

INSPECTION REPORT

**Wray-with-Botton Endowed
Primary School**

Wray, Lancaster

LEA area: Lancashire

Unique reference number: 119362

Headteacher: Mrs S. Nicholls

Reporting inspector: Mrs A. Soper
OIN 18148

Dates of inspection: 26th – 28th March 2001

Inspection number: 188124

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Infant and Junior
School category:	Voluntary Controlled
Age range of pupils:	4 – 11
Gender of pupils:	Mixed
School address:	School Lane Wray Lancaster
Postcode:	LA2 8QE
Telephone number:	01524 221337
Fax number:	01524 221337
Appropriate authority:	Governing Body
Name of chair of governors:	Mrs B. Mickle
Date of previous inspection:	10 th June 1996

INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
18148	Alice Soper	Registered inspector	English Information and communication technology Art and design Design and technology Foundation stage Equal opportunities Special educational needs	What sort of school is it? How high are standards? How well are pupils taught? How well is the school led and managed?
19335	Susan Dixon	Lay inspector		Pupils' attitudes, values and personal development How well does the school care for its pupils? How well does the school work in partnership with parents?
20692	Richard Evans	Team inspector	Mathematics Science Religious education Geography History Music Physical education	How good are the curricular and other opportunities offered to pupils?

The inspection contractor was:

Pennine Inspection Services

6 Bridle Dene
Shelf
Halifax
West Yorkshire
HX3 7NR

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Alexandra House
33 Kingsway
London WC2B 6SE

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Wray with Botton Endowed Primary School is a small village school near Lancaster in Lancashire. The school is much smaller than other primary schools. An extension is being built to improve the building which was first erected in 1684. The 47 pupils on roll come from the village and farms in the vicinity. New building in the village has brought pupils from wider backgrounds. There are no pupils who require support in learning English as a second language. The number of pupils eligible for free school meals is below the national average. A higher than average number of pupils has special educational needs. Most of these pupils are in the early stages on the school's register of special educational need and one has a Statement of Special Educational Need. Children's attainment on entry is average and is improving since the establishment of a pre-school group in the nearby Institute. This will be housed in the school when the extension is completed.

HOW GOOD THE SCHOOL IS

This is an effective school. There is a good climate for learning in which all pupils are valued. There are positive relationships between staff and pupils and parents are welcomed. Leadership and management are good. Priorities for development are devised well and are based on good analyses of the school's performance. The teaching is good and has a positive impact on the good standards achieved by pupils. The school gives good value for money.

What the school does well

- ◆ Standards are good in most subjects by the end of Key Stage 2.
- ◆ The quality of teaching is good.
- ◆ Pupils have good attitudes to learning and there are positive relationships.
- ◆ Pupils' learning is enhanced by good opportunities for investigation and problem solving.
- ◆ There is a strong partnership with parents.
- ◆ The school is led and managed well.
- ◆ All staff contribute well to the caring ethos of the school.

What could be improved

- ◆ Planning and assessment for the foundation stage.
- ◆ Standards in spelling, punctuation, handwriting and presentation, particularly for younger pupils.
- ◆ The quality of information to parents.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school was last inspected in June 1996. There has been a good improvement since then. The school has effectively addressed all issues raised at the time of the last inspection. The curriculum at Key Stages 1 and 2 now provides breadth, balance, continuity and progression, with a strong emphasis on investigation and enquiry that has a positive effect on pupils' learning. Health and safety risks were immediately addressed after the last inspection. The headteacher

balances a teaching commitment with management responsibilities, which enables her to monitor the work of the school. The school continues to plan and develop its priorities and is well placed to make further progress.

STANDARDS

As the number of pupils in Year 6 being assessed in the 2000 National Curriculum tests was less than 10 then the table recording the average point scores is not reported.

Standards are good and above average in English, mathematics, science and most other subjects by the end of Key Stage 2. Speaking and listening and reading skills are good throughout the school. Writing performance is good by the end of Key Stage 2. It is satisfactory by the end of Key Stage 1, reflecting pupils' prior attainment. Pupils write stories that have a clear beginning, middle and end and begin to include varied vocabulary to make their stories interesting. Some aspects of writing, particularly handwriting, punctuation and presentation are insufficiently secure by the end of Key Stage 1. Standards are good in relation to the agreed syllabus for religious education by the end of both key stages.

There are good standards in art and design, design and technology and physical education by the end of both key stages. Standards are satisfactory in information and communication technology, geography and history across both key stages. Due to the small numbers who undertake national assessments each year, the analysis of trends over time is unreliable. The school's own data shows good plans for further raising attainment levels, which are being supported through the direct targeting of groups of pupils and through the use of additional support staff. The building is being extended to provide further teaching space for group teaching. Targets for pupils have been appropriately determined.

By the end of the foundation stage, children exceed the early learning goals in most areas of learning and meet the early learning goals for their age in mathematics. Standards are particularly good in the later part of Key Stage 2, where pupils discuss their work maturely. Their writing is often impressive and is usually presented well. Pupils across the school have good investigative skills and they respond well to the opportunities to learn by enquiry. Recorded work in the earlier parts of the school is insufficiently well presented and marking inconsistently encourages improvement. Pupils concentrate and respond well in most lessons. Pupils with special educational needs make good progress overall, as a direct result of the good provision made for them.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils have positive attitudes. They work conscientiously and enjoy coming to school.
Behaviour, in and out of classrooms	Behaviour is good in lessons and at break times. Pupils are courteous and polite.
Personal development and relationships	Pupils have good relationships and they make good progress in their personal development.
Attendance	Attendance is very good.

The school's good ethos promotes interest, creativity and responsibility. Pupils benefit well from the provision.

TEACHING AND LEARNING

Teaching of pupils:	aged up to 5 years	aged 5-7 years	aged 7-11 years
Lessons seen overall	Good	Good	Good

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

The quality of teaching is good overall. During the inspection, teaching was very good in 14 per cent of lessons, good in 38 per cent and satisfactory in the remainder. Overall, the good quality of the teaching enhances pupils' learning. Pupils concentrate and successfully develop good approaches to learning by teachers' encouragement of the use of problem solving techniques and investigation. Teaching also promotes increasing independence and responsibility. The quality of teaching in English and mathematics is good and literacy and numeracy are reinforced well across the curriculum. Teachers ensure there is good support for pupils with special educational needs and appropriate challenge for those with higher prior attainment. There were examples of good teaching in the foundation stage, particularly when some work provided a good balance of child-initiated and adult-initiated activities. Teaching in the foundation stage has yet to fully take account of national guidance for planning and assessment within the six areas of learning.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The school provides a broad and balanced curriculum at Key Stages 1 and 2. There are some limitations in the foundation stage that are being addressed.
Provision for pupils with special educational needs	There is good provision for pupils with special educational needs. There is very good provision for pupils with a Statement of Special Educational Need.
Provision for pupils' personal, including spiritual, moral, social and cultural development	There is good provision for pupils' spiritual, moral and social development. The provision for pupils' cultural development is satisfactory. Multicultural awareness has yet to be fully developed.
How well the school cares for its pupils	There is good educational and personal support and guidance. A good start has been made in establishing consistent assessment and recording procedures.

There is a good partnership with parents, whose views are valued. They have a good impact on the work of the school. The foundation stage curriculum appropriately provides experiences in the six areas of learning but has yet to fully plan for a balance between child-initiated and adult-initiated activities each day. Assessment in relation to the early learning goals has yet to be established and used to monitor children's progress. The procedures for monitoring attendance do not meet statutory requirements.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	There is good leadership and management. The headteacher has clear educational vision. The assistant teacher and headteacher share management responsibilities well.
How well the governors fulfil their responsibilities	Governors fulfil most responsibilities well, with the exception of reporting on attendance in their annual report and in the school brochure.
The school's evaluation of its performance	Performance management has recently been introduced and there is an appropriate strategy in place.
The strategic use of resources	There is good use of all resources, including specific grants and other funding.

There is a good number of staff. The school employs part time staff to reduce teaching groups and to provide specialist teaching, such as in music. There are good resources for teaching and learning. The accommodation is unsatisfactory at present, providing limited space. The building is appropriately being extended to provide improved teaching and storage space. Leadership and management ensure that the school's aims and values are reflected well in its work. The school has set good priorities for development. These are supported effectively by good financial planning. There is good application of the principles of best value.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> ◆ Standards achieved by their children. ◆ The good quality of the teaching. ◆ Approachability of staff. ◆ The school's good climate for learning. 	<ul style="list-style-type: none"> ◆ Information to parents about their children and some events.

