

# INSPECTION REPORT

## **Bolton by Bowland CofE (VA) Primary School**

Bolton by Bowland, Nr Clitheroe

LEA area: Lancashire

Unique reference number: 119688

Headteacher: Mrs Marilynne Ashmore

Reporting inspector: Miss Vera Rogers  
22274

Dates of inspection: 8 – 10 May 2000

Inspection number: 188135

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

School category: Voluntary Aided

Age range of pupils: 4 to 11 years

Gender of pupils: Mixed

School address: Gisburn Road  
Bolton by Bowland  
Nr Clitheroe  
Lancashire

Postcode: BB7 4NP

Telephone number: 01200 447632

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Appropriate authority: The governing body

Name of chair of governors: Rev D W Mewis

Date of previous inspection: 22 January 1996

## INFORMATION ABOUT THE INSPECTION TEAM

Team members		Subject responsibilities	Aspect responsibilities
Vera Rogers	Registered inspector	Mathematics	What sort of school is it?
		Science	What should the school do to improve further?
		Art	How high are standards? a) the school's results and achievements
		Music	How well are pupils taught?
		Under fives	How well the school is led and managed?
Marvyn Moore	Lay inspector	Equal opportunities	How well does the school care for its pupils?
			How well does the school work in partnership with parents?
Jim Hall	Team inspector	English	How high are standards? b) pupils' attitudes, values and personal development
		Information technology	How good are curricular and other opportunities offered to pupils?
		Design and technology	
		Geography	
		History	
		Physical education	
		Special educational needs	

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The Registrar  
Inspection Quality Division  
The Office for Standards in Education  
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## **PART A: SUMMARY OF THE REPORT**

### **INFORMATION ABOUT THE SCHOOL**

Bolton-by-Bowland CofE Primary School is a very small voluntary aided school situated in a rural area outside Clitheroe. There are currently 43 pupils on roll (22 boys and 21 girls) aged from 4 to 11 who attend full-time and a further six pupils (four-year-olds) who attend on a part-time basis. Children are admitted to the reception class at the start of the year in which they are five and attend part-time for three mornings and one afternoon each week. Most pupils attend a number of nurseries or playgroups. The school has maintained its numbers on roll since the last inspection; however, it is very popular but lacks the space to increase its capacity.

Attainment of the four-year-olds when they enter the school is broadly average. There are three pupils with Statements of Special Educational Need and the school has identified a further five (11.6%) as requiring additional support with learning disabilities and similar needs. Approximately half the pupils live close to the school, the remainder travel by bus from outside the immediate area. They come from a broad range of backgrounds but predominantly from the farming community. No pupils receive a free school meal. There are no pupils from ethnic minority groups.

### **HOW GOOD THE SCHOOL IS**

Bolton-by-Bowland CofE Primary School is a good school with several very good features. The pupils achieve above average standards in English, mathematics, science, geography and music and average standards in all other subjects. The quality of teaching is good. The headteacher, staff and governors work well together to provide a good quality of education for all pupils. The school has an above average income and currently provides sound value for money.

#### **What the school does well**

- Pupils' achievements in English, mathematics and science are above average, largely as a result of the good quality of teaching which extends across the curriculum and the school's commitment to achieving high standards.
- The pupils have very positive attitudes towards their work and behave very well, both in lessons and outside the classroom. Relationships are excellent.
- The headteacher provides good leadership and is very well supported by the governors and staff. Together they have established a positive ethos that strongly supports pupils' learning.
- The school has very good procedures for assessing, monitoring and supporting pupils' attainment and progress.
- The provision for pupils' personal development is very good; they have very good social skills and a strong sense of moral responsibility. Provision for their spiritual development is very good.
- Provision for pupils with special educational needs is very good.
- The standard of pastoral care is very good.
- The partnership with parents and the community is very good.

#### **What could be improved**

- The school development plan does not include precise costings nor documented arrangements for evaluating the effect of spending on raising standards. There is no longer-term strategic planning beyond the end of the present financial year.
- The provision of more good quality reference books in the school's library, to further enhance opportunities for pupils' independent research and development of personal study skills.
- The space available for children under five. Currently it is limited and prevents opportunities for a full range of experiences to cater for all their needs.

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

### **HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION**

Since the last inspection which took place in January 1996, an action plan was produced to tackle the few key issues identified in the inspection report. Action in tackling the issues was initially slow as the school was without a permanent headteacher for eighteen months. Since the appointment of the present headteacher, the school has successfully tackled most of the issues. It has maintained the high quality of education identified and has improved in several areas. The standards that the pupils achieve in English, mathematics, science, geography and music have improved over this period. The

introduction of the Literacy and Numeracy Strategies has been used to develop further the range of teaching strategies and learning opportunities that are provided. The school has reviewed its curriculum provision and has policies in place for all subjects. However, the school has not yet formulated and implemented a longer-term plan beyond the current financial year.

The school has effective systems and strategies in place to make further improvements.

## STANDARDS

Pupils enter the reception class with standards that are broadly average. They make good progress as they move through the school and by the end of both key stages, are achieving standards that are above those found nationally. In 1999 National Curriculum tests the standards achieved in English, mathematics and science at the end of Key Stage 2 were above the national average. However, the cohort of pupils was very small so that the validity of any comparisons with national averages is unreliable. Inspection findings confirm standards that are above those expected at the end of both key stages in English, mathematics and science. Standards in information technology are in line with those expected at the end of both key stages. In spite of some fluctuations, results in the national tests overall are consistently well above average in the last four years and especially high in mathematics.

Standards in geography and music are above those found in most schools at the end of both key stages while those in art, history and design technology in both key stages and in physical education at the end of Key Stage 2 are average. It is not possible to make a judgement about physical education in Key Stage 1 as this did not take place during the time of the inspection. Pupils with special educational needs make good progress towards the targets set for them.

## PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils have positive attitudes to learning. There are consistently good levels of interest in lessons and high levels of involvement. Pupils' enthusiasm for school is excellent.
Behaviour, in and out of classrooms	Behaviour both in class and around the school is very good. Pupils are courteous to adults and show respect for each other.
Personal development and relationships	Pupils' personal development is very good. Relationships with adults and amongst pupils are excellent.
Attendance	Attendance is good.

## 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.*

In the lessons observed the quality of teaching overall was good and has improved since the last inspection. The good quality of teaching meets the needs of all pupils and has a significant effect on the high standard of pupils' learning throughout the school. Assessment is used effectively to ensure that pupils of different abilities are enabled to make good progress overall. In all the lessons observed the quality of teaching was good or very good. It was good in almost 69 per cent of lessons and very good in just over 31 per cent.

The teaching of both English and mathematics is good overall. Teachers follow the recommendations of the Literacy and Numeracy Strategies well. The quality of teaching of pupils who are under five is good. During the inspection examples of very good teaching were observed in science, music,

geography and physical education.

## OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The school provides a broad and balanced curriculum which is relevant to the needs of all pupils and meets statutory requirements. The school has effective strategies for the teaching of the basic skills of literacy and numeracy.
Provision for pupils with special educational needs	The provision for pupils with special educational needs is very good. The school provides a very good level of support in classrooms, which is focused and effective. These pupils follow clear educational plans that enable them to make good progress.
Provision for pupils' personal, including spiritual, moral, social and cultural development	The provision for pupils' personal development is very good. The provision for their spiritual, moral and social development is very good. The clear codes of behaviour along with strong Christian values ensure that pupils develop a strong moral sense. Provision for their cultural development is sound; the provision for the multi-cultural dimension is underdeveloped.
How well the school cares for its pupils	This is a very strong area of school life. The school is diligent in all aspects of welfare of the pupils. All procedures are thoroughly carried out and there is a caring atmosphere. Procedures for assessing, monitoring and supporting pupils' academic progress are very good.

The school works very well with parents. Several parents and friends of the school give good support in class in a number of ways. The information provided for parents is very good. Parents are concerned about the quality and quantity of homework. The school has a sound homework policy and inspection findings suggest that the school is meeting the requirements of this policy.

## HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The school is well led by the headteacher who is strongly supported by all staff. Together they provide a hardworking and committed team.
How well the governors fulfil their responsibilities	The governors play an effective role in managing the school. They support the school and fulfil their responsibilities well. All statutory requirements are met.
The school's evaluation of its performance	The school analyses the standards it achieves well and uses this information to modify its provision. Regular monitoring of teaching is carried out by the headteacher and information from this is used to provide appropriate professional development.
The strategic use of resources	Good use is made of all staff, time and the available accommodation, although the teaching area for the part-time pupils who are under five lacks sufficient space. Teaching resources are used effectively to enhance pupils' learning.



Good use is made of all staff. Priorities of financial management are focused on the maintenance of staffing levels and this priority is effective in the positive effect it has on the standards that the school achieves. Accommodation is satisfactory and is used appropriately except for the space available for the under fives who attend part-time. Teaching resources are adequate overall although those for mathematics and science and in the library are in need of updating to meet all the requirements of the new national initiatives. The school applies the principles of best value satisfactorily.

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

<b>What pleases parents most</b>	<b>What parents would like to see improved</b>
<ul style="list-style-type: none"> <li>• Their children are making good progress in school.</li> <li>• Behaviour in school is good.</li> <li>• The school expects pupils to work hard and do their best.</li> <li>• The teaching is good.</li> <li>• The school is well led and managed.</li> <li>• The school is helping their children to become mature and responsible.</li> <li>• Their children like school.</li> <li>• The school works closely with parents and is approachable.</li> </ul>	<ul style="list-style-type: none"> <li>• The homework provision.</li> <li>• The range of activities outside lessons.</li> </ul>

The inspection endorses the parents' positive views about the school. The school involves pupils well in a range of visits, has good links with the community and invites visitors into school. There is a satisfactory range of extra-curricular activities on offer to pupils. These normally take place during the limited time available at lunchtime as a significant proportion travel home by bus at the end of the school day. The school has agreed to give further consideration to its provision. The school has recently introduced a sound policy for homework. Evidence during the inspection found that homework was given regularly; this was mainly focused on literacy and numeracy and in these areas was satisfactory for pupils of this age range.

## PART B: COMMENTARY

### HOW HIGH ARE STANDARDS?

#### The school's results and achievements

1. Standards in English, mathematics and science are above average at the end of both key stage stages. Standards are above average in geography and music and average in art, history, and in design and technology in both key stages and in physical education in Key Stage 2. It is not possible to make a judgement on standards in physical education in Key Stage 1 as this did not take place during the inspection.
2. The majority of pupils enter school with attainment that is broadly average for their age. They make satisfactory progress, by the time they are five, pupils have achieved above average standards in personal and social education and language skills but overall their attainment is average.
3. The very small size of the cohort makes any comparisons with national averages and those found in similar schools unreliable. In the Key Stage 1 National Curriculum tests in 1999, pupils' achievement in reading was well above average and above average in writing. Pupils' achievement in mathematics was very high.
4. Trends over the four-year period from 1996 to 1999, fluctuate because of the very small size of the cohorts. There was a sharp rise in results both in reading and mathematics and a slight rise in writing. The standards in mathematics rose particularly well in 1999 from being below and well below national standards in the previous two years. The performance of the girls was well above the national average in reading and close to the national average in writing and mathematics. The performance of the boys in reading was above the national average, well above the national average in writing and close to the national average in mathematics.
5. The cohort of pupils taking the Key Stage 2 National Curriculum tests in 1999 was very small making comparisons with national averages unreliable. The pupils' achievements in both English and science were above average and well above average in mathematics. The percentages of pupils achieving the expected levels (level 4), in English, mathematics and science were very high. The proportion of pupils achieving the higher levels (level 5), in English was very low; in mathematics and science the percentages achieving higher levels were similar to those found in other schools. In spite of some fluctuations, results in the national tests overall are consistently well above average in the last four years and especially in mathematics.
6. The school underwent a period of some instability following the previous inspection in 1996 and had a series of acting headteachers during a period of eighteen months until the appointment of the present headteacher and a new teacher for the Key Stage 1 class in 1997. In a very small school, this had an impact on the overall standards during this period. Since her appointment, the new headteacher has carefully monitored standards throughout the school and has accordingly modified provision in order to raise attainment and accelerate pupils' progress. Effective assessment procedures have been introduced and assessment is used well to inform the next stages of pupils' learning. The higher attaining pupils in Key Stage 1 work alongside pupils in Key Stage 2 for English and mathematics and this presents them with opportunities to be further challenged and extend their learning in these subjects. The targets set for the next two years for English and mathematics are appropriate. In other subjects, such as science, music and history, good use is made of the expertise of the teachers with the opportunity for them to teach the subjects in which they have particular skill.
7. The previous inspection reported that standards in **English** were average in both key stages. Since then the school has focused on improving attainment in English. The National Literacy Strategy has been effectively introduced together with a policy and scheme of work and more attention is now given to the development of writing. The higher attaining pupils in Key Stage 1 work with Key Stage 2 pupils for English. Findings during the inspection indicate that standards in English have improved and are above those found nationally. Pupils enter the reception class with attainment that is broadly average. They make good progress and by the end of both key stages they are achieving standards that are above those expected for pupils of their age.

8. By the end of both key stages, pupils' attainment in speaking and listening skills are above average; their listening skills are particularly good. They listen very well to one another, their teachers and other adults and show understanding in discussions. In reading at Key Stage 1, the pupils read texts accurately and with understanding; most read accurately and with expression. In Key Stage 2, most pupils read fiction and non-fiction texts accurately, fluently and with understanding and expression. In Key Stage 1, pupils write in sentences using capital letters and full stops accurately; they spell simple words correctly. Pupils in Key Stage 2 use complex sentences when writing; they use punctuation accurately and demonstrate a wide use of vocabulary.
9. By the end of Key Stage 1, pupils' attainment in **mathematics** is above national standards. Pupils enter the reception class with attainment that is broadly average. By the end of the key stage, most pupils know and use numbers to 20. Higher attaining pupils know and use numbers to over 100. They gain appropriate skills and understanding of measurement, shape and data handling. They use and apply these skills when solving problems. By the end of Key Stage 2, pupils further develop their understanding of number and mental arithmetic and have opportunities to apply this knowledge to a range of problem solving tasks. They continue to build on their knowledge of data handling, shape and measurement. The previous inspection reported that standards in mathematics were sound. Since then the school has successfully introduced the National Numeracy Strategy and findings of this inspection show that the teaching of this subject has improved pupils' attainment significantly.
10. By the end of both key stages, pupils' attainment in **science** is above average and pupils make good progress as they move through the school. They develop and build on their knowledge and understanding in all areas of the curriculum and with some opportunities to devise and plan their own experiments and investigations. The standards in science have improved since the last inspection when they were judged as average at the end of both key stages.
11. Attainment in **information technology** is broadly in line with the national standards at the end of both key stages and pupils make satisfactory progress. By the end of Key Stage 1, pupils know the main functions of a computer and use a range of programs to assist them with their work. By the end of Key Stage 2, pupils use the computers for word processing, data handling, some art /design work and to support other areas of the curriculum.
12. Standards in **art, history** and in **design and technology** in both key stages and in **physical education** at Key Stage 2 are average. It is not possible to make a judgement on standards in physical education in Key Stage 1 as this did not take place during the time of the inspection. Standards in **music** and in **geography** are above those found in most schools.
13. Pupils with special educational needs are very well supported by their teachers and support staff and make good progress towards the targets set for them; they are well integrated into the classes and provided with work which matches their needs. Pupils of average and above average abilities make good progress through the school. Good use is made of the effective assessment procedures to ensure that learning is well matched to the needs and abilities of all pupils.

