary well to suit the style of their writing. Some average- and lower-attaining pupils still struggle to use correct punctuation and grammar.
50. Teaching in Years 3 to 6 is good. In Years 1 and 2, although there are good features to the teaching, it is satisfactory, overall. In both stages, teachers identify clear objectives for each lesson and share these in simple language with pupils, so they know exactly what it is they are expected to learn. Pupils are well motivated as they try hard in each lesson to achieve the objective and, at the end, there is a good session to check how well everyone has done. Teachers have high expectations of children's efforts and of the presentation of their work. As a result, pupils start work quickly, their writing is legible and their work attractive. Teachers mark work thoroughly in Years 3 to 6, giving clear indications of how well individual pupils are doing towards achieving their targets. In Years 1 and 2, although verbal explanations are good, marking is often vague and does not do enough to pinpoint where improvement is needed. Teaching methods in Years 3 to 6 are generally well chosen, providing a good balance of learning within spoken, written and reading tasks. In Years 1 and 2, there are too many worksheets that limit children's opportunities to write for themselves.

51. Pupils with special educational needs and those who are learning to speak English in addition to their home language have individual plans that are closely matched to their learning needs. Because all pupils feel valued, they participate fully in all class activities. Good support from teaching assistants and teachers makes effective use of specialised programmes of work. As a result, pupils make good progress in relation to their prior learning.
52. The good leadership and management of the headteacher over the past year has been effective in improving pupils' attitudes to learning. New planning has been put in place so that teachers provide well for the several age ranges within each class. Despite the fact that many are temporary, the small number of staff work together very well as a team. They share best practice when possible and work together to meet the needs of all pupils. The headteacher, as subject co-ordinator, has a clear-sighted view of the effectiveness of planning and pupils' progress. An action plan is in place to address the issues in teaching in Years 1 and 2. In view of the good developments over the past year and the secure nature of current planning, improvements since the last inspection are satisfactory.

Language and literacy in other subjects

53. Provision is satisfactory. Good links between subjects have been identified and used effectively in current work. Key vocabulary is identified in each subject and this is having a very beneficial effect on pupils' skills in oracy and literacy. There are good opportunities for technical and observational writing in science and evaluative work in art and design. However, planning is new and the school has not yet had the opportunity to review and develop all schemes. As a result, literacy is not always as well promoted in all other subjects as it could be, especially in history and geography. Pupils have satisfactory opportunities to use word-processing programs and to research using the Internet.

MATHEMATICS

Provision in mathematics is **good**.

Main strengths and weaknesses

- Pupils have good opportunities to use and develop their skills through investigating problems.
- The school has worked hard to improve pupils' attainment and progress.
- There are good procedures for assessing pupils' progress and setting targets for learning.

Commentary

54. Standards are average in Year 2 and Year 6, as they were at the last inspection. In the meantime, however, progress, as shown in the national tests, had dropped to well below average for the junior pupils. There have been good improvements this year to improve learning and fill in the gaps in pupils' knowledge and understanding. Progress over this year, as seen in pupils' books, their assessment records and in lessons, is satisfactory in Years 1 and 2, and good in Years 3 to 6. Bearing in mind the weaknesses in the past and current strengths, achievement is judged as satisfactory, overall. The improvements in Years 3 to 6 are due to good teaching, a good emphasis on applying skills in problem-solving activities and the setting of targets to move pupils' learning on at a fast pace. Some examples of good work were seen in Years 1 and 2 but this class has had considerable disruption over the year, which has adversely affected the pupils' overall progress. There is good capacity to improve attainment further now that consistent planning and assessment systems are in place across the school.
55. Pupils in Years 1 and 2 use a good range of strategies to calculate. For example, they double numbers, estimate to the nearest ten or use a number square. Most Year 2 pupils deal with simple problems in money, use numbers to 100 and have a sound understanding of shape, measurement and time. By Year 6, pupils are confident and accurate in their mental

computation and have good skills for solving mathematical problems. In one very good lesson seen, they followed a seven-step system that included focusing on the key mathematical functions, estimating the answer and double-checking the result. As a result, pupils were able to break down more complex problems into easier steps and used their knowledge across all aspects of mathematics to find answers. Work over the year shows a sound understanding of all aspects of mathematics such as shape, handling data and algebra.