The inspection team agrees with parents' views. This is an effective school, with a warm, welcoming atmosphere. The teaching is good and pupils are encouraged to do their best. Some information to parents is insufficiently well developed.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. As the number of pupils undertaking national assessments at the end of both key stages is small, comparisons with national averages are unreliable. Taking the three years 1998 to 2000 together, pupils' performance at the end of Key Stage 1 is good in reading and mathematics and satisfactory in writing. Over the same period, performance at the end of Key Stage 2 is good in English, mathematics and science. Reading is consistently good throughout the school over time. Writing performance at the end of Key Stage 1 is broadly satisfactory and the school has initiated an increased focus on such aspects as spelling to further improve standards.
2. Evidence from the inspection shows similar results in both key stages. Reading is good across the school. Writing is satisfactory by the end of Key Stage 1 and good by the end of Key Stage 2. Standards in mathematics and science are satisfactory by the end of Key Stage 1 and good by the end of Key Stage 2. These judgements do not indicate a decline in standards at the end of Key Stage 1, but reflect the cohort and prior attainment of pupils in the current Year 2. Standards are satisfactory in information and communication technology at the end of Key Stages 1 and 2. Standards are good in religious education at the end of both key stages. Pupils achieve well in art and design, design and technology and physical education by the end of both key stages. Standards are satisfactory in geography, history and music by the end of Key Stages 1 and 2.
3. Pupils have good speaking and listening skills across the school. They are encouraged to discuss their ideas and their work, which supports their confidence and fluency. The teaching encourages exploration and enquiry and often includes the use of open-ended questioning. This promotes discussion, questioning and debate. Reading is promoted effectively from the time pupils begin school. Pupils take books home regularly and develop an enjoyment of reading, both for pleasure and for finding information. They read for a range of purposes and acquire good reading strategies. By the time pupils leave the school they achieve well in reading, using a variety of strategies such as skimming, scanning, reading intensively and reading "between and beyond the lines". Pupils access information from the computer, books and other materials and they have secure study skills.
4. At Key Stage 1, pupils write for an appropriately increasing range of purposes. They write stories that have a clear beginning, middle and end. They sequence ideas and begin to include varied vocabulary to make their stories more interesting. Pupils' spelling, punctuation, handwriting and presentation are not yet secure. Some pupils with lower prior attainment have yet to recall common spelling patterns and arrange their writing appropriately on the page. By the end of Year 3, several pupils have yet to use joined handwriting consistently, though their writing performance has improved overall. Pupils make good progress in subsequent year groups, writing well-planned stories with varied vocabulary. Sentences become increasingly more complex, with pupils using direct speech, more complex methods of joining sentences and setting their work in paragraphs.
5. Pupils make satisfactory progress in mathematics at Key Stage 1. They make good progress in problem solving, though some have difficulty in reading the problems. At Key Stage 2, pupils progress well. They know multiplication tables, have good mathematical understanding

and work accurately. Pupils concentrate well and enjoy mathematical challenges. They work well as individuals and as members of groups.

6. In science, Key Stage 1 pupils have secure understanding of life and living processes. They recognise parts of a plant and know that plants reproduce. They understand that pollen is dispersed by insects and that seeds can be dispersed by the wind. They investigate well. At Key Stage 2, pupils develop good understanding of the Earth. They know that there are stages in the Earth's orbit and use scientific measurement equipment confidently. Pupils record their work well, such as in diagrams and tables. Pupils undertake investigations maturely, collaborating well together.

7. Pupils make satisfactory progress in information and communication technology. They have secure understanding of control and operate programs satisfactorily. The school is continuing to develop provision and pupils benefit from the visiting specialist's contribution to teaching them computer skills. Pupils show interest in the subject and those with higher prior attainment often volunteer help to others who are less secure in their knowledge of computers.

8. Pupils have good understanding of religion and attain well in relation to the agreed syllabus. Pupils are interested in the subject, they concentrate well and willingly contribute their ideas during discussions. They make good progress across the school, though there are insufficient opportunities for pupils to have first hand experiences of religious traditions other than Christianity.

9. Standards in art and design and design and technology are good across the school. Pupils have good observational and imaginative skills. They produce art of a good standard at the end of both key stages. Their problem-solving skills are also good, supported by the school's commitment to encouraging learning through enquiry. Pupils design, make, evaluate and refine their products, which are of a high standard. Pupils achieve well, concentrating when listening to explanations and when undertaking close observations. They take pride in producing good quality products.

10. There are good standards in physical education, despite the lack of a school hall. Pupils are taught gymnastics and dance in the village hall. They have good control and work hard to improve their performance. They perform well and willingly accept constructive criticism to refine sequences in gymnastics and dance. Some older pupils require intervention from the teacher to sustain concentration and to respond quickly to instructions.

11. Standards in history and geography are at least satisfactory. Older pupils often achieve well in their knowledge and understanding of places and the environment. They talk knowledgeably about their local area. They lack some skills such as using co-ordinates when seeking locations on a map. Pupils throughout the school show interest and enjoyment of both subjects. They willingly undertake independent research at home to enhance their knowledge and understanding.

12. Children in the foundation stage achieve well in most areas of learning. Their achievement exceeds the early learning goals for language and literacy, knowledge and understanding of the world and in the creative and physical areas of learning. They achieve the early learning goals in mathematics. Children's speaking and listening skills are good and contribute well to their effective learning. The school provides a caring and encouraging approach that ensures children quickly settle to school routines.

13. Pupils with special educational needs achieve well in relation to their prior attainment. They receive good support from staff, who use individual education plans effectively to adapt work to meet their needs. The good ratio of adults to pupils enables close support and

guidance, ensuring good progress. The school is making good progress towards its targets and is likely to reach them.

Pupils' attitudes, values and personal development

14. Pupils have good attitudes to their work. They come to school eager to learn and lessons and activities are approached with great enthusiasm. This has a positive effect upon their learning and creates a purposeful atmosphere. In the majority of lessons, pupils concentrate well and listen carefully to their teachers and to each other. Pupils work alongside each other amicably and willingly offer help and encouragement to their classmates. For example, this was seen when pupils in the foundation stage worked together to build a vehicle out of large wooden construction equipment. As pupils progress through the school they gain good independent learning skills. Pupils use reference books well and access information from computers. The high value placed upon pupils and their achievements is evident through attractive displays of their work in the classrooms.

15. The behaviour of all pupils is good. This has a beneficial effect on their learning and on the school community as a whole. In lessons and assemblies behaviour is consistently good. At lunch times pupils mix and play well together and respond well to the school's high expectations. Praise and reward for good work and behaviour is accepted with pride. Pupils treat the resources and equipment carefully and have proved themselves to be trustworthy. There have been no exclusions in the past year and appropriate procedures are in place should they be needed.

16. The relationships amongst all members of the school community are good. Adults in the school present good role models and pupils are treated with care and respect. This is reflected in the pupils who are polite and helpful towards each other, to adults and to visitors. Older pupils adopt a caring approach to younger ones. Conflict is rare, although there is evidence of a very small amount of unpleasant language and inappropriate behaviour.

17. Pupils' personal development is good. Pupils are offered many opportunities to take responsibility and they display independence. They are encouraged to express their opinions and feelings in lessons and they grow in confidence as they progress through the school. Pupils use their initiative well. They participate fully in decision-making and discussion. For example, pupils have been involved in determining the school's behaviour policy and code of conduct. The impact of this involvement is clearly seen in the good behaviour and good relationships that exist. Pupils learn about others' values and beliefs and are encouraged to consider the needs of the less fortunate.

18. Attendance rates in the last school year were very good and well above the national average. Pupils are eager to come to school and they usually arrive on time. Registration time is efficient. Parents provide the school with good information about absences that are largely due to childhood illness. At the present time there is a significant number of absences amongst pupils from the farming community due to the foot and mouth disease outbreak.

HOW WELL ARE PUPILS TAUGHT?

19. The quality of teaching is good overall. During the inspection, 14 per cent of lessons were very good, 38 per cent were good and the remainder satisfactory. This reflects the judgements of the last inspection, where all lessons were satisfactory or better. The good quality

of teaching has been maintained. There were examples of good and very good teaching in both key stages. The teaching in Key Stages 1 and 2 meets the needs of all pupils, including those with special educational needs. Pupils are grouped efficiently for focused teaching. In the foundation stage, support staff are deployed well to meet the needs of the youngest children. The school has yet to fully guide teaching here by ensuring planning and assessment relate to the early learning goals and the stepping stones in children's development. This is an ongoing priority for development.

20. Planning in Key Stages 1 and 2 is sound. Objectives and expected outcomes are provided. On occasion, work is not always clearly related to the scheme, such as in some science activities at Key Stage 1. Overall, staff have worked hard to provide a good range of experiences within subjects. Staff collaborate well and make best use of individual skills. Expectations are generally high and have a positive impact on pupils' performance. Teachers question pupils skilfully and encourage investigation and exploration. They adapt work sensitively for pupils with special educational needs, following guidance in their individual education plans. Pupils with higher prior attainment are suitably challenged by extension work.

21. Methods are good overall and include the use of varied strategies to maintain interest. They are particularly good in Key Stage 2, where objectives and expectations are made clear to pupils. Here, the teachers reinforce the need for good presentation of work before pupils begin their tasks. Teachers have good relationships with their pupils. They show courtesy and respect for pupils, who, in turn, respond well. Pupils are managed well and there is no untoward behaviour in lessons. In some instances, the restricted space has an adverse effect on learning. For example, some lessons are unavoidably interrupted by the movement of adults and pupils as they pass through rooms. At times, older pupils have insufficient space to move around to collect materials. In the early years' classroom, there is little space for pupils to contribute to storing and retrieving equipment.

22. In the best lessons, teachers planned lessons in detail, showing objectives, content, resources and targets for individual pupils. The pace is very good, with a clear and logical development of concepts. There is a good combination of direct teaching and activities and pupils work well to achieve their targets. Pupils are reminded to present their work well. These good features were seen in a very good Key Stage 2 mathematics lesson. In the satisfactory lessons, many good features are present and pupils are well managed. Expectations about presentation of recorded work are not always made clear to pupils.