### **Pupils' attitudes, values and personal development**

14. Pupils' attitudes to school are very good overall. They demonstrate, through their enjoyment of work and play, a very high level of enthusiasm for learning. Pupils show great interest in their work. They listen attentively to teachers and each other in lessons and concentrate very well. There is an industrious working atmosphere in classrooms with pupils focusing well on the tasks in hand, which contributes to good progress. Pupils with special educational needs are fully integrated into the life of the school and have very good attitudes to learning. They benefit from very good levels of support in lessons and respond well with sustained concentration and involvement.
15. Behaviour in classrooms, during lunchtimes and playtimes is very good, a view which is strongly supported by parents. Routines are very well established by teachers who have high expectations of pupils' behaviour and they co-operate by upholding high standards of conduct. There was a complete absence of any form of oppressive behaviour, including bullying, observed during the inspection and from discussion with staff and pupils, no evidence of

bullying at other times. Pupils are courteous and helpful to adults and to each other. There have been no exclusions from the school in recent years.

16. Relationships amongst all groups of pupils and between staff and pupils are excellent. There are high levels of co-operation evident in pairs and groups during lessons, with pupils supporting each other and discussing their work. Pupils work very well together in mixed-age classes; for example in physical education, when running as part of a team they encourage and support each other, suggesting ways to improve performance. Older pupils readily support younger ones in physical tasks, such as putting up the chairs on desks at the end of the day. There is a caring ethos in the school, where teachers value and respect pupils and their work. Praise and encouragement form an integral part of this ethos and pupils respond accordingly.
17. Pupils throughout the school take responsibility and show initiative when given opportunities. They assist with the setting up of resources such as musical instruments and clear away after activities. Younger pupils demonstrate their developing sense of initiative when working on computers unassisted. Older pupils show awareness and responsibility when working with and helping younger pupils in the class. Attendance at the school is good.

### **HOW WELL ARE PUPILS TAUGHT?**

18. The overall quality of teaching is good. In the lessons observed, teaching was good or very good; it was good in almost 69 per cent of lessons and very good in the remainder. This represents an improvement on the last inspection when 80 per cent of lessons were judged to be good and the remainder satisfactory. There is a structured approach to teaching in both key stages with all teachers and staff working well together as a team.
19. Due to the timing of the inspection, only one session for those under fives who attend on a part-time basis, was observed. From this, the evidence from teacher's planning and the children's previous work, teaching is judged to be good and prepares the children well for their formal education. These children are taught by the nursery nurse who plans and liaises closely with the reception teacher. The children follow the recommended areas of learning of the Desirable Learning Outcomes during the time that they are in school. Good use is made of assessment of their previous attainment, particularly with regard to the variation in opportunities that the children have experienced prior to joining the school. The nursery nurse has established good relationships with the children and their behaviour is well managed. Questions and discussion are of good quality and methods used are appropriate to the needs of young children and maintain their interest and motivate them well.
20. In both key stages the quality of teaching is good, with examples of very good teaching. The two full-time teachers work well together and good arrangements are in place to ensure that the part-time staff make an effective contribution to the pupils' education. Good use is made of the expertise of all teachers with opportunities for teachers to teach their specialised subjects to both classes. This ensures that the impact on pupils' learning is good and pupils make good progress in developing their knowledge, skills and understanding in all areas of the curriculum.
21. In both key stages, the quality of teachers' planning is sound. Teachers set clear objectives for their lessons and the methods used provide a good balance between explanation by the teacher, questioning and discussion, listening, writing and practical activity. Teachers use a range of organisational strategies effectively, which includes class teaching, group work and individual work. This is of particular importance when teaching pupils across the whole key stage. Teachers have high expectations of the pupils both in terms of their behaviour and academic progress and the pupils respond positively. Questioning and discussion are generally used well to challenge pupils' thinking and further develop their knowledge and understanding; due attention is given to the wide age range and ability within each class with questions matched well to their needs. The pace of most lessons is good and very good use is made of support staff and voluntary helpers. Relationships between pupils and teachers and support staff are very good. In both key stages, teachers manage the pupils very well so that the maximum amount of time is spent in addressing the objectives of the lessons.
22. In both key stages, teachers have a secure knowledge and understanding of the subjects they teach. There is good understanding and subject knowledge, particularly in the literacy and numeracy lessons, these are strengths and teachers extend and challenge the pupils

appropriately. The deployment of teachers to teach their specialist subjects to each class/key stage works well, uses the expertise of these teachers effectively and leads to appropriate challenge and progress in pupils' learning. Available resources are used well and, in the most effective lessons, teachers use a wide range of ideas to stimulate pupils' interest.

23. In both key stages, the teaching of literacy and numeracy is good overall. Teachers provide good opportunities for pupils to talk and develop their communication skills and pupils are introduced to a wide range of literature during the Literacy Hours. Strategies for reading are taught satisfactorily; punctuation, spelling and handwriting skills are taught systematically and ensure good progress. In mathematics, teaching in both key stages is good. Teachers use the whole-class mental arithmetic session at the beginning of each lesson well to provide good opportunities for pupils to practise mental agility, look for patterns in numbers and learn number facts and bonds. Work is then matched closely to pupils' abilities and provides them with further opportunities to extend and use their knowledge. The teaching of science in the lessons observed was good. The science co-ordinator teaches both classes and this ensures continuity across the school. From pupils' previous work it is apparent that the teacher uses a wide range of methods and strategies to interest them, including opportunities to devise and carry out their own experiments and record their findings.
24. The school has developed good procedures to assess the work of pupils. This includes good day-to-day assessment of pupils' work, through good questioning of individuals during lessons and plenary sessions and regular marking. Pupils' progress is carefully monitored through more formal testing at the end of the key stages and through the use of tests and assessments in each class. The teachers use assessment well to help them to decide what the pupils are to learn next. The results of assessment are used well in planning to define clear aims for each group of pupils, based on a detailed assessment of what the pupils already know and can do. This then leads to the provision of a good match of work to challenge and meet the needs of all pupils. Marking of pupils' work is carried out regularly and usually informs pupils what they need to do next to improve and sometimes sets appropriate targets.
25. Throughout the school, teaching for pupils on the special educational needs register is good. These pupils make good progress towards the targets set for them because they have very good additional support which is targeted appropriately.
26. Pupils' learning is generally good across the school especially in the core subjects of English, mathematics and science and very good in music and geography. The school has acknowledged the wide age range and spread of ability within each of the classes. The pupils are grouped appropriately in English and mathematics lessons, with the higher attaining more able pupils in each class able to work at higher levels with older or younger pupils, depending on their needs, because of the flexibility that the organisation permits.
27. Teaching in geography and music was very good overall; teaching of history and in design and technology at Key Stage 1 and physical education at Key Stage 2 was also very good. As no lessons were observed in these subjects in Key Stage 1, nor in design and technology or art in Key Stage 2 it is not possible to give a firm judgement on the quality of teaching in those subjects. There was also insufficient evidence of direct teaching of information technology during the inspection. However, from teachers' planning it is clear that information technology skills are developed progressively through the school and used satisfactorily to support pupils' work in other curriculum areas.
28. The school has a recent policy for homework which is consistently applied across the school. Pupils are encouraged to take home reading books, spellings and mathematics but this is not compulsory. The homework which is provided enhances the learning opportunities available in the class, helping pupils to extend and improve their work.

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

29. The school meets statutory requirements for the provision and teaching of all subjects of the National Curriculum, religious education and sex education. The curriculum is broad and balanced and pupils are given equal opportunities to study all aspects of the National Curriculum.