56. Teaching is satisfactory in Years 1 and 2 and good in Years 3 to 6; overall, it is good. Lessons in the juniors proceed at a fast pace and there is good challenge for the higher-achieving pupils, together with good support for those with special educational needs. There is a good emphasis on teaching key mathematical vocabulary, which helps pupils to explain their working out and is very beneficial for the small percentage learning English as an additional language. Teachers are taking good opportunities to use ICT to enhance learning. For example, pupils used spreadsheets to work out compound interest when learning about percentages. The infant pupils have had several different teachers, resulting in an inconsistent approach over the year. At present, their learning is satisfactory and sometimes good. On occasions, they spend too long listening to the teacher rather than getting on with the task. The marking of pupils' work is good in Years 3 to 6, with useful advice for pupils about what they should do to improve; in Years 1 and 2 it is satisfactory. An action plan is in place to address the issues in Years 1 and 2 and is scheduled to start soon.
57. The subject is led and managed well. A thorough analysis of test results and school assessments highlighted many areas for development at the beginning of the year. Focused planning, good target-setting and booster classes have enabled the majority of pupils to make good the previous shortfalls in learning and to achieve average standards. In the space of one year, some have almost made the progress generally expected over two years. Frequent checks show that boys and girls, pupils of different ethnic groups and those who speak English as an additional language achieve equally.

Mathematics across the curriculum

58. Pupils' mathematical skills are well applied in other subjects. Infant pupils use a pictogram to record the results of their survey and to interrogate the information gathered. Juniors know the importance of accurate measuring in their scientific investigations and are confident in handling the resulting data and presenting their findings using a variety of charts and graphs.

SCIENCE

Provision in science is **good**, currently.

Main strengths and weaknesses

- Teaching is good and is successful in raising achievement through an increased emphasis on investigational work.
- There are good systems in place to assess and track pupils' progress through school and to set targets for learning.
- Pupils enjoy their work and collaborate very well on problem-solving tasks.

Commentary

59. Standards match the national average by Year 2 and progress is satisfactory. Although standards are below the national average by Year 6, the rate of progress through Years 3 to 6 is sufficiently rapid because a thorough analysis of pupils' knowledge and understanding has led to a focused programme aimed at overcoming shortfalls in previous learning. This rapid progress is seen, particularly in the good improvements made this year in the development of skills in experimentation and investigation. While attainment in national tests is similar to that at the last inspection, results have fluctuated in the intervening period. In 2004 attainment

matched the national average. Even so, achievement based on prior attainment is unsatisfactory. There is good capacity for attainment to rise further as pupils continue to benefit from a good balanced, curriculum and good teaching. Tracking records are already indicating higher standards for Year 5 and below if the quality of provision is sustained.

60. The quality of teaching in the two lessons seen was good and led to good learning. Taking into account a broader range of evidence, including the scrutiny of pupils' work and progress over time, teaching and learning are judged as satisfactory in Years 1 and 2 and good in Years 3 to 6. Disruptions to learning over the year are the main reason for the differential between classes. There are strengths in the provision, including good support for pupils with special educational needs and a strong emphasis on practical work, both of which make a good contribution to learning. Pupils have good opportunities to apply what they learn and this enhances their attainment. For example, infant pupils designed a pond using their knowledge of materials and those in the juniors applied their understanding of solids and liquids when explaining why things dissolve at different rates. Teachers expect pupils to work hard, and task sheets for practical investigations include time allocations so that pupils know what they are expected to cover. Lessons are very well planned at different levels to cater for the wide range of abilities in the mixed-age classes. Therefore, all have the challenge or support they need to do well.
61. Pupils thoroughly enjoy practical work and share resources and ideas freely. The teachers set open-ended tasks in their science lessons so that pupils have to organise themselves, decide on a plan of action, predict what might happen, try out their ideas and make sense of the outcomes. This is encouraging pupils to think and act as scientists and promotes good progress. There are several pupils at the school who learn best through a practical approach and they do especially well in the experimental and investigative tasks.
62. There are good links with mathematics and ICT; for example, pupils measure carefully and are competent at producing graphs, both hand-written and in electronic format. Staff promote speaking and listening skills well and check that pupils understand new terminology. As a result, pupils who have communication difficulties or who are learning English as an additional language are enabled to join in discussions with confidence. Teaching assistants are deployed effectively, for example, to provide additional help for pupils who work at a slower rate or for those who find it difficult to clarify their thoughts or record their findings. This supports the pupils with special educational needs and those who speak English as an additional language effectively so that they achieve as well as the majority.
63. Progress is assessed regularly and targets are developed to guide pupils' next steps. Very good leadership has led to good improvements in progress this year. Good management of the curriculum and constant evaluations of provision are also underpinning the developments and driving the subject forward. The science 'theme days' inject much excitement in learning and pupils of all ages talk enthusiastically about the practical experiences they have enjoyed on such occasions. Since the previous inspection, good improvements have been made to the provision for science, especially in the curriculum and assessment.