23. Literacy and numeracy are taught effectively across the curriculum, where, for example, pupils discuss and question, read for information in their topic work and measure components in science and design and technology. The literacy hour is organised well in the Key Stage 2 class. In the Key Stage 1 class, guided group reading is not included during this hour but is undertaken alongside individual reading practice.

24. Time, resources and support staff are used very well. The good number of staff ensures small groups have good interaction with adults. As a result, pupils are supported well when undertaking small group and individual tasks. All available resources are used effectively and efficiently.

25. At present, there is sound assessment of pupils' attainment and progress. The school continues to develop its assessment and recording procedures and has made a good start by establishing consistent formats for assessing and recording attainment and progress in the two key stages. These have yet to be established in the foundation stage. Assessment is used

effectively to monitor the progress of pupils with special educational needs and to plan future work. Pupils' work is marked conscientiously, though there are variations in the consistency with which comments provide useful guidance for improvements. Homework is used well to reinforce and extend pupils' learning. Pupil's reading diaries show that pupils regularly read at home. They often provide a good dialogue between home and school about pupils' learning. Pupils also undertake long-term projects at home. These develop their independent research skills and support them in taking responsibility for their own learning.

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

26. The curriculum is satisfactorily broad and balanced to meet the intellectual, social, creative and physical needs of the pupils. All subjects of the National Curriculum are taught and religious education, meeting the requirements of the Lancashire agreed syllabus and the Blackburn Diocesan syllabus. The time apportioned to each subject is in line with national recommendations. The National Literacy and Numeracy Strategies have been successfully implemented. Schemes of work based on nationally published material ensure that there is full coverage and balance of the components of each subject.

27. The good long-term planning is successfully broken down into units of work. They contain clear objectives for pupils' learning and the detailed structure of the lessons. Aspects to be assessed are also included. An overall two-year cycle of topics for each subject is designed so that links between subjects can be made where appropriate; this is not at the expense of the skill development necessary for each subject. For example the study of the Aztec civilisation in history was extended into geography in studies about Mexico; into technology as pupils prepared food typical of that country; art and design as they created masks and banners from the culture and information and communication technology as they researched information. In many lessons observed during the inspection and in displays of pupils' work, this good cross-curricular approach was evident.

28. A good feature of the curricular planning is the use of the locality as an educational resource. For example, pupils study the local river as a basis not only for geographic but also mathematical and scientific investigation. Pupils also visit museums, art galleries, theatres and libraries. These provide good opportunities for broadening pupils' experience in science, the arts and humanities. Visitors to the school also enhance the delivery of the curriculum in subjects such as history, English, geography, science and physical education.

29. There is good provision for pupils with special educational needs. Teachers plan their lessons with their needs in mind and refer to these in their planning. These pupils participate fully and are helped very well by support staff. All pupils have equal access to the whole curriculum and the opportunities it offers for them to learn and make progress.

30. Extra-curricular activities are good and centre largely round sport and music. Pupils participate in competitive games with other schools, including football, rounders, athletics, rugby and netball. Coaching has also been provided in rugby and lacrosse. In music, pupils have the opportunity to learn to play woodwind, string or keyboard instruments from visiting specialists. They have attended concerts at Lancaster University and participate in local music festivals.

31. The school makes good provision for pupils' social education. Frequent excursions and an annual residential experience for older pupils help to develop their social awareness and

independence and to strengthen relationships. With the approval of the governors and parents sex education is taught within the “Healthy Living” aspect of the science curriculum. Care is taken that the teaching is appropriate to the age range of the pupils in the Key Stage 2 class. Good support is provided through the use of video programmes and by

contributions from a nurse from the local clinic. Teaching about the use and misuse of drugs, including alcohol and tobacco, is also included in science and physical education and reinforced by a visit to a local clinic. The provision of “circle time” allows opportunity for the social and moral aspects of these issues to be discussed.

32. The school has good links with other primary schools in its local “cluster”. These involve sharing of curricular information and the provision of a specialist teacher of information and communication technology for one morning a week. The school also participates with schools in sports events. Links with local secondary schools are also good. Pupils visit concerts and shows and information is transferred when pupils leave the primary school. There are visits by teachers and Year 6 pupils to the secondary school prior to their commencing secondary education. The school’s annual residential course is organised jointly with others of the “cluster”.

33. The provision for pupils’ spiritual, moral, social and cultural development is good overall. Collective worship and religious education provide pupils with frequent and good opportunities to examine their own values and beliefs as well as those of others. There are strong links with the local churches and the vicar regularly leads school assemblies. The curriculum offers opportunities for pupils to experience wonder at the world around them, for example, when they examine plant life through a microscope and consider the vastness of space and the earth’s place in it. Music, art and writing all offer the opportunity for pupils to explore imaginative ideas and feelings and to develop awareness of their own individuality.

34. Pupils’ moral development is strongly guided by the school. Classroom rules are drawn up in conjunction with pupils. In discussion, they show clear awareness of the difference between right and wrong behaviour. The school has good procedures for dealing with incidents where pupils’ behaviour falls below expectation, including bullying. Pupils write about wider moral issues, showing strongly held views of what they feel to be right.

35. The ethos of the school is one where all pupils are valued for their individuality and worth. Pupils mix together well and there is a strong feeling of community in the school. At lunchtime pupils of different ages sit together and show genuine interest in each other’s activities and welfare. Pupils often help others with special educational needs to understand the work better. Pupils are good at helping to tidy up at the end of practical lessons and are always ready to operate equipment such as a projector or tape-recorder in an assembly or a lesson.

36. Participation in local music festivals, community events such as Scarecrow Week and visits to places of local interest help pupils to appreciate their own heritage and culture. Visits to concerts, theatres and galleries provide valuable cultural experiences. History and religious education offer pupils evidence of the diversity of cultures past and present. The school insufficiently capitalises on the wealth of multicultural activity available in the area to give pupils experience of cultures other than their own.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

37. The school has satisfactory arrangements for the care and protection of its pupils. Pupils are all well known and well supported by the good relationships that exist throughout the school. In particular, all adults in school show themselves to be sensitive and caring. Health and safety arrangements are satisfactory. There is an appropriate policy and regular risk assessments quickly highlight any concerns. This represents an area of improvement since the last inspection. Child protection arrangements are also satisfactory. There is a clear policy that offers guidance for staff and all adults in school have a suitable level of knowledge and awareness.

38. The procedures for monitoring and promoting good behaviour are good. There is an effective system of rewards and sanctions that are well understood by all. Pupils follow the code of conduct well, reflecting their involvement in forming this. The procedures for monitoring and eliminating oppressive behaviour are good. There is a good policy and an efficient recording system. Pupils explore issues about bullying in “circle time” and assemblies.

39. The procedures for monitoring attendance are unsatisfactory overall. The school does not meet all the statutory requirements. Whilst registration is completed efficiently, not all absences are clearly identified in the registers. The school does not publish the attendance information accurately in the governors’ annual report to parents and this information is omitted from the school brochure.

40. The procedures for assessing and monitoring pupils’ academic and personal progress are satisfactory. There is a recently introduced assessment and recording system that effectively covers the core subjects. A good start has been made on establishing a system for assessment in the other curriculum subjects. Assessment procedures in the foundation stage are at present unsatisfactory, though the school includes development in this area in its improvement plan. Insufficient information is available to monitor progress effectively and to inform the planning of children’s work. For pupils in Key Stages 1 and 2 various tests and assessments provide the information that the school needs to monitor each pupil’s progress and to identify their difficulties and successes. Overall assessment information is used in a satisfactory way by the school to analyse its academic performance, to identify particular groups of pupils and to inform the planning of the curriculum. The educational and personal support provided for pupils is good. Individual academic and personal targets are set and pupils are fully involved in discussing them.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

41. The parents’ views of the school are good. Parents support the school well and are appreciative of the education provided for their children. They are especially pleased with the happiness of their children at school and with the good teaching. They feel that the behaviour is good and that the school is helping their children to become mature and responsible. Some parents expressed concern about the information they receive about their children’s progress and the amount of homework provided. The inspection findings support the positive views of parents. They find homework is used well. There is some evidence to support parents’ concern about information about their children’s progress.

42. The effectiveness of the school’s links with parents is good. The headteacher and the staff are approachable and the relationship between them and the parents is open and supportive. Parents are welcomed into school whenever they wish and staff are available for the exchange of daily information. Parents are invited to assemblies and school performances and

in this way gain insight into the work that their children do and their contributions to the life of the school.

43. The impact of parents' involvement on the work of the school is good. Parents provide support for school visits and special events, for example, with the making of costumes for productions. School events, information meetings and consultation evenings are well attended showing the commitment parents have to supporting their children's education. The Parent Teacher Association organises a variety of fund-raising and social events that are equally well supported. Funds raised provide the school with welcome additional resources and at present with support for the new extension to the school building.

44. The quality of the information provided for parents is satisfactory overall. Parents are well informed about the life of the school through well-written letters, the school brochure and governors' annual report. Information about the curriculum is provided and meetings inform parents about new initiatives, for example, with literacy and numeracy. Parents are invited into school to discuss their children's progress each term and are welcomed into school on other occasions if wished. Written reports are issued in the summer term. Some parents feel these do not provide sufficient detail about the work their children have done, their areas of success or difficulty. The quality of these reports is satisfactory. Overall, the content is brief but some good practice is seen in the core subjects providing information about the work that has been done and where a child might improve. In the other curriculum subjects the information is very brief and provides insufficient useful information. Written reports for children in the foundation stage do not yet follow the correct format, reporting incorrectly in relation to progress in the subjects of the National Curriculum.