30. There have been significant improvements made since the last inspection in establishing policies for all subjects. The school has successfully adopted the National Literacy and Numeracy Strategies and developed good planning in the medium and long term for English and mathematics. The use of these strategies in the classroom has helped to improve pupils' attainment compared with the previous inspection. The policies for personal, social and health education are generally good and reflect the communal approach of the school to the development of the pupils. There is a limited but adequate programme for drug education.
31. The school meets the curricular requirements of all pupils on the special educational needs register. The overall provision for these pupils is very good. Individual education plans are detailed and thorough. Parents are invited into school to discuss and review these plans and to help to solve specific problems or issues that arise. Support within classrooms is substantial and effective. Support staff are very well deployed to assist individual pupils within groups whilst maintaining the effectiveness of group activities; for example, when exploring the best combination of wheels and axles together in a design technology lesson. In English, close guidance and support of groups and individual pupils are effective in promoting good progress amongst pupils with special educational needs. Support staff are briefed well on planning and objectives for lessons, which helps to ensure that activities are well focused and productive.
32. The provision made for extra-curricular activities is sound. There is a variety of clubs including French, football, netball, music and gardening. These activities are well supported given the size of the school and the fact that activities at the end of the school day are curtailed for many pupils because they travel by bus from surrounding areas. Older pupils in Key Stage 2 have the opportunity to participate in a residential visit for a week at a Field study centre.
33. The school makes very good provision overall for the spiritual, moral and social development of its pupils. Acts of worship play a significant part in pupils' spiritual awareness and pupils are provided with opportunities for reflection through prayer at the end of the morning sessions and at the end of the day.
34. Very good provision is made for pupils to develop moral awareness and a sense of right and wrong. The behaviour policy adopted by the school is strongly underpinned by a commitment to Christian ideals. Discussions and stories during circle time and assemblies encourage pupils to develop an understanding of the need for shared values and concern for others.
35. Provision for pupils' social development is very good. The school is involved in charitable fund raising and pupils are encouraged to participate in and contribute to the life of the church and local community through participation in special services and events. Older pupils distribute harvest gifts and join the older members of the community at some of their activities. The village community is invited to many school events including assemblies. The grouping of pupils across the age range encourages mutual responsibility and co-operation, which is evident in the way pupils work together in the classroom and play together during breaks.
36. Through religious education, pupils develop an insight into other faiths and cultures such as Judaism, Sikhism and Islam. The school is involved in hosting events for children from Chernobyl when they stay in the village. Older pupils contrast their own community with others during residential visits to Field study centres. Through art and music pupils study various aspects of other cultures and times. Provision for pupils' cultural development is sound overall.
37. The school has good liaison with the main secondary school to which pupils transfer. Year 6 pupils entertain in the church's Monday club, and pupils appear in the village pantomime. Visits out of school are well organised and pupils have been taken to local places of interest including the theatre and theatre workshops which they much enjoy. The school feels that it is a very integral part of the community and the links which the school has with parents and the community are extremely strong and make an effective contribution to pupils' achievements.

### **HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?**

38. The school provides a safe and secure environment for its pupils and cares very well indeed for them. Pupils are happy to approach every member of staff on pastoral matters and the school provides good support for pupils with special educational needs. Individual education

plans are regularly checked and kept up to date and the school carefully checks to see whether targets on the plans have been maintained. Parents are fully consulted with both the provision of the plan and the monitoring of it. Supervision at break-time and lunchtimes is good. The arrangements for the recording of accidents are satisfactory and designated members of staff hold the appropriate First Aid qualifications. The relationships between staff and pupils are secure and pupils know who to go to for help and advice if they have any problems or concerns. The school has an effective policy for promoting good behaviour and eliminating oppressive behaviour.

39. The school has an excellent health and safety policy and regular inspections of the school are carried out by the local authority and monitored by a member of the governing body with specific responsibility for health and safety.
40. The named child protection officer has received formal training and the good and detailed child protection policy is firmly in place and members of staff are fully aware of procedures to be followed where children are concerned.
41. The school has very good procedures for assessing, monitoring and supporting pupils' attainment and progress, which represent a significant improvement since the previous inspection. Teachers keep an individual folder for each pupil with an assessment sheet and pupils' reading is monitored weekly. Individual progress is followed carefully with comments for action made on trends, which inform future planning. There is a class record book containing ongoing comments on individual pupils including marks for their work. English, mathematics and science are also assessed half-yearly against the National Curriculum levels with comments on progress and attainment, which form the basis for reporting to parents. There are very good systems of assessment maintained to support those pupils with special educational needs. These pupils are identified early and their progress is closely monitored against learning targets, for example through informative individual education plans. The school participates in a collaborative scheme with other small primary schools to moderate pupils' work against National Curriculum levels of attainment, giving teachers a closer understanding of how their pupils' work relates to national standards. Policies for record keeping, marking and assessment are comprehensive and form a very sound basis for procedures. The effective systems for assessing and monitoring pupils' progress and the use of these by teachers in providing work which meets the needs of all pupils makes a positive impact on the progress that the pupils of all abilities achieve.

## **HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?**

42. Parents have very favourable views of the school. The school works extremely successfully with parents and has formed a highly effective partnership with them which is valued by the school, parents and pupils. Excellent information is provided for parents; the school has produced an excellent brochure which is parent friendly and presented in a most attractive way. The brochure itemises all information that parents and carers need. The annual written reports are very good. They record all the required information on both pupils' progress and academic performance and are much valued by parents. There are ample opportunities for parents to discuss their children's progress with the school. The school holds regular parents' evenings and in addition the open door policy enables parents to contact the headteacher and staff at any time to discuss their child's progress or any matters of concern they may have. A significant number of parents come into school to help with pupils' reading and involve themselves in the school, for example with a tree planting session; "The Friends of the School", which is a parents led group, annually raises money for the school.

## **HOW WELL IS THE SCHOOL LED AND MANAGED?**

43. The headteacher provides good leadership and is well supported by the teachers, staff and governors. Together they demonstrate a high commitment to the work of the school and share a strong determination to provide a good quality of education for all pupils within a caring, Christian environment as identified in the school's aims and philosophy. This, together with the regular evaluation of its provision and standards and a strong sense of purpose, provides clear educational direction for the school.

44. Following the last inspection the school underwent a period of uncertainty with the promotion of the previous head and a number of acting headteachers over a period of eighteen months. This slowed down the development of the school's provision and standards and the implementation of the recommendations of the previous report. Since her appointment the headteacher has worked conscientiously to tackle the issues identified and move the school forward. Curriculum policies and schemes have been developed satisfactorily, standards in the core subjects have improved steadily and provision for pupils with special educational needs have improved significantly. The school has introduced good procedures for assessment and has maintained and in some cases improved the quality of education and standards found in the previous inspection.
45. The headteacher and Key Stage 1 teacher are clearly focused on improvement and have the capacity to continue its success. Information from assessments on entry and national tests is carefully analysed and is starting to be used effectively, to predict outcomes. From this they also assess the need for changes in the school's curriculum provision. The headteacher also monitors the teaching and learning in lessons and uses the information to support individual teachers well, providing opportunities for their individual professional development in any identified area of weakness. The programme for the appraisal of teachers is fully in place.
46. The staff work well together as a team. Relationships between the headteacher, all staff and governors are very good. All teachers, including those who are part-time have curriculum responsibilities, have clear job descriptions. The headteacher allocates time for the full-time teacher to carry out her curriculum responsibilities and both the headteacher and the Key Stage 1 teacher have had some opportunity to monitor the teaching and learning of their subjects by classroom observation. This has been effective in ensuring that any new initiatives are fully addressed.
47. The governing body carry out its duties and supports the school very well. They are active and have developed their role to include regular visits to monitor the implementation of national initiatives such as the Literacy and Numeracy Strategies. The governors are very effective in shaping strategies for improvement and carefully monitor the school's performance and are well aware of its strengths and weaknesses. Most governors help in school, all play an active role in its management and use their many skills in the service of the school. Appropriate committees of the governing body are well established and are actively involved in determining priorities and procedures for improving standards and provision. All statutory requirements are met.
48. As this is a small school, the headteacher has a heavy teaching commitment as well as her management responsibilities. Along with the one full-time teacher and two part-time teachers they share responsibility for the management of all subject areas. Together they have produced policies and schemes of work for all subjects as recommended in the previous inspection and share decisions about curriculum issues. There is a clear focus on improvement and together they have the capacity to continue the school's success.
49. The school makes good use of its available financial and other resources. Priorities are well supported through effective financial planning with an emphasis on the maintenance of staffing levels and supporting the funding of education for under fives from the start of the year in which they are five, rather than at the beginning of the term in which they are five. This clearly affects work in the classroom, with individual pupils, including those pupils with special educational needs, groups and classes benefiting from high levels of support and specialist teaching and all pupils under five having similar opportunities. However, the school development plan has weaknesses in that it does not currently include clear costings, the impact of spending on standards, or longer-term planning for resourcing beyond the present financial year; as a result in this context the development plan is underdeveloped. Specific grants are effectively targeted. The day-to-day running of the school is good. The headteacher and secretary are very well supported in the financial administration of the school by the governing body's financial committee. The school makes satisfactory use of new technology and there are further plans for development into areas such as e-mail.
50. The accommodation at the school is satisfactory overall. The school is housed in a building which has been carefully renovated and extremely well maintained and has the addition of a balcony which is used skilfully by the school for a library and computer area. The two classrooms are of an adequate size for the age of the pupils and the school is clean and well



maintained. However, the area used by the under fives in a part of the hall is small and inhibits the range of experiences offered and the movement of these pupils. The school has good outside play facilities although there are no large outdoor play facilities for children under five; these children have access to sufficient large and wheeled toys. This limits the attainment and progress of these children in physical and social education. The school has the advantage of being surrounded by beautiful countryside which provides a first class stimulus for pupils.