INFORMATION AND COMMUNICATION TECHNOLOGY

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

Main strengths and weaknesses

- Teaching and learning are good.
- The reorganisation of resources has provided more frequent opportunities for learning.
- Some resources are old and the networking system has flaws.
- Work on control technology and problem-solving using computer simulations are not as well developed as the other elements of the subject.
- Computers are generally used well to support work across the curriculum.

Commentary

64. Attainment is currently in line with expectations by the end of Years 2 and 6 and pupils' achievement is satisfactory, overall; with some strengths and weaknesses. Standards have improved this year because the available resources have been organised and linked into a computer suite so that skills are taught to groups of pupils rather than individually. Teachers have developed a broad and well-planned curriculum and include ICT work in many other subject lessons. Achievement in word processing, handling data, presenting information and multi-media work is now satisfactory and much improved since the last inspection. Pupils have worked hard to plug gaps in their prior learning. New programs have been bought and are used well, but more hardware and software for control technology and problem-solving are required in order to extend pupils' experience and confidence in these two areas.
65. Teachers are confident in their knowledge and understanding of the subject and their expectations are high. Work is presented in interesting ways and this promotes enthusiasm and positive attitudes. In a good junior lesson, some pupils were given the task of making a 'tables calculator'. They successfully produced a spreadsheet that worked perfectly when tested by the class and received spontaneous congratulations from fellow pupils. The good support and questioning, and the interesting nature of the activity, all ensured a good pace to learning. Teachers provide good support for pupils with special educational needs and for those who are learning English as an additional language and both groups benefit from the good sharing of ideas and expertise among classmates.
66. Pupils collaborate very well in this subject, sharing ideas and equipment sensibly and helping to troubleshoot problems that arise. The Internet policy ensures pupils' safety and they know very well about the dangers of revealing identities or communicating with unknown individuals.
67. The leadership and management are good and there have been good improvements in the provision since the previous inspection. The subject has a high profile in school and the good relocation of the hardware enables pupils to use computers on request during other subject lessons. Assessment is now good and used effectively to track pupils' progress and to check that the curriculum is suitably planned. Most of the computers are older than usually seen in schools today and there are occasional problems with processing speed and accessing the Internet. The headteacher and governors are aware of the situation and plan to start a programme of replacement next year, as funding allows.

Information and communication technology across the curriculum

68. Pupils' ICT skills are applied well in most other subjects, with the exception of English. Teachers often link the ICT skills being taught to subject studies, making learning meaningful. For example, junior pupils used the Internet to find information about the Egyptians and collated this into some interesting multi-media presentations. Computer-generated graphs are much in evidence and pupils' work on spreadsheets links well with mathematics. The electronic microscope is used effectively to support scientific investigation and digital and video cameras are used very well by staff and pupils to record and evaluate work. Some word processing is evident but there is scope to extend the use of ICT in drafting, editing and presenting work.

HUMANITIES

69. There was not enough evidence to judge provision, achievement or the quality of teaching and learning as there were no **history** lessons during the inspection. Pupils' work indicates that they cover an appropriate range of work through the year. This marks a good improvement since the last inspection. Although teachers' marking sometimes challenges pupils' thinking as to why events occurred, planning does not focus enough on aspects of historical enquiry or interpreting different sources of information. In discussion with pupils in Years 5 and 6, they recalled a good number of facts about the Tudor period but they found it difficult to identify reasons for events or compare this period of time with another. Pupils' written work has

improved markedly through the year but there is still scope to develop imaginative or empathetic writing.

Religious education

Provision in religious education is **satisfactory**.

Main strengths and weaknesses

- The subject makes a good contribution to pupils' cultural education.
- There are good links with local clergy.

Commentary

70. Standards in Year 2 and Year 6 are in line with the expectations of the locally agreed syllabus, as they were at the time of the previous inspection. Achievement is satisfactory. Across the age groups, pupils have a sound understanding of Bible stories and older pupils understand that religious belief often influences people's way of life. There is a good emphasis on learning about world religions and pupils know about the main leaders, festivals and important events in different faiths. Planning often include a good emphasis on cultural education. For example, in a good lesson about Hannukah, pupils made cards and food for the occasion while others tried out games traditionally played at this time. Through such practical and enjoyable investigation, pupils gain a valuable insight into how the festival is celebrated.
71. Teaching is satisfactory, overall, and good for Years 3 to 6. Planning sometimes includes an element of personal education where moral and social issues are discussed but this aspect could be improved. For example, pupils learn about Bible stories but do not always explore the messages and meaning for us today. Good links with the village church enable pupils to study church furniture, architecture and artefacts. The daily act of worship further enhances provision for religious education and pupils thoroughly enjoy the assemblies led by visiting clergy.
72. Leadership and management are satisfactory; provision and attainment are monitored regularly. The cycle of planning ensures that pupils cover all the Programme of Study, developing skills, knowledge and understanding progressively. Pupils with special educational needs often do well in the oral sessions and are supported effectively when recording work. Resources are limited but well supplemented by borrowing from the local authority's loan service.