45. The contribution that parents make to their children's learning at home and at school is good. Homework is well supported and this has a beneficial effect upon pupils' learning. Reading record books are used effectively and provide a useful communication route for other matters. The home-school agreement is well supported, indicating parents' commitment to supporting the school.

HOW WELL IS THE SCHOOL LED AND MANAGED?

46. Leadership and management are good. The headteacher and the assistant teacher work closely, sharing teaching and management duties efficiently. Each has responsibility for a whole key stage class and both teach a core curriculum area across the key stages. There is clear educational direction and the school's aims and values, which aim to provide pupils with good experiences in learning, creativity and responsibility, are reflected well in its work. Duties and responsibilities are effectively delegated. The school employs a good number of additional part time teachers who also share responsibilities. Staff expertise in subjects is employed well to teach across the key stages in the core subjects, physical education and music.

47. The governing body fulfils most of its responsibilities well. Committees are well established and the governing body meets regularly. Governors have an active role in shaping the direction of the school. They visit classes, monitor lessons and are fully involved in development planning. They contribute well to setting priorities for improvement, such as the recent extension of the building to more effectively cater for group and individual teaching. Governors are well aware of pupils' achievements. They have received training on target setting, have studied the outcomes of monitoring and evaluation data and one governor takes responsibility for marking Key Stage 2 pupils' projects. Governors used performance

information to agree targets for pupils and objectives for the headteacher's performance management. Governors' commitment to improving provision is seen in the support given for extra staffing, which also provides non-teaching time for the headteacher. An omission in the governors' annual report and the school brochure relates to the lack of information about the very good level of attendance.

48. Teaching and learning are closely monitored and evaluated and the school actively promotes staff's professional development through, for example, local in-service training initiated by staff requests. The headteacher and assistant teacher, who work across both key stages, collaborate well in monitoring and evaluating effective practice. Three members of staff have received Student Mentor training which focuses on pupils' learning. Staff meetings and informal discussions provide good opportunities for discussion and advice about effective teaching and learning. The school has suitably identified the need to develop the role of the teaching assistant, who is as yet unqualified, and to develop the role of the nursery nurse by providing more training specific to planning and learning outcomes in the foundation stage. Performance management training has been received and suitable procedures are in place.

49. The school has identified clear priorities for development, all aimed at improving provision and standards. These include further developing the provision for information and communication technology, the foundation stage and assessment and recording procedures. They have been carefully determined through consultation with staff, governors and parents. Development planning is detailed and includes costs, time scales and success criteria. Priorities for development are good and are based on detailed analyses of performance. For example, the school recognises the need to further improve spelling and handwriting and increase confidence in using information and communication technology based on close scrutiny of performance. The school has made good use of specific funding, such as that from Small Schools' and Beacon Schools' initiatives to provide equipment, staffing and training to meet its targets. In-service training and specialists have contributed also towards developing the school's priorities.

50. All staff have a commitment to improvement and there is good capacity to succeed. Staff willingly share their expertise and collaborate well together for the benefit of pupils. There is a commitment to equality of opportunity for all. Induction procedures for new staff are good and there is effective provision for training newly qualified and student teachers.

51. There is very good financial planning which supports educational priorities. The school benefits from the very good support given by the community in raising funds for such developments as the current extension to the building. One half of the costs has been raised by the community. The new pre-school group was seen as a priority for providing early learning experiences for children who previously had limited provision. This is funded by the local education authority and is having a positive impact on children's development. The school clerk, who is also co-opted onto the finance committee, maintains a very efficient overview of the school's finances.

52. Long and short-term priorities are determined carefully. An Expansion Committee, comprising two Trustees, two governors, two officers from the Parent and Teacher Association and two school staff are involved in decision-making for the new building and they liaise closely with the local education authority, especially with property services and the Estates department. The school applies the principles of best value well, by challenging how it organises staffing, uses its funding for priorities, competing for best provision and using its resources economically. It consults specialists, parents, Trustees and governors about different initiatives and ensures

that spending is closely linked to priorities for development. Governors monitor spending to ensure cost effectiveness and the impact on pupils' learning.

53. There is a good number of qualified and experienced staff, including support staff, to meet the demand of the curriculum. Support staff provide good help to teachers and pupils. All lunchtime, cleaning and catering staff contribute well to the smooth running of the school. The accommodation is very limited at present, though extension work will provide improved facilities, including an outdoor area for children in the foundation stage and a designated area for lunches. At present, the school makes best use of the accommodation but there is little space, particularly when additional staff teach groups of pupils. There is very little space for older pupils to easily move around and to collect equipment. Resources are good overall and are used efficiently and effectively.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

In order to further raise standards and the quality of education, the governing body, headteacher and staff should:

- ◆ continue with plans to develop the foundation stage by:
 - *ensuring planning is linked to the six areas of learning and provides a balance between child-initiated and adult-initiated activity;*
 - *establishing a system for assessing and recording children's progress in relation to the early learning goals;*

(paragraphs 19, 25, 40, 55, 60, 68 and 76)

- ◆ continue to improve standards in writing by:
 - *focusing on skills in spelling, punctuation and presentation, particularly in the earlier stages of the school;*

(paragraphs 4, 64, 66, 74 and 80)

- ◆ improve the quality of some information provided for parents by:
 - *publishing attendance data in the governors' annual report and school brochure;*
 - *reviewing the content of annual reports to parents, ensuring these provide increased information about what their children can and cannot do;*
 - *ensuring reports for children in the foundation stage show progress within the six areas of learning.*

(paragraphs 39, 41, 44 and 47)

In addition to the key issues above, the school should also consider the following for inclusion in its action plan. These are referred to in paragraphs 68, 74, 76, 83, 97 and 114.

- ◆ consistency of marking;
- ◆ systems for the regular review of policies.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	21
Number of discussions with staff, governors, other adults and pupils	20

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	14	38	48	0	0	0

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

Information about the school's pupils

Pupils on the school's roll	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	47
Number of full-time pupils known to be eligible for free school meals	2

FTE means full-time equivalent.

Special educational needs	YR – Y6
Number of pupils with statements of special educational needs	1
Number of pupils on the school's special educational needs register	11

English as an additional language	Number of pupils
Number of pupils with English as an additional language	0

Pupil mobility in the last school year	Number of pupils
Pupils who joined the school other than at the usual time of first admission	7
Pupils who left the school other than at the usual time of leaving	3

Attendance

Authorised absence		Unauthorised absence	
	%		%
School data	2.6	School data	0.0
National comparative data	5.2	National comparative data	0.5

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

Attainment at the end of Key Stage 1

	Year	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 1 for the latest reporting year	2000	4	1	5

As the number of pupils undertaking the National Curriculum tests at the end of Key Stage 1 was less than 10, the school is not required to publish its results.

Attainment at the end of Key Stage 2

	Year	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 2 for the latest reporting year	2000	3	4	7

As the number of pupils undertaking the National Curriculum tests at the end of Key Stage 2 was less than 10, the school is not required to publish its results.

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	0
Black – African heritage	0
Black – other	0
Indian	0
Pakistani	0
Bangladeshi	0
Chinese	0
White	40
Any other minority ethnic group	0

This table refers to pupils of compulsory school age only.

Exclusions in the last school year

	Fixed period	Permanent
Black – Caribbean heritage	0	0
Black – African heritage	0	0
Black – other	0	0
Indian	0	0
Pakistani	0	0
Bangladeshi	0	0
Chinese	0	0
White	0	0
Other minority ethnic groups	0	0

This table gives the number of exclusions of pupils of compulsory school age, which may be different from the number of pupils excluded.

Teachers and classes

Qualified teachers and classes: YR – Y6

Total number of qualified teachers (FTE)	2.6
Number of pupils per qualified teacher	29.4 : 1
Average class size	20

Education support staff: YR – Y6

Total number of education support staff	3
Total aggregate hours worked per week	42

Financial information

Financial year	1999/00
	£
Total income	113,640
Total expenditure	113,315
Expenditure per pupil	2,361
Balance brought forward from previous year	11,762
Balance carried forward to next year	12,087

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	47
Number of questionnaires returned	33

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	61	39	0	0	0
My child is making good progress in school.	52	39	6	0	3
Behaviour in the school is good.	30	58	0	0	12
My child gets the right amount of work to do at home.	39	28	24	6	3
The teaching is good.	58	30	0	6	6
I am kept well informed about how my child is getting on.	34	48	18	0	0
I would feel comfortable about approaching the school with questions or a problem.	70	27	3	0	0
The school expects my child to work hard and achieve his or her best.	55	42	3	0	0
The school works closely with parents.	42	52	0	6	0
The school is well led and managed.	42	55	3	0	0
The school is helping my child become mature and responsible.	48	49	0	0	3
The school provides an interesting range of activities outside lessons.	24	52	12	6	6

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

AREAS OF LEARNING FOR CHILDREN IN THE FOUNDATION STAGE

Personal, social and emotional development

54. Children in the foundation stage are taught in the reception, Year 1 and 2 classroom. Their personal, social and emotional development is good. Most have benefited from attending the pre-school group, which was established recently by the school in the village. It has close support from the school. Children quickly settle to school routines and they develop good relationships with each other. This is particularly evident during activities such as role-play where children sustain conversations with each other, share ideas and play well together. Children develop independence in dressing, such as when changing for physical activities. They talk confidently with adults. Their development in this area of learning is supported well by teachers, who provide a warm and caring environment for learning. Children are encouraged to become increasingly independent and to investigate and question as they learn. The arrangement at lunch times provides a family atmosphere, with older pupils dining alongside the youngest children and showing them consideration and care. Teaching ensures all children are included in discussions and effectively supports their growing self-confidence.