51. Learning resources are adequate for most curriculum subjects and the range of pupils, including those with special educational needs. However, many of these resources, particularly in mathematics and science need updating to take account of recent national initiatives such as the introduction of the Numeracy Strategy. The school has recognised this as an area for improvement. Additionally, the range and quality of non-fiction learning resources in the library are insufficient to fully support the development of pupils' independent learning skills. Although space is at a premium, resources and equipment are stored well and easily accessible in classrooms, the resource area and storerooms.
52. The management of special educational needs is good. The co-ordinator is the headteacher and she ensures that reviews of pupils' progress towards achieving their agreed targets are regularly carried out. Thorough records are maintained and regularly updated.
53. Bolton-by-Bowland School is a friendly community school which has moved forward since the last inspection. As it is a small school the income and expenditure per pupil are above average, however, financial and other resources are used well, Standards are above average in the core subjects and in geography and music. The socio-economic circumstances of the pupils are favourable and most enter with levels of attainment that are broadly average. The school has many strengths. The headteacher and governors together provide good leadership and clear direction. The quality of teaching and pupils' learning are good. The school's provision for pupils' welfare and child protection are very good and there are strong links with parents and the community. The school applies the principles of best value well.

#### **WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?**

54. In order to improve the quality of education further the governing body, headteacher and staff should:-
  - Ensure that the school development plan includes more precise costings and documented arrangements for evaluating the effects of spending on raising standards and includes some longer-term planning; (*paragraph 49*)
  - Improve the quality and quantity of reference books in the school's library to enhance opportunities further for pupils' independent research and personal study. (*paragraphs 51,81*)

**OTHER ISSUE WHICH SHOULD BE CONSIDERED BY THE SCHOOL:**

55. The following should also be considered by the school for inclusion in its action plan:
- Consider ways to improve the accommodation for children under five to ensure that it is appropriate for pupils of this age. (*paragraphs 50,58,69*)

## PART C: SCHOOL DATA AND INDICATORS

### Summary of the sources of evidence for the inspection

Number of lessons observed	16
Number of discussions with staff, governors, other adults and pupils:	21

### Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	31	69	0	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	Nursery	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)		45
Number of full-time pupils eligible for free school meals		0

FTE means full-time equivalent.

Special educational needs	Nursery	YR – Y6
Number of pupils with statements of special educational needs		3
Number of pupils on the school's special educational needs register		8

English as an additional language	No of pupils
Number of pupils with English as an additional language	0

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	1
Pupils who left the school other than at the usual time of leaving	2

### Attendance

Authorised absence	%
School data	6.2
National comparative data	5.4

Unauthorised absence	%
School data	0
National comparative data	0.5

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

As the cohort of pupils in both key stages was below 10, the test results for 1999 are not included.

### ***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	45
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)	2.4
Number of pupils per qualified teacher	18.8
Average class size	22.5

#### **Education support staff: YR – Y6**

Total number of education support staff	1
Total aggregate hours worked per week	10.5

### ***Financial information***

Financial year	1998/99
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	£
Total income	96,227
Total expenditure	100,708
Expenditure per pupil	2,651
Balance brought forward from previous year	13,982
Balance carried forward to next year	9,501

## Results of the survey of parents and carers

### Questionnaire return rate

Number of questionnaires sent out	45
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.	45	48	6	0	0
My child is making good progress in school.	42	55	0	0	3
Behaviour in the school is good.	76	24	0	0	0
My child gets the right amount of work to do at home.	30	45	21	3	0
The teaching is good.	58	42	0	0	0
I am kept well informed about how my child is getting on.	61	27	9	3	0
I would feel comfortable about approaching the school with questions or a problem.	79	18	0	3	0
The school expects my child to work hard and achieve his or her best.	70	24	6	0	0
The school works closely with parents.	70	24	6	0	0
The school is well led and managed.	67	33	0	0	0
The school is helping my child become mature and responsible.	64	36	0	0	0
The school provides an interesting range of activities outside lessons.	24	39	15	9	12

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

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

56. *As the majority of these children attend on a part-time basis, they were only in school for one morning during the inspection. Judgements are based on observation of that session, the few full-time pupils who have recently joined the reception class, displays of pupils' work, discussion with staff and evidence of teacher's planning and records.*
57. Before entering school, most children have attended a playgroup or the parents and toddlers group which is held in the school. Children are admitted to the reception class at the start of the school year in which they are five. Prior to that, children under five attend on part-time basis of three mornings and one afternoon each week initially and gradually this time is increased so that they are attending for one full day before attending on a full-time basis.. Children under five share a class with older reception pupils but initially they work with the nursery nurse in a section of the school hall. At the time of the inspection there were six pupils in this group and two pupils in the reception class. On entry to the school, attainment is broadly average overall. Pupils make sound progress and by the time they are five, most have achieved above the standards in the recommended areas of learning.
58. The curriculum is firmly based on the six areas of learning which are set out nationally, promoting the Desirable Learning Outcomes for children of this age. Although the space in which they work is small, there are sufficient opportunities for children to participate in purposeful play, learn from first-hand experience and to choose their own activities.

#### Personal and social development

59. Children make good progress in personal and social development and most pupils attain standards above those expected of five-year-olds. They sit well and quietly on the carpet and work at their activities with good concentration. Most children participate satisfactorily in the school routines, such as playtimes when they play together with others from the school. The pupils follow instructions and behaviour is good. They put on their outdoor clothes and shoes independently and take care of their belongings. When listening to a story, they are attentive and join in actions appropriately.
60. The teaching and learning of personal and social education are good. Staff have high expectations and explain why children have to do things. There is a consistent approach and children gain a clear picture of what is acceptable behaviour and what is not. The staff use praise well to encourage and reward effort and high achievement giving children a sense of their own worth. The teacher and nursery nurse provide opportunities for children to develop independence and use their initiative and to make their own choice of activities. Good measures have been established to support children on entry to the school, mainly through the links that have developed with the parents and toddlers group which introduces the children to the routine of school before they are admitted. Relationships between the adults and children and between the children themselves are very good..

#### Language and literacy

61. From the limited evidence available, children make good progress in language and literacy and, by the time they are five, the majority achieve above the levels expected. They listen for sustained periods and respond appropriately to adults' instructions. Nearly all express themselves clearly and join in enthusiastically with stories, rhymes and songs. There are opportunities to develop literacy through games and pre-writing activities. Opportunities to develop speaking and listening are further provided through the role play activities in the 'Home Corner'. The older children enjoy books, handle them carefully and know that print has meaning. In writing, these children practise letter shapes and older pupils form letters correctly. As no literacy lessons apart from story were observed, it is not possible to make a secure judgement on the teaching of literacy to the majority of under fives. The older pupils follow the early stages of the National Literacy Strategy with good support from support staff and work is well matched to their needs.