Geography

Provision in geography is **good**.

Main strengths and weaknesses

- Teaching is good and, as a result, pupils make good progress in their lessons.
- Pupils' work on plans and maps reaches a high standard.
- Pupils enjoy the subject and are enthusiastic about their learning.
- The subject is well-planned and based on assessment.

Commentary

73. Only one lesson in geography, in Years 3 to 6, was seen during the inspection but completed work, teachers' planning and discussions with pupils provide sufficient evidence to show that pupils of all ages have made good progress over the current year. It is impossible to judge the pupils' achievement, overall, because there are no records to show at what level they started their work in this subject. Currently, the standard of pupils' work is that expected for

their age in Year 6 and there are some strengths in mapwork. Pupils draw maps very carefully, use keys and colours well and are proficient at using six-figure references. By the end of Year 2, pupils use simple terms to describe what places are like and they reach the standard expected for their age.

74. Pupils in Years 3 to 6 say that they have enjoyed learning about the different topics they have studied this year. The topic on water and rivers was particularly relevant to them as this area had experienced serious flooding earlier in the year. Teachers link geographical work very well to topical subjects and this helps to make the subject interesting to pupils. In a good lesson in Years 3 to 6, for instance, the teacher used the current focus on poverty to help pupils gain insight into the size and nature of various countries in Africa. At the start of each lesson, teachers give pupils a clear understanding of what they are expected to learn and there is a lively session at the end to check how well everyone has done. Work is adapted well to suit the learning of those with special educational needs, and those of higher attainment are given extra challenge.
75. The subject has been well led and managed over the past year so that a secure planning system is in place, using the national guidance for the subject. There is a good assessment system and this is used well to check on pupils' progress and to make sure that work builds on pupils' prior knowledge. There has been good improvement since the last inspection, especially in the time given to the subject and the scope of the curriculum.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

76. During the two days of the inspection, physical education, music and design and technology were sampled because there was insufficient evidence to make secure, overall judgements on standards and provision.
77. In **design and technology**, pupils investigate commercial products before designing and making their own. Junior pupils showed that they understood the criteria needed for a successful money container when they experimented with different designs. Specifications included waterproofing, strength and good fastenings, showing a good insight into possible wear and tear. Pupils produce design sheets to illustrate their intentions and are learning to evaluate their own and their classmates' work critically.
78. The learning is enhanced by theme days that are very much enjoyed by the pupils. The most recent involved a variety of activities, largely based around design and technology topics but also bringing in numeracy, literacy, scientific and ICT skills. As they designed and made biscuits, pupils considered taste, allergies and hygiene. They recorded their intended design and work schedule, measured accurately and evaluated their products, both orally and in written form. Planning is now good and the curriculum covers all aspects of the subject, with sufficient time allocations in place. This marks a good improvement since the last inspection when provision in the subject was an issue.
79. No **music** lessons in Years 3 to 6 were taught during the inspection and so it was not possible to judge pupils' achievement and standards at the end of Year 6. One lesson was seen in the infants and this indicated that, by the end of Year 2, pupils attain a satisfactory standard. In this good lesson, pupils showed that they understood how to create musical patterns and were generally familiar with a range of untuned instruments. The lesson provided a good opportunity for them to represent musical scores by using invented signs and symbols. A good proportion of pupils in Years 3 to 6 attend extra lessons given by a music specialist. These provide pupils with good knowledge of traditional notation, performing skills and appraising work. However, pupils stated that they had few opportunities to perform to the whole school or to include their learning from their extra tuition in general class lessons. Singing during assembly is of a satisfactory standard.
80. Good planning shows that all elements of **physical education** are covered over the school year. Personal, social and health education is incorporated within lessons as pupils learn

about the benefits of exercise and how to work as a team. Pupils talk about good opportunities to evaluate and improve work. Those with special educational needs are well supported and have equal access to all activities. In the discussion with Year 6 pupils they were enthusiastic about the subject and told of the good range of sports activities they enjoy, sometimes with other schools, and of the clubs in which they take part.