Communication, language and literacy

55. Children exceed the early learning goals in this area of learning. Children have good speaking and listening skills. They talk clearly and use well formed sentences. They talk about their work, such as when making “tortillas” with play dough, where they discuss shape and texture and their method of making these. In role-play, they talk about the Mexican house whilst making a stove to cook their “tortillas”. Children retell a story in sequence and re-enact it with great enjoyment. Most children recognise all the letters of the alphabet and understand that pictures and words provide meaning. Most read several familiar words and simple captions. They know the correct formation of several letters and many have begun to write legible and recognisable letters and words. Good opportunities are provided for all aspects of communication. The teaching is good. Adults encourage discussion, whilst reading and writing are purposeful and are taught well. The student teacher and the nursery nurse contribute well. For example, the student teacher interacted effectively with children in the “garden centre”, encouraging dialogue by asking skilful questions. The nursery nurse similarly encourages children to take a full part in all activities. The story of the “Three Billy Goats Gruff” was told expressively and encouraged children to take part in repeating and enacting the story. On a few occasions, children lacked full understanding when included in introductions to lessons for older pupils in the class.

Mathematical development

56. Children have sound understanding in mathematics. They recognise numbers up to and beyond 10. They count within 10 and recognise patterns, sequences, similarities and differences. For example, children sorted “babies” by colour and formed a number pyramid, counting on successfully to 10. They counted “one more” to reach 10. Children recognise and name simple shapes. They use mathematical language to describe length and quantity, such as when playing with play dough and when using sand and water. Children sort and match, according to colour and size and arrange objects into sets. They learn to record numbers using the correct orientation and formation. Computer programs are used appropriately to support

children's understanding of number. Teaching is satisfactory. Lessons are carefully organised and use good resources. The student teacher and support staff are effectively deployed to support children's learning.

Knowledge and understanding of the world

57. Children have good knowledge and understanding of the world. Most begin school with good understanding of their own environment. Children recognise the features of their local area and talk about where they live. They understand the need for healthy eating, care of their teeth and discuss their favourite food. Children know that there are changes over time, such as their growth from infancy to school-aged children. They recognise old and new buildings in the area and talk about their differences. They recognise simple computer functions and operate a tape-recorder. In one lesson seen, children showed good understanding of the ways in which a flower reproduces and recognised some parts of a daffodil, such as a petal and stem. They develop role-play scenarios based on stories and other information, such as through learning about Mexican life and customs with older pupils in the class. Teaching is satisfactory. Children's prior experience is not always fully taken into account when planning some work, though lessons are well supported by the nursery nurse. For example, when working with the daffodils to identify pollen, the nursery nurse skilfully adapted the activity and resources to ensure all understood.

Physical development

58. Children's physical development is good. The teacher has expertise in physical education, which ensures children develop skills well. Children listen attentively and perform well. They use their imagination when developing ideas in music and movement. For example, they interpret "Mr Strong's" walk by walking powerfully around the hall. They walk, jump and combine movements to form a simple sequence to accompany the music. They "walk like a jelly" and work hard to improve their ideas. Children have good control of tools in the classroom. They hold paintbrushes and pencils well and manipulate malleable material confidently. Good resources are provided for children to develop good co-ordination and control. The teaching is good in physical activity in the village hall. Children join in lessons with older pupils in the class and are carefully encouraged to develop skills such as movement. A good range of equipment is provided for children to develop fine motor skills, such as inserting pieces of a jigsaw, building models and making play dough objects. Provision for spontaneous movement between indoor and outdoor play is limited at present due to the building work.

Creative development

59. Children's creative development is good. They are encouraged to develop their imagination in role-play, art, construction play and when listening to stories. Children paint recognisable portraits. They have drawn and painted spring flowers, such as a crocus, daffodil and a primula, showing good observational skills. They learn a range of techniques using varied materials, including charcoal, paint, clay and fabric. The paint program on the computer is used to produce good pictures, such as those of trees and a firebird. The displays in the school provide stimulation for children to pursue their work in art. Literature contributes well to children's creative skills. Teaching is good. Children's imagination is encouraged through open-ended questioning in topics and they are encouraged to take part in whole class discussions in other subjects. Children sing well and experiment with different percussion instruments.

60. The foundation stage guidance is being developed to ensure planning and assessment follow national guidance. At present, planning shows adapted activities for the youngest children, but they do not have sufficient balance between child-initiated and adult-initiated activities. Children have insufficient opportunities for spontaneous movement between indoor and outdoor activities, though the building work currently limits the extent to which this can be achieved. At present, one morning is set aside for children to fully experience choice in a range of activities. Children's attainment on entry is suitably assessed within the areas of learning but the school has yet to develop a system for monitoring and recording children's progress in relation to the early learning goals. Reports to parents similarly lack information about children's achievements in respect to the early learning goals for the foundation stage. Staff have yet to receive training to enhance their professional knowledge and to support their planning for the effective delivery of the foundation stage.

ENGLISH

61. The performance of pupils aged 7 and 11 in the 2000 National Curriculum tests cannot be reported and compared to national averages due to the small numbers of pupils taking the tests. The small numbers of pupils who undertake tests each year make national comparisons unreliable. A study of results over the past three years indicates that standards are good in reading and satisfactory in writing by the age of 7. This is similar to the judgements of the current inspection. Over the same period pupils' performance in English by the end of Key Stage 2 is good, also reflecting the judgement of the current inspection. As seen at the time of the last inspection, speaking and listening and reading skills are good across the school.

62. At both key stages, pupils talk clearly and confidently, supported by opportunities to discuss, question and contribute ideas. The strong emphasis placed on learning by enquiry ensures constant dialogue between pupils and staff. Pupils listen attentively to instructions, stories and explanations and respond well. For example, younger pupils in Key Stage 1 listened attentively to the story, "The Three Billy Goats Gruff", and then re-enacted it, paying close attention to detail. Older pupils in Key Stage 2 know the conventions of spoken language and discern different forms of speech, such as dialect and slang.

63. Reading skills develop well across both key stages. Pupils take books home regularly and show enjoyment of reading. They read with increasing accuracy, though a few of the younger pupils used limited expression when reading aloud to inspectors. Younger pupils predict and anticipate, using the illustrations and surrounding sentences to determine unfamiliar words. By the end of Key Stage 1, pupils read with good accuracy and understanding. At Key Stage 2, pupils continue to read, across the curriculum, for an increasing variety of purposes. They develop good reading strategies, such as skimming and scanning, reading for detail and using inference to read "between the lines". By the end of the key stage, pupils are fluent readers and share an enjoyment of literature, including poetry. This was particularly evident in their work on creating their own poetry, beginning with, "I looked back in time and saw ...". Pupils produced some very interesting poems about such themes as World War II, the Creation and current national issues. Pupils' evident enthusiasm for poetry is seen in their work that was included in a locally published anthology.

64. In writing, younger pupils in the school make sound progress in developing their ideas into sequence to tell a story. They write simple sentences that are usually joined with words

such as “and, but” and “then” but they have yet to become secure in their use of simple punctuation and in spelling commonly used words. By the end of Key Stage 1, writing is satisfactory overall, though handwriting and presentation are less satisfactory.

65. At Key Stage 2, younger pupils develop ideas to ensure stories have a clear beginning, middle and end. Most punctuate work appropriately. Their handwriting and presentation begin to improve. From Year 4 on, pupils develop good writing skills. Their stories show increasing use of dialogue to engage the reader and pupils become aware of the use of paragraphs. Pupils throughout the school have good opportunities to write for different purposes and a variety of audiences. A good example was seen in a Key Stage 2 lesson where older pupils devised convincing arguments for a debate about life on Mars. Pupils record work in other subjects, such as accounts and descriptions of investigations in science and design and technology, widening their knowledge of different forms of and purposes for writing. They make appropriate use of the computer to write stories, poems and accounts. By the end of Key Stage 2, pupils’ writing is good. Pupils use suitable punctuation, include paragraphs in their stories and their handwriting and presentation are good.

66. Pupils, including those with special educational needs, make good progress in English across the school. Pupils respond well to lessons. They listen attentively and appreciate others’ points of view. Their behaviour is good and they have positive attitudes. Pupils concentrate and work well, both individually and as part of a group. Some younger pupils lack confidence in attempting to spell unfamiliar words. Pupils with special educational needs respond well due to the effective support that is provided for them.

67. The quality of teaching is good overall. Teachers have secure subject knowledge and lessons are carefully planned and well resourced. Teachers manage pupils effectively. The school makes good use of additional staff to teach small groups, where work is carefully matched to pupils’ ages and prior attainment. Expectations of work and behaviour are high and teachers have good relationships with pupils. In the best lessons, objectives are made clear to all pupils and the pace is brisk. Teachers use effective strategies to maintain pupils’ interest. They adapt their use of language well to meet the needs of the different age groups in the classes and ensure that all pupils contribute to introductory discussions. Literacy is taught well across the school and teachers often reinforce and enhance pupils’ literacy skills in other subjects.