### Mathematics

62. In mathematical understanding most children attain standards above those expected of five-year-olds. Most children make at least sound progress. Those who have just started school count up to five. They identify, write and sequence numbers to five and are beginning to count on and back and quickly learn to count beyond this, when counting in class at the beginning of numeracy lessons. The older pupils recognise, order and write numbers up to ten and use this knowledge to solve simple problems and do simple addition sums up to ten. They recognise two-dimensional shapes for example, circle, square, rectangle and triangle.
63. The teaching and learning of mathematics are good. Lessons are planned effectively and activities are appropriately matched to the needs of the children. Appropriate aids to learning are used such as models of dinosaurs for children to count. The nursery nurse works well both with those children who have just started school and also with those who have moved into school full-time. Other support staff are also used effectively to support the younger and less able children and provide effective adult guidance and development of mathematical language.

### Knowledge and understanding of the world

64. Observation of this aspect of children's development is limited to the few lessons observed in topic work within the full-time class, scrutiny of the previous work of these children and the teacher's planning. By the time they are five, most children attain the levels expected and make satisfactory progress in this area, which includes scientific, technological, geographical and historical learning within the limited time available. Children use visits to the school grounds and the immediate locality successfully to enhance their learning. For example, in scientific enquiry pupils listened carefully for sounds and distinguished between sounds made by people and natural objects. They sort materials into different categories and accurately draw those that are natural and those that are made by people. The older children follow the same topics as the pupils in Key Stage 1 and have studied how things grow and are currently studying communication. The children who have just started school also follow the same topic with appropriate activities based around the theme. Older pupils have opportunities to become familiar with the computer keyboard and learn to control the mouse.
65. The teaching of knowledge and understanding of the world is satisfactory overall and pupils make sound progress. Planning is satisfactory with appropriate learning activities. Teachers use the accommodation, environment and resources of the school well. Good introductions to lessons with demanding questions enable pupils to develop an appropriate vocabulary, for example, in science. Where work is recorded in books it is marked with suitably personal comments by the teacher.

### Creative development

66. Observations of children's standards in creative development are largely taken from the examination of observation of previous work completed by the older pupils, a small amount of work during the under fives session in school and work on display. Most children attain average standards of five-year-olds and pupils make satisfactory progress. Children who have just joined the school make collage pictures of animals using shapes. They paint lively and colourful pictures matching the colours well. They handle clay and use the tools appropriately when making simple models. The older children use the picture of "The Scream" by Edvard Munch as a model to paint pictures of facial expressions. These children enjoy music and can distinguish between high and low sounds accurately. They sing in tune and have good rhythm when singing and playing un-tuned percussion in the lesson along with other Key Stage 1 pupils.
67. The teaching and learning of creative development are good. Teachers plan appropriate activities to enable children to develop their drawing, painting, printing and modelling skills. Drawing is often developed through other areas of learning, especially knowledge and understanding of the world. Good support is given by the teacher and nursery nurse to ensure children gain satisfaction from their work. Music is taught by the music co-ordinator with the Key Stage 1 class.

### Physical development

68. In physical development, by the time they are five, most children have achieved satisfactory standards. Children make satisfactory progress in most areas of activity. Most children use pencils, crayons and paste efficiently, They use scissors to cut accurately along a line and the youngest pupils handle clay and appropriate tools well. All these skills improve further with practice across a wide range of activities. In particular, the fine movements required in neat handwriting develop well.
69. The teaching and learning of physical development within the classroom are good. Staff help children to improve their skills in the classroom by demonstrating the best way to hold pencils and good support is given during painting, cutting, and sticking. The lack of sufficient large outdoor equipment to support the development of co-ordination and balance inhibits progress in the development of these skills
70. The children make a very good start to their education. The programme of learning is based well upon the nationally recommended Desirable Learning Outcomes for children under five and moves effectively into the National Curriculum for those older children who are ready. Assessment procedures are very good. The results of the early assessment are used to plan the work for individual children's needs. Staff observe and monitor children effectively during lessons and set suitably challenging individual targets.
71. The overall quality of teaching and learning for children under five are good. The teacher and nursery nurse have a good understanding of the needs of young children and of recommended expectations for the age group. There is very good co-operation between the class teacher and the nursery nurse. They plan together well and the nursery nurse has full responsibility for the children new to part-time education. She also supports work within the classroom very effectively. Activities and tasks are well matched to children's needs and there are many opportunities for extending their vocabulary. Both the teacher and nursery nurse have built very good relationships with children and manage them well.
72. The school understands the importance of parental involvement in children's education and provides very good pre-school and first days to induct pupils into school life. Each child is partnered with a pupil from Year 2 who takes care of them throughout their first days in school. The school has an 'Open Door' policy to parents and the teacher and nursery nurse are available at the beginning and end of each day to discuss any issues that may arise with parents.
73. Since the last inspection the school has maintained the good standards in the quality of teaching and children's learning and satisfactory progress overall in the areas of learning.

## **ENGLISH**

74. Attainment in English is above average at the end of both key stages. This is an improvement in both key stages since the school was last inspected. Pupils make good progress over time and achieve well.
75. The results of National Curriculum tests for pupils for seven-year-olds in 1999 showed that the performance of the pupils was well above the national average for all schools in reading, and above average in writing. When compared with similar schools, the results were well above average in reading and below average in writing. However, the very small size of the cohort makes any comparisons with national averages and those found in similar schools unreliable. Trends over the four-year period from 1996 to 1999 fluctuate because of the very small size of the cohorts. There was a sharp rise in results in reading and a slight rise in writing. The performance of the girls was well above the national average in reading and close to the national average in writing. The performance of the boys in reading was above the national average and well above the national average in writing.
76. The cohort of pupils taking the Key Stage 2 National Curriculum tests in 1999 was very small making comparisons with national averages unreliable. The performance of the pupils in English was above the national average of all schools but below average when compared with similar schools. In spite of some fluctuations, performance of the pupils in English over the past four years was well above average Although the percentage of pupils attaining the standard expected from eleven-year-olds was very high in comparison with the national



average, the proportion who exceeded this level was very low in comparison with the national average

77. At the end of both Key Stages 1 and 2, pupils' speaking and listening skills are above the standards found nationally. Most pupils in Year 2 talk confidently about their reading books, using language well when describing the plot and developing their ideas clearly. Most pupils in this year group talk expressively and with a wide range of vocabulary, engaging the interest of the listener. Listening skills in Key Stage 1 are very good, with pupils demonstrating close attention to what others are saying. They respond to ideas and questions thoughtfully and are fully engaged in class discussions. Pupils in Key Stage 2 listen carefully and become involved in discussions, for example about the Sutton Hoo burial site in a history lesson. They demonstrate logical thinking in their responses and develop their arguments well. Pupils in Year 6 watched their partners running in a physical education lesson and described and discussed the style with each other. They use language concisely and which is appropriate for the subject.
78. Attainment in reading is above average at the end of both key stages. Pupils in Year 1 recognise familiar words in simple texts. They read reasonably confidently and correct their errors confidently. Most pupils in this year group talk confidently about their books, showing understanding of the plot and describing their favourite characters. Most pupils in Year 2 read demanding texts accurately. They correctly read words such as "gathering" and "candidates" and refer to pages and chapters when describing the plot. Most pupils in this year group read aloud with great expression and deep understanding of the plot. They read a range of demanding texts such as the play version of "James and the Giant Peach" and understand the purpose of the narrator. These pupils have a thorough knowledge of how to retrieve and collate information from books. Similarly, pupils in Key Stage 2 develop their reading skills at a level consistently above the standard expected for their age and, by the end of the key stage, most pupils read fluently and with expression. The range of texts attempted by pupils in Year 6 is demanding, for example non-fiction texts but nevertheless most pupils show understanding of significant ideas and talk about the characters and events. The pupils in this year read aloud fluently and with expression. They are confident and accurate and understand different forms of literature such as a collection of short stories and how the characters and themes of the separate stories relate to each other.
79. Attainment in writing is above average at the end of both key stages. Pupils in Year 1 have a good awareness of phonic sounds and most spell monosyllabic words correctly and show an understanding of the correct use of full stops. Letters are mostly accurately formed and consistent in size. Pupils in Year 2 understand when capital letters should be used when selecting words, for example, "fed" and "Fred". Their spelling of monosyllabic words is usually accurate and several pupils use polysyllabic words such as "seventeen" when selecting words ending in "een" and spell words such as "unbuttoned" and "decided" correctly. In a history exercise, pupils develop a story about their holidays in a sequence of sentences using capital letters and full stops. Most pupils use simple dictionaries to discover new words with the relevant word ending. Pupils in Years 3 and 4 build on their knowledge of grammar and the structure of their sentences is usually correct when writing stories. Pupils in Year 5 suggested a variety of words that begin with the prefix "un" and demonstrate their understanding of the concept of prefixes in written exercises. Pupils in Year 6 have a sound grasp of the structure of a story. The majority of these pupils use complex sentences in their writing. For example, when writing their introduction for a "balloon debate", they used a variety of ways to introduce the characters and attempted complex use of punctuation and vocabulary. Some pupils in this year group use more complex words in an exercise on prefixes, such as "aquatic" and "submarine", and demonstrate, in discussion, a sound grasp of more difficult prefixes.
80. The standard of teaching is good in both key stages. Teachers have good subject knowledge and high expectations of pupils' standards and behaviour so that they provide a substantial volume of good work. Marking of work is both informative and demanding so that pupils improve the quality of their initial drafts. Planning in both key stages is sound and based firmly upon the National Literacy Strategy. Within the structure of the National Literacy Hour, the teachers ensure that work is well matched to pupils' abilities so that they learn effectively. This is particularly important, as there is only one mixed-age class per key stage. Teachers make good use of class discussions to target questions at groups of pupils, for example; "Can any one in Year 2 tell me.....?". The teacher, according to pupils' ages and abilities, assesses the quality of answers that pupils give in these discussions. In group work, activities are