81. Records show that attainment and achievement in swimming are good. Virtually all pupils are successful in reaching the nationally expected standard, with many working at more advanced levels. The school arranges a good level of contribution from outside skilled professionals. These include a gymnastics coach for infant pupils and sports specialists for the juniors, providing additional activities such as Kwik Cricket, hockey or tennis. The curriculum includes a good emphasis on safety and health. Pupils understand the importance of warming-up and cooling-down activities and appreciate the benefits of exercise on the body.
82. The lack of indoor facilities is overcome by access to the village hall, where regular lessons take place and the essential equipment is stored. This facility is not secure for the future since it is rented, and the provision depends on the on-going goodwill of the village community. The sports field and ample hard surface areas support outdoor activities well. There are good opportunities to join in competitive activities, both within school and against local teams. Consequently, pupils have opportunities to develop skills of sportsmanship and fair play.

Art and design

Provision in art and design is **good**.

Main strengths and weaknesses

- There have been good improvements in provision and learning since the last inspection.
- Teaching, learning and achievement are good and contribute to above-average standards.
- The subject makes a good contribution to pupils' spiritual and cultural development.
- Interesting displays throughout the school not only create an enriching environment but also reflect the value placed on pupils' work.

Commentary

83. From the lessons observed, assessment records, the range of work displayed and discussions with pupils, it is evident that standards throughout the school are above average by Year 6. The standards, breadth of the curriculum and resources have improved very well since the previous inspection. In Years 1 and 2, pupils use a wide range of techniques and media, including pencil, paint and fabric. They have a good awareness of pattern and explore the visual and tactile elements of sculptures. In one good lesson, pupils used natural materials in their three-dimensional work to reflect feelings. Some interesting results were seen as they merged colours, shapes and textures. Their observational and design skills are developing well.
84. Pupils in Years 3 to 6 achieve well. Their pencil sketches show good use of shade, line and tone. Pupils' creative thinking is well developed through the lessons; they are encouraged to think freely and to use imagination. At the same time, they pay very good attention to the quality of finished products, often including intricate patterns or detail. There is a strong cultural influence in the work. For example, pupils studied Aboriginal art before designing and painting their own 'journey story'. They paid close attention to colour, mimicking the shades, shapes and tones they had observed. Pupils study the work of famous artists from around the world and from different points in time, which provides a good contribution to their spiritual and multicultural education. They are constantly prompted to evaluate and suggest improvement, which supports good progress. Computer work is incorporated effectively into many aspects of art and design. For example, younger juniors had used a graphics program to rotate

patterns and spray creative shades of colour on to their work. Good use is made of a digital camera to record and evaluate pupils' compositions.

85. There are good challenges for higher-attaining pupils and good support for those with special educational needs, who often achieve very well in this practical subject. The good leadership and management of the subject have driven through good improvements and contributed to the high profile of art in the school. Pupils benefit from visits to places of artistic interest, such as the sculpture park, which provided inspiration for their three-dimensional work.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

86. Pupils' attitudes to learning and their positive relationships with staff and one another reflect the school's strong commitment to this aspect of development. There is no formal curriculum in place at present but lessons include a good emphasis on diet and health as well as personal and social skills.
87. Classes have regular discussion times to explore feelings and relationships and this is an important part of the school's successful approach to behaviour management and to developing self-esteem. Pupils evaluate their learning in lessons and provide feedback to teachers. This is a good way of maintaining dialogue and of evaluating the effectiveness of provision. In this very small school, there are many opportunities for informal chats and, when asked, the pupils said they felt that their opinions were taken into account. Teachers promote healthy life styles and pupils know the importance of good diet; the salad and fruit options are a great favourite at lunch times. Links with the geography and science curricula support learning well as pupils study environmental issues and the benefits of maintaining the balance of nature.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

<i>Inspection judgement</i>	<i>Grade</i>
The overall effectiveness of the school	4
How inclusive the school is	3
How the school's effectiveness has changed since its last inspection	4
Value for money provided by the school	4
Overall standards achieved	4
Pupils' achievement	4
Pupils' attitudes, values and other personal qualities	2
Attendance	2
Attitudes	2
Behaviour, including the extent of exclusions	2
Pupils' spiritual, moral, social and cultural development	2
The quality of education provided by the school	4
The quality of teaching	3
How well pupils learn	3
The quality of assessment	3
How well the curriculum meets pupils needs	4
Enrichment of the curriculum, including out-of-school activities	3
Accommodation and resources	5
Pupils' care, welfare, health and safety	2
Support, advice and guidance for pupils	3
How well the school seeks and acts on pupils' views	2
The effectiveness of the school's links with parents	3
The quality of the school's links with the community	3
The school's links with other schools and colleges	3
The leadership and management of the school	3
The governance of the school	4
The leadership of the headteacher	2
The leadership of other key staff	0
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).