68. Pupils’ work is marked regularly, though there is some inconsistency in the quality of marking. Pupils’ attainment is assessed and the school is developing a good system for recording pupils’ progress in different aspects of English. Homework contributes well to pupils’ learning. Reading, spelling and project work are supported well by parents at home. The school is successfully focusing on improving pupils’ spelling. There is a suitable policy for English. The National Literacy Strategy forms the core of the school’s work in English and is successfully implemented in Key Stage 2 but in Key Stage 1 guided group reading is not included in the literacy hour. This is undertaken outside the hour alongside individual reading practice.

69. The resources for English are good. The school library provides a range of good quality books and pupils have secure understanding of how to find books. The accommodation is restrictive and resources are not always easily stored or accessed.

MATHEMATICS

70. The performance of pupils aged 7 and 11 in the 2000 National Curriculum tests cannot be reported and compared to national averages due to the small numbers of pupils taking the tests. The small numbers of pupils who undertake tests each year make national comparisons unreliable. Overall performance over the last three years is good by the end of both key stages. Evidence from the current inspection shows that at the end of Key Stage 1 pupils' attainment is satisfactory, reflecting the current cohort and their prior attainment. By the end of Key Stage 2 it is good. This is a similar finding to that of the previous inspection. With very small numbers of pupils undertaking the national tests and assessments, year by year performance comparisons should be interpreted with caution.

71. At Key Stage 1, pupils have a good knowledge of the two, five and ten times tables and quickly answer mental questions derived from them. They use this knowledge well in calculating money problems of addition and subtraction to £1 and beyond. They explain their thinking and solving of problems confidently. The pupils show a good understanding of doubles, halves and quarters. They accurately divide shapes into halves and quarters and have a sound knowledge of the properties of triangles, squares and other regular shapes. Higher attaining pupils using plastic segments to form a circle, quickly recognise other fractions and that, for example, two eighths make one quarter. Work in pupils' books shows that they gain a basic understanding of data handling in making tallies, simple graphs and charts.

72. By the end of Key Stage 2 pupils recite their tables confidently. In mental mathematics they accurately count on and back in nines, including negative numbers. They have a ready knowledge of equivalent fractions, percentages and decimals to two places. Given two related numbers such as 30 and 90 pupils derive a good range of associated numerical ideas. For example, 30 is one sixth of 180, which is twice 90. Pupils are used to thinking mathematically and handle numbers, including factors and fractions, easily. They enjoy tackling problems and discovering patterns found in prime numbers and factors. Pupils' books show that they work through the full range of the curriculum. There is good emphasis on solving number problems and interpreting variable data represented in graphs and charts. They use co-ordinates successfully to plot shapes in four quadrants.

73. Pupils make sound progress across Key Stage 1 and good progress across Key Stage 2. Good features of their progress are their ready use of mathematical language and their increasingly quick and accurate responses in mental calculation. They use their mathematical knowledge well in other subjects, such as measuring temperature and the length of shadows in science. Pupils with special educational needs are well supported and make good progress.

74. Pupils enjoy the challenge of mathematics. In lessons they work hard and are anxious to succeed. All pupils, including the youngest, maintain their concentration well throughout the numeracy hour and complete a good quantity of work. The presentation of their work is too frequently unacceptably untidy.

75. The school has very successfully implemented the National Numeracy Strategy. This is raising standards of pupils' mental agility in mathematics, improving their methods of problem solving and use of mathematical terms. It is also ensuring a good breadth in the coverage of the curriculum. The quality of teaching is good overall. In all three lessons the opening session of mental mathematics was skilfully directed. The teachers have a very good knowledge of their pupils' capabilities and levels of attainment. They direct questioning very well at individual pupils. In the very good lesson, the teacher demonstrated the principle of factorisation very well to the whole class using counters on an overhead projector. There was a very good pace to the

lesson that motivated pupils to complete their tasks with some urgency and ensured that there was a good variety of activities in the lesson. The hour was used most productively and all pupils made good progress in a range of mathematical learning.

76. Teachers' planning is good. Objectives are clear, activities are detailed, appropriate assessment opportunities are included and the needs of particular pupils specified. Teachers prepare and use resources well. For example, plastic shapes helped younger pupils to understand the principle of fractions in the areas of squares and circles. Support staff and students are well deployed in the management and teaching of the mixed-age classes. These staff are knowledgeable, understand the pupils' needs well and use good initiative in following up the teacher's lead in group work. This has a beneficial impact in making the work relevant to each age group and the level of the pupils' attainment. Teachers' marking of pupils' work is satisfactory but sometimes misses the opportunity to indicate to pupils how they might improve their work. Marking often does not alert pupils to untidy and careless presentation.

77. The school uses the Numeracy Strategy effectively as a basis for planning and teaching. Resources are good for mathematics. The accommodation is barely adequate for practical investigations.

SCIENCE

78. Over the last three years, pupils' performance at the end of both key stages can be seen to be good in science, taking into account the small numbers of pupils who undertake national tests each year. The finding of the present inspection is that pupils' attainment at the end of Key Stage 1 is satisfactory and reflects pupils' prior attainment. It is good by the end of Key Stage 2. This is similar to the finding of the previous inspection. Over the past few years, in keeping with the national trend, standards have risen. Year on year comparisons should be interpreted cautiously because of the small numbers of pupils who undertake tests. A good feature of pupils' learning at both key stages is the emphasis on practical investigation.

79. In Key Stage 1, pupils examine different flowers to see how pollen is transferred from one flower to another. Older pupils thoughtfully suggest how pollen is transferred by the wind, insects or by touching. Some pupils carefully dissect a daffodil to investigate its component parts. They correctly name these on a worksheet. Their books show good development over the key stage. Pupils at the end of the key stage describe experiments to discover what plants need to grow. Work on display in the classroom shows that they have a good understanding of their findings. Pupils also write about their successful investigation of different materials for degrees of transparency.

80. At Key Stage 2, pupils show a good knowledge of the earth in space. In a good investigation, pupils used apparatus simulating the earth's orbit round the sun. They noted how the earth's tilt causes the different seasons during its orbit. Other pupils followed this up by measuring the temperature of sand in a tray that is increasingly tilted away from a heat source. The pupils recorded their findings in diagrams and in tables of temperature readings. There was good support in this work for pupils with special educational needs who participated well and constructed their own diagrams. Pupils' books show a good range of investigations into contrasting scientific activities such as human anatomy, magnetism, the energy of a pendulum and plant life cycles. Pupils understand and correctly describe the

principle of fair testing. They use scientific terms appropriately and write up their investigations using a proper format. In some cases pupils' work is marred by the poor quality of its presentation.

81. Pupils, including those with special educational needs, make good progress across both key stages. They are interested in their experiments and motivated to succeed in their learning. Younger pupils give a strong response of wonder as they see the flakes of pollen shaken onto a piece of black paper and examine parts of flowers through a microscope connected to a computer screen. Pupils work together well and share ideas and information. One pupil discussed with another who had special educational needs how the temperature changed as the sand tray tilted away from the heat. Pupils' attitudes and behaviour in science are good.

82. The teaching of science, taking into account the lessons observed, the pupils' books and the work on display, is good. Teachers have a good knowledge of the subject and devise imaginative and interesting activities that promote interest and enthusiasm. Planning is good. The long-term topic plan covers all aspects of the curriculum. The topics are broken down into units of work and translated into short-term and lesson plans that have clear objectives and well-detailed activities to overtake them. Planning takes into account evidence of pupils' attainment and analyses of pupils' performance in national tests. Teachers transmit their enthusiasm for science well to the pupils. Support staff and students offer good help to pupils of different ages and abilities. This ensures that the overall work is adapted to meet their different needs, as well as helping the pupils to develop their skills appropriately across the key stages. In Key Stage 1, on one occasion, some details of the work were inappropriate for the pupils' age range, but overall the practical approach stimulated pupils' learning well.

83. A good start has been made in establishing a whole school assessment record. Pupils' progress is being recorded clearly. Marking is satisfactory. The policy for science is in need of review. Teachers have high expectations of their pupils' work and behaviour. Teachers use the locality well to further pupils' learning, for example, in their books younger pupils describe a walk to look at birds and their nests. In a geography excursion, pupils discover how a riverbank provides different kinds of habitats for insects, small animals and birds. The school has a good range of resources that are fully used to extend pupils' learning. The accommodation for teaching, learning and the storage of resources is limited.

INFORMATION AND COMMUNICATION TECHNOLOGY

84. Little direct teaching was seen in information and communication technology. The specialist assistant was not in school during the inspection. Information and communication technology is being developed as part of the school's priorities. From the evidence gained from discussions with pupils and the scrutiny of work, including those with special educational needs, pupils make sound progress and achieve satisfactory standards by the end of both key stages. This is similar to the judgement of the last inspection. The school has made considerable progress in its provision since then and this is having a good impact on pupils' achievement.

85. At Key Stage 1, pupils understand that the mouse controls the pointer. They use the mouse to move words and pictures. Pupils successfully operate the mouse to move a character up and down, left and right across the screen. They write words and simple sentences using the word processor. Pupils recognise that information and communication technology can be used in various ways to support learning. For example, they learned how a microscope attached to

the computer could be used to learn about pollen in a science lesson. They operate the tape-recorder when listening to recorded sounds.