matched well to pupils' abilities and they are closely monitored throughout. The substantial support that pupils receive from other teachers and assistants is deployed well, particularly for those pupils with special educational needs who are very well supported and make good progress in their understanding. In the Key Stage 1 class especially, close guidance of small groups and individuals helps to ensure a good pace of working. Difficulties are quickly resolved, which enables pupils to make good progress in acquiring word skills and new word knowledge. An industrious atmosphere is evident in lessons in both key stages and the output is high. Pupils concentrate well, routines are well established and co-operation amongst groups of pupils is excellent. Pupils learn at a good pace, are interested and work well both independently and in groups. Homework is used well to support pupils' reading and spelling.

81. The headteacher is the co-ordinator for English and provides good leadership and support to staff. She has monitored the teaching and learning in both key stages and as class teacher for Key Stage 2 for the major part of the week she is well aware of pupils' standards. The local education authority has also monitored the work in literacy and provided useful feedback for teachers. Schemes of work are sound and based upon the National Literacy Strategy. Medium and long- term planning are good. There are very good procedures for assessing pupils' attainment and progress, which include half-yearly assessment sheets recording progress against the levels of the National Curriculum, individual pupil tracking sheets and meetings of small school staff for moderating pupils' work. Resources are deployed well in the classroom, ensuring that there is a minimum of fuss when pupils begin their work. However, the quality and quantity of books in the library is currently insufficient to ensure the further development of independent research skills and personal study.
82. The school has a governor with responsibility for literacy who has attended some of the training and has visited lessons to gain first hand knowledge of the effectiveness of the introduction of the Literacy Strategy. Parents reported that the school has held useful meetings with parents to inform and demonstrate the teaching of literacy.

## **MATHEMATICS**

83. Attainment at the end of both key stages is above average. This represents a good improvement since the last inspection when standards were found to be in line with expectations.
84. In the 1999 National Curriculum tests for pupils at the end of Key Stage 1, pupils' achievements were very high when compared with both the national average and with similar schools. The results represent a sharp rise in average performance over the past three years. In the National Curriculum tests at the end of Key Stage 2, pupils' achievements were well above national averages and above average when compared with similar schools. Results over the past four years show fluctuations due to the small number of pupils in each cohort. Taking the four years together, the average performance of pupils in mathematics was very high in comparison with the national average. As the cohorts of pupils in both key stages were extremely small, (only four pupils in each), the validity of comparisons with national averages in the 1999 National Curriculum tests for pupils are not reliable.
85. Pupils enter the school with mathematical skills that are broadly average and make good progress as they move through the school. Those with special educational needs have good support with work well matched to their needs and they make good progress. Good use is made of the assessment of pupils and work is well matched to pupils' abilities and helps to move the pupils' learning forward. The National Numeracy Strategy has been implemented well in this first year and enables pupils to make good progress, particularly in the acquisition and consolidation of the four rules of number and mental arithmetic skills.
86. By the end of Key Stage 1, most pupils add and subtract numbers to 100 and order numbers to 1000 and are building a mathematical vocabulary, including alternatives, for the same process such as minus, take away and subtract. Pupils recognise two-and three-dimensional shapes and their properties. They can measure using centimetres and metres and know how to tell the time using half and quarter hours. They use data to record findings in graph form. Higher attaining pupils (almost half the cohort) add and subtract numbers to 100. They use their two, three and four multiplication tables in multiplication and division and are developing an understanding of how to check the validity of their answers by approximation and by using an

alternative method of computation. These pupils understand fractions such as a third and use this knowledge to solve problems. They calculate the area of regular shapes, have a good understanding of weights and measures and draw and interpret graphs in block form.

87. By the end of Key Stage 2, pupils have a good understanding of place value and numbers up to and beyond 1000. They add and subtract numbers using thousands and carry out multiplication and division using two and three digit numbers. They use this information well to solve problems involving the four rules of number and money. Most have a good understanding of fractional parts and decimal fractions. The high attaining pupils understand simple percentages. They gather information to construct graphs and successfully interpret these. They have a sound understanding of two-and three-dimensional shapes and their properties and can draw, measure and calculate angles and calculate the area and perimeter of regular shapes. They understand the principles of rotational symmetry and use a range of standard measures to calculate time, weight, length and time. Skills in mental arithmetic and the rapid recall of number facts are well developed. Numeracy is used well in other subjects, such as science when for example pupils record some of their findings in graph form.
88. The quality of teaching is good overall with no significant difference between the key stages and pupils' attitudes to mathematics are very good and pupils learn at a good rate. Subject knowledge is good and teachers' high expectations of pupils' academic work and behaviour are high so that they behave well, are attentive and concentrate within an industrious working atmosphere. Lessons are conducted at a good pace which keeps pupils interested and involved. Teachers use questioning well to develop and challenge pupils' understanding and also to assess their knowledge and understanding. As a result, pupils respond willingly to questions and discussion and talk confidently about the work they are doing. Effective use is made of plenary sessions to review what pupils have learned and to provide further challenge. The teachers have a good knowledge of the requirements of the National Curriculum and the National Numeracy Strategy and use a good balance of strategies to teach them. Pupils are usually taught in groups according to their abilities with work well matched to their needs. The higher attaining pupils in Year 2 work alongside pupils in Key Stage 2 and are appropriately challenged so that they achieve at a high level. Teachers use appropriate mathematical language and explain new work clearly so that pupils can easily understand what they have to do. Throughout lessons they give advice about where pupils have made mistakes and how they can be put right. This enables pupils to make good progress as they take on new learning. Relationships with pupils are very good. Time is used well and pupils complete their work within the time. Resources are satisfactory and used effectively to support learning. Homework is provided to support pupils' learning further; this usually consists of multiplication tables or further work supporting the tasks that the pupils have been given in lessons.
89. The headteacher is the co-ordinator and provides good leadership and support to colleagues. This has ensured that the Numeracy Strategy has been successfully introduced. Long and medium-term planning is based on the National Numeracy Strategy to ensure good progression in learning. She has monitored the teaching and pupils' learning and teachers' planning. Arrangements for assessment are good and the outcomes of assessment are used well to inform future learning; pupils' progress is monitored well as they move through the school. The commitment to raising standards and meeting the challenging targets for improvements is good. The school has a governor with responsibility for numeracy. She has attended some of the training and has visited lessons to gain first-hand knowledge of the efficacy of the introduction of the Numeracy Strategy.
90. Resources are adequate but need updating to ensure that they are appropriate for the Numeracy Strategy. The co-ordinator is aware of this but wished to establish what was effective and needed before purchasing new materials. Each class has a basic complement of equipment and resources are readily available and used well. There are displays in the classrooms which further enhance and raise the status of the subject.
91. The school has successfully tackled the recommendations of the previous inspection and now has a policy for the teaching of mathematics. It has maintained the good quality of teaching.