86. At Key Stage 2, pupils operate the mouse confidently. They recognise icons and use them, for example, when changing the font and size of print. Pupils know how to open and close a program and how to print their work. The oldest pupils interviewed explained how to operate a programmable toy. They use a spreadsheet, know how to make graphs and are currently making a web page with the help of the visiting specialist. Pupils use the word processor confidently and access the Intranet when undertaking research work, such as in finding information about the Aztecs. Pupils respond well. They enjoy using information and communication technology and are enthusiastic about the web page.

87. The scheme is currently being developed, along with assessment procedures. Teachers continue to receive training to improve their professional knowledge. The school is linked to the local "Intranet". It has been increasing its resources for the subject and is making good progress in establishing a breadth of experiences for pupils. Priorities also include developing the effective integration of information and communication technology into all subject areas. The accommodation is barely adequate to house computers, though this will be improved when the new extension is completed.

RELIGIOUS EDUCATION

88. At the end of both key stages, pupils' attainment and progress is good in relation to the expectations of the Lancashire locally agreed syllabus. This is an improvement since the previous inspection.

89. At Key Stage 1, pupils are learning about the parables of the New Testament. They know that these are stories with an underlying meaning told by Jesus. In a good lesson, the pupils revised the story of "The Ten Talents". Some pupils gave a very fluent and accurate account of the story. Others commented on its meaning, that we should use our gifts as fully as possible. This fitted well with the morning's assembly in which pupils' achievements were celebrated. In the lesson pupils then considered the "Parable of the Sower", linking this well with their previous learning. They were greatly helped in their understanding by a good activity in which they created a "field" with a path, rocky soil, thorns and thistles and good soil. At the end of the lesson pupils showed that they had learned the details of the story well and understood its meaning.

90. At Key Stage 2, pupils have some knowledge of world religions other than Christianity. These include Judaism, Islam, Sikhism, Hinduism and Buddhism. In their books they write briefly about each, describing their main principles, symbols and leaders. Their predominant study is Christianity and in a good lesson they considered the events leading up to the crucifixion of Jesus. Linking well with their appreciation of art, they looked at medieval pictures of the events from Siena Cathedral. In response to questioning, pupils showed that they have a good basic knowledge of the sequence of events. They described well the feelings of the participants, contrasting joy shown by the crowds on Palm Sunday with the bewilderment felt by the Disciples at the trial and death of Jesus. In a good activity, older pupils drew a picture of one of the events and described it in the style of a newspaper report. They produced some vivid reporting in this exercise, contributing well to their literacy development.

91. Religious education makes a significant contribution to pupils' spiritual, moral, social and cultural development. Pupils are interested and respond well to teaching and questioning. They themselves ask searching questions, for example the question was asked, "If Jesus was crucified on Friday, why is it called 'Good'?" Without hesitation, pupils replied, "Because he died for us". In their books and in discussion, older pupils show good awareness of and strong reactions to major moral issues in the world such as pollution, nuclear war, hunting and third world poverty. They thoughtfully describe qualities they admire in religious leaders. Pupils also write about personal morality. They draw up rules for living and distinguish between needing and wanting. They describe the ten things most important to themselves. Pupils of all ages discuss seriously the issues raised in their lessons. Their attitudes and behaviour are good.

92. Religious education is taught by a part time teacher. The scheme of work is drawn from the locally agreed syllabus and the Blackburn Diocesan syllabus. The attainment targets of both are similar. The school's teaching highlights the common themes shared by Christianity and other world religions. These include religious writings, special buildings, commitment to right living and relationships. The teacher's knowledge is secure and her lessons are well prepared, with interesting and challenging activities to extend pupils' knowledge and understanding. There is good pace and balance in the lessons. Questioning is searching and targeted well to the age range of the classes. Good deployment of support staff and students means that pupils with special educational needs and of different age groups develop their learning at an appropriate rate. There are good links with other subjects such as art and literacy. In Key Stage 1, the story of "The Sower" linked well with pupils' work in science where they had been planting seeds and watching growth. There is a good balance in the teaching between explanation, discussion and practical activities. The school makes insufficient opportunity for pupils to have first hand experiences of religious traditions other than Christianity.

ART AND DESIGN

93. Pupils, including those with special educational needs, make good progress in art and design across the school. The school has maintained the good standards seen at the time of the last inspection. Displayed work is of a good standard and it enhances the accommodation. The quality of display is good, providing information for pupils about different techniques and sources used for art and design. The subject contributes well to pupils' creative skills and cultural development.

94. Throughout the school, pupils use a wide range of materials and tools. They learn a good range of different techniques. For example, at Key Stage 1, pupils have painted and drawn spring flowers and have used charcoal to represent winter twigs. These show good observational skills, with many producing detailed pictures. Pupils use colour well to depict parts of plants. In their work in history and geography, where pupils study the Aztecs and Mexico, they have designed and made colourful masks and collages of famous people. A computer paint program has been used to produce pictures, such as those of trees and a firebird.

95. At Key Stage 2, pupils continue to consider colour, shape, form and texture. They study the visual and tactile qualities of materials and use them to create their own images. Their pictures of plants, using various resources including pen, crayon and paint, show considerable detail and good use of colour. Pupils have used clay to make good models of Ancient Egyptian kings and queens and they have made mummified sardines as part of their history topic. Collages have been made using magazine paper, such as in making planets, and pupils have

made attractive batiks. Photography is also offered as part of the curriculum, such where pupils use the video camera to devise their own animated video programmes.

96. Art and design includes the study of famous and other artists, enabling pupils to appreciate style and the wide range of techniques used. For example, pupils compare and contrast the representation of flowers by artists such as Andy Goldsworthy and William Morris. They study the work of other famous artists in the past, such as Cezanne.

97. No lessons were seen during the inspection but planning shows clear progression and a good range of experiences. Pupils interviewed indicated their enjoyment of art. The policy places good emphasis on encouraging pupils' imagination and creativity, though it is out of date and omits some detail, such as information about equality of opportunity. There is a satisfactory scheme of work, though this does not provide clear guidance for progression across the school, as seen at the time of the last inspection. Good resources provide stimulating experiences for pupils. The school library supports learning by including a good range of books about art and artists. Pupils' work is informally assessed. The limited accommodation is used well for teaching and learning.

DESIGN AND TECHNOLOGY

98. Very few lessons were seen in design and technology during the inspection. Evidence from displayed work and discussions with pupils indicates that they make good progress across both key stages. Work seen was of a good standard and older pupils talked knowledgeably about their work. Good standards and progress were also seen at the time of the last inspection.

99. Key Stage 1 pupils were observed making Mexican meals as part of their studies in geography. They showed good understanding of hygiene, washing their hands when handling food. They learned about dishes using refried beans, avocado and chilli and prepared these carefully, with guidance from the teachers. Pupils showed good understanding of texture and the importance of presentation. They expressed their preferences clearly and discussed similarities and differences between Mexican and British food.

100. Displays and photographs show that pupils experience a wide range of activities where they use their observational and creative skills well. For example, Key Stage 1 pupils have learned how to follow recipes when making tortillas, following a parent's demonstration. They have designed and made Aztec masks and wheeled toys, a collage and Chinese lanterns. A local artist's work has been used as a basis for designing and making stone mosaics and pupils in both key stages have contributed to the village's "Flood garden" which was built to commemorate a local disaster.

101. Key Stage 2 pupils discussed their designs and work on making suspension bridges, giving examples of famous bridges they have studied. They have good knowledge and understanding of the reasons for building bridges of this type and describe their own designs, resources and methods of creating their own models. Pupils selected tools, tested their effectiveness and judged their products. Plans show a good balance of tasks involving different materials. Pupils have developed work through studies of mechanisms, textiles, structures and control. The "Scrap Wood Challenge" display shows good design and making ability and highlights pupils' good problem-solving skills.

102. Pupils, including those with special educational needs, respond well. They discussed their work enthusiastically with the inspectors and show enjoyment of problem solving, designing, making and evaluation.

103. Planning indicates good teaching in the subject, which supports the school's aims of encouraging pupils to use problem-solving techniques and to learn through investigation. Pupils are enthusiastic about design and technology and use their learning effectively in other subjects such as geography, where, for example, they identified bridges over the local river and described their design and strength. Pupils' work is informally assessed and recorded.

104. There is good subject leadership and a consistent approach to developing pupils' knowledge and understanding. The policy and scheme of work are appropriate. Resources are good for the subject and pupils use tools safely within the limited space.

GEOGRAPHY

105. At both key stages pupils' attainment and progress is satisfactory. Pupils with special educational needs make sound progress. Good features of teaching and learning noted in the previous report are still evident. These include understanding of maps and interpretation of aerial photographs, as well as field studies of local geography.

106. At Key Stage 1 pupils acquire sound understanding of life in different countries. They examine large photographs of Mexican women cooking on an old stone stove and a modern cooker. The pupils are studying Mexico as a contrasting locality in conjunction with their historical survey of the Aztecs. Pupils know that modern Mexican people speak Spanish but they have some difficulty in locating the country on a map. They discuss Mexican food and know that it is spicy. With the help of the teacher and support staff older pupils successfully make and cook tortillas. Younger pupils follow instructions in making Guacamole.