## **SCIENCE**

92. Attainment at the end of both key stages is above average. At the end of Key Stage 1 in 1999,

teacher assessments indicate that the proportion of pupils achieving national standards was very high. At the end of Key Stage 2, pupils' achievements in National Curriculum tests were above average when compared with national averages and broadly in line with the average for similar schools. However, as the cohorts of pupils in both key stages were extremely small, the validity of any comparisons with national averages in National Curriculum tests is not reliable.

93. Pupils make good progress. This is an improvement on the previous inspection when attainment was average. Since then the school has developed good procedures for assessment and these are used well in establishing what pupils know and by teachers then using this information to match work to the needs of all pupils and so take their learning forward.
94. By the end of Key Stage 1 pupils develop a good understanding of life processes and living things through their study of plants and seeds and when learning about themselves. They are beginning to classify materials by using a range of basic criteria such as those which are synthetic and those which are natural. Pupils have a sound understanding of forces and know that 'pushes and pulls' are needed to move objects along. They identify sounds and classify them effectively according to the location. They use prediction well in their investigations when studying water and whether objects float or sink.
95. By the end of Key Stage 2, pupils develop their knowledge of materials further and classify them according to their properties such as texture. They develop a good knowledge of solids, liquids and gases and classify these successfully and understand terms such as *opaque* and *transparent* and carry out simple investigations which they record using a range of methods. They study physical processes and understand how to construct simple circuits. As they move through the school pupils carry out and record their findings from investigations effectively such as those about materials and their properties and carry out investigations into solutions and mixtures. They revisit aspects such as materials and forces through both key stages but they develop and build on their previous knowledge and level of understanding well.
96. Pupils with special educational needs are fully integrated into science lessons. They are given good support and work is well matched to their abilities enabling them to make good progress.
97. The quality of teaching observed during the inspection was good and has a positive effect on raising standards and ensures pupils make good progress. The science co-ordinator teaches pupils in both key stages and ensures that there is continuity and progression in pupils' learning as they move through the school. The teacher shows secure subject knowledge, clearly outlines the learning objectives of lessons and makes good use of questioning to ascertain the pupils' knowledge and develop their learning further. Overall work is well matched to pupils' needs so that their interest is maintained and they achieve success. However, one task given to the pupils in Year 6 when learning about the movement of the earth was relatively simple, although this was needed to form the basis of future work. The strategies used by the teacher are varied and stimulating so that pupils are interested and enthusiastic about learning. Good use is made of the learning support available. Pupils are encouraged to develop independence in their thinking and methods of working and in recording their findings. Although teaching pupils together in a whole key stage is difficult, it successfully challenges pupils. Resources are prepared and used well although there is insufficient evidence of the use of information technology for recording, measuring or researching information.
98. The co-ordinator manages the subject well. She has recently updated the school's policy and scheme of work to include the recommendations of recent national initiatives and full coverage of the National Curriculum. As she teaches all pupils she is able to monitor the progress of the pupils and evaluate the curriculum. She has analysed the results of National Curriculum tests at the end of each key stage and used the information gained to modify provision. Assessment procedures are good and used well to inform future planning and monitor pupils' achievements. Resources are adequate but need auditing and supplementing to ensure that they are appropriate to meet the needs of the new curriculum. The co-ordinator has recognised this as a priority for development in the next academic year.
99. Since the last inspection attainment in science has improved. The school has successfully moderated standards and has produced a school policy as recommended in the last inspection report.

## **ART**

100. *Due to timetable arrangements it was possible to observe only one lesson of art at Key Stage 1 and none in Key Stage 2. Judgements are based on that lesson, an examination of planning, displays of pupils' previous work and discussions with staff.*
101. At the end of both key stages standards of work are average. Pupils experience a good range of media when working in two dimensions although work in three dimensions is less well developed.
102. By the end of Key Stage 1, pupils are beginning to develop their skills in observational drawings and paintings. They produce portraits using pencil drawings and show skill in observation of facial features. Pupils have developed their skills well in mixing colours in paint and pastel; they produce a range of shades and use these to produce colourful designs. They develop their work on pattern making by using paint on wet paper and simple marbling techniques. They use a simple wax relief technique to create a design based on the rain. Pupils are developing their knowledge of famous artists such as Eduard Munch and use his picture "The Scream" as an example in a lesson demonstrating the use of facial expressions in pictures. They match colour well to the original through careful observation and with good levels of accuracy.
103. In Key Stage 2, pupils develop their skills in pencil drawing when drawing portraits well. They use line and tone satisfactorily in this work which is carefully carried out. They design posters using paint and use their skills to design a mosaic picture in connection with their topic about the Romans. The work seen showed appropriate control of a range of media.
104. As there was only one lesson seen it is not possible to make a reliable judgement on the quality of teaching overall. In the one lesson observed in Key Stage 1, the quality of teaching and learning was good. The teacher had secure subject knowledge and used her skills well to demonstrate techniques. The level of questioning and discussion about the artist, Eduard Munch was good and used effectively to develop pupils' knowledge and understanding further. Tasks were differentiated well to take account of the wide age range and ability of the class and resources were used effectively to support and develop pupils' knowledge of the artist.
105. Attitudes in the lesson observed were good. The pupils enjoyed their work and took pride in producing pictures of good quality. They concentrated well on their paintings, behaviour was good and pupils took good care of resources. They took pleasure in discussing their work and explaining to visitors aspects of their paintings.
106. There is a sound policy and a useful scheme of work. The curriculum has been modified in light of the changes brought about by the introduction of the Literacy and Numeracy Strategies. Each full-time teacher acts as co-ordinator for a key stage and have shared responsibility for the subject. This means that there is no monitoring of the whole school's work in this subject. Pupils' work is assessed satisfactorily. Resources are adequate and easily accessible to teachers and pupils.
107. Since the last inspection the school has successfully tackled the issue regarding accesibility of resources for Key Stage 2 pupils and put in place a policy for the teaching of art but has not yet been able to provide a wide range of resources as recommended.

## **DESIGN AND TECHNOLOGY**

108. *Only one lesson was observed. However, evidence was also gathered from an analysis of pupils' work, discussions with teachers and pupils, subject schemes and teachers' planning. These indicate that pupils achieve standards which are average at the end of both key stages.*
109. Pupils in Key Stage 1 use large construction parts to experiment with making simple vehicles with axles and wheels. Pupils in Year 2 quickly assemble working models and change wheel bases and sizes to discover the best solutions for speed and traction, generating new ideas and suggesting improvements. As an introduction to making their own models, these pupils record ways of fixing axles to chassis and the best size for the wheels. Pupils in Year 2 have developed skills in using simple tools to saw and drill lengths of wood to make mobiles. They

designed a hat for a teddy bear for a rainy day and subsequently made it and tested the materials for waterproofing. Pupils in Key Stage 2 demonstrate sound understanding of the design process when generating ideas in their books for making a glove puppet and a pop-up Christmas card. Pupils in Key Stage 2 have collaborated in making Christmas cakes. They selected ingredients to bring to school, mixed them and cooked the cakes under supervision, subsequently adding their own decorations. Pupils in Year 6 have designed and constructed the net necessary to make a box for a Christmas or Easter gift.

110. Only one lesson in Key Stage 1 was seen and therefore it is not possible to make an overall judgement on teaching. In that lesson, the quality of teaching and learning was good. The teacher planned the lesson well and involved all pupils in the class discussion, which encouraged pupils to develop their ideas. Support staff were well deployed to assist pupils with special educational needs and a good level of independent learning was evident when pupils were experimenting with building models. Pupils were fully engaged