107. At Key Stage 2 pupils have good understanding of places, including the local area. Following a field study of the local river, pupils produced very good booklets showing their findings. They investigated various aspects such as the depth, rate of flow and the riverbed. Pupils understand many mapping symbols and locate features such as towns, rivers and farms. They also produced good maps of the local stretch of the river. In class, pupils work in groups to study the area, using Ordnance Survey maps. Using a sand tray they re-create the river course, noting how the water flow carries sand and small stones, but not larger pieces of rock. Pupils discuss the work, using vocabulary such as "erosion, meander" and "confluence". Older pupils find places on maps but have yet to understand and make use of co-ordinates to find specific locations. Year 6 pupils have yet to understand some symbols such as contour lines on a map. Their opportunity to use information and communication technology, such as to access comparative weather information about different locations, is as yet, limited.

108. Pupils make sound progress in geography. They enrich each other's understanding by talking informally about places they have visited. Older pupils develop good skills in understanding and interpreting maps through fieldwork. They enjoy the work and produce good written evidence of their observations and findings. They co-operate well. Pupils successfully link their knowledge and understanding from various subjects. For example, older pupils learn how the riverbank produces habitats for different creatures and how rivers

are created by the water cycle of evaporation and condensation. Younger pupils understand that people of other countries develop their own tastes in food because of different climate and crops.

109. The teaching of the lessons seen in geography was good overall. Teachers have a good knowledge of the subject and devise interesting and stimulating activities. They plan lessons well and make good use of resources, including videos. Support staff and students make good contributions to lessons, supporting group activities and pupils with special educational needs. This helps pupils to learn and develop skills at a rate appropriate to their age group. Teachers use the final minutes of lessons well to review work and to question pupils about what they have learned. Leadership of geography is good. There is an appropriate policy and scheme of work for the subject. Resources are good and the school makes good use of the local environment to reinforce learning.

HISTORY

110. During the present term the school's focus is on geography. Consequently no lessons in history were time tabled. Pupils' attainment and progress in history is at least satisfactory from evidence gained from the scrutiny of pupils' written work, displays around the school, teachers' planning and discussion with teachers and pupils. Pupils with special educational needs also make sound progress. By the end of Key Stage 2, the oldest pupils talk knowledgeably about past studies, reflecting similar findings at the time of the last inspection. Both classes have recently studied the ancient Aztec civilisation. There are attractive displays resulting from this work in their classrooms, showing the influence of the good artwork in the school.

111. Evidence from a very good display shows that Key Stage 1 pupils have produced colourful masks, a paper collage of Montezuma, representations of Aztec mythical figures such as wheeled dogs and the two-headed serpent. There is good supporting information explaining the significance of all of these. Pupils talk with interest about the topic and have retained good knowledge and understanding. At Key Stage 2, pupils have made striking models of stepped temples, banners and headwear. They have also produced informative booklets about the Aztec customs and culture. The display also includes well-researched information on Aztec gods and their characteristics.

112. Key Stage 2 pupils have made a detailed study of World War II. Their visit to the Preston Museum resulted in them producing informative booklets that highlight various aspects of the war. Pupils also saw artefacts such as gas masks, ration books and an Anderson Shelter that supported their understanding. They visited the War Memorial. A local resident came to school to describe her own wartime experiences. Pupils' topic books contain interesting and original writing, contributing to their literacy development. They contrasted the lives and feelings of evacuees with their own situation and wrote about key personnel and events of the war. In a good link with this topic, pupils also studied some of the poems of the First World War and attended a Remembrance Day service in the church. Pupils recall major events and famous people in the past. They discuss life in different periods of history, such as when describing life during World War II and in Aztec time. Pupils respond well. They have interest in the subject and have good understanding of the passing of time and changes that occur.

114. The planning of both topics is thorough and detailed, reflecting very secure knowledge of the subject. The activities, including the visits, are imaginative and well organised and contribute very successfully to pupils' understanding. The two-year cycle of the curriculum shows that there

is coverage of all the appropriate topics. There is an appropriate scheme of work though the policy for history requires review. Assessment and recording procedures are being developed, using an agreed format for the whole school. Marking appropriately supports pupils' learning by providing helpful comments for further improvement. There is good leadership of history and staff benefit from clear guidance in the scheme of work. The policy is adequate, though out of date. There are good resources for the subject and the school makes good use of visits to places of historical interest.

MUSIC

115. Pupils attain well and make good progress in music overall, reflecting the judgement of the last inspection. Pupils' singing in assembly is good. They sing vigorously with well-developed tone and good diction. Pupils at Key Stage 1 show a good sense of rhythm as they clap and say, "My name is ...", round the class. As they listen carefully to a recording of a piece of music with a strong pulse, they make good rhythmic body movements. Pupils successfully play the tune, "Twinkle, twinkle", on chime bars. Each pupil has a chime bar and plays it at the correct time, reading from flash cards that give the letter names of the notes. The youngest pupils' co-ordination is slower but they join in reasonably successfully. The teacher accompanies the performance on the guitar. In a discussion the pupils correctly distinguish between high and low sounds. Some successfully connect this with the thickness of the strings on the instrument.

116. Key Stage 2 pupils also demonstrate a good sense of rhythm. They copy the teacher's patterns of clapping and stamping, quickly recognise when the rhythm changes and follow suit. In singing the song, "Let there be Peace on Earth", the tone develops well as the pupils follow the teacher's direction regarding breathing and approaching high notes. The pupils successfully combine instruments with the lively song, "Gordon the Goat". Some play a variety of untuned instruments whilst others play the recorder. The pupils combine their performance well together, the instrumentalists holding their parts confidently. The recorder players use a wide range of notes and play with a well-developing technique.

117. Pupils in both key stages enjoy the lessons. They listen carefully to the teacher's direction and do their best to perform successfully. Pupils, including those with special educational needs, make sound progress overall. They make good progress in understanding principles of rhythm and the importance of musical contrasts, such as soft/loud, high/low and fast/slow. Their attitudes and behaviour in lessons are good. This helps to ensure they cover a good range and variety of learning experiences in their music lessons.

118. Music is taught by a visiting specialist teacher. The teaching is sound and her knowledge and expertise is an asset to the school. Lessons are well organised and the activities have good structure, enabling the pupils to make good progress in each lesson. A good feature is the teaching of the correct technique in playing the different classroom instruments. In a good recorder lesson pupils developed good tone and technique through being taught correct breathing and articulation. The teacher plans lessons well in accordance with the new curriculum. Lessons proceed at a good pace, involve all pupils in the activities and enable them to develop a variety of skills.

119. The teacher has high expectation of the pupils' work and behaviour and pupils respond well to this. Pupils have the opportunity to learn flute, violin, keyboard and guitar from visiting specialist teachers. These pupils are given opportunity to perform in assembly. The school

regularly participates in local music festivals and performs in the community. These are important features of the school's life. Pupils' progress is assessed informally. The subject is led well. There is a new, appropriate policy, though the scheme of work is out of date. Resources are good. The school has a policy of buying a musical instrument each year and these are used well. The accommodation is limited but is used well for music.

PHYSICAL EDUCATION

120. Pupils' attainment and progress in physical education is good and above national expectations at both key stages. Pupils, including those with special educational needs, make good progress. There was insufficient evidence at the time of the last inspection to make an overall judgement on standards, though pupils' swimming attainment was seen to be good. Two very good lessons in dance and gymnastics were observed during the inspection.

121. At Key Stage 1, pupils effectively warm up to music with a strong beat. This is used well to stimulate walking, skipping, stretching and jumping activities. Pupils show good awareness of the effect of exercise on their bodies, especially that their hearts beat faster. The main activity is developing dance movements. The teacher imaginatively bases these on the "Mr. Men" stories, particularly "Mr. Strong". Pupils decide how to walk in a "strong" way and form "strong" shapes. This develops with jumping and turning movements. At a signal they sequence their movements to swing, walk, jump and sweep. After practising these movements individually they successfully perform the sequence to musical accompaniment. In contrast to these strong movements the pupils then walk, wobble, run and jump "like a jelly".

122. In Key Stage 2, pupils start with a good warm up session. They show good agility and sense of balance as they perform headstands and handstands. They use space well as they explore ways of moving and balancing. They understand asymmetric shape and strive to improve their poise and performance with erect bodies and pointed toes. They use apparatus successfully in climbing, jumping and balancing on beams and the climbing frame. Pupils successfully build on previous learning experiences as they develop their gymnastic ability.

123. Pupils enjoy physical education and work hard to succeed and improve their performance. They listen carefully to the teacher and follow her instructions well. Their attitudes and behaviour are good. Pupils are appreciative of others' efforts and applaud particularly good individual effort.

124. The teaching of the lessons observed was very good. Both classes were taught by the same teacher, who has expertise in the subject. The teacher gave clear directions to the pupils and used well-chosen music to support pupils' movement. There was due regard for the safety of the pupils during physical education sessions. The pace and balance of the lessons ensured that pupils were active and involved throughout. There were good warm-up and cool-down activities at the beginning and end of the lessons. The teacher skilfully demonstrated sequences of movements and encouraged the pupils to improve their individual performance. Planning for the subject indicates that pupils participate and develop their skills in all aspects of physical education. They develop their adventurous activities along with pupils from other cluster schools on the annual residential course. Pupils at Key Stage 2 have regular swimming lessons. The school participates in various sports galas in the summer term and successfully plays competitive games with other schools. Sports development staff have coached rugby and lacrosse.

125. There is a good policy and scheme for the subject and good leadership by the co-ordinator. Physical education lessons take place in the village hall where space is limited for older pupils. The school also uses a large playing field that is also used by members of the public. Despite the limited accommodation, the school promotes the subject well and pupils develop good stamina and fitness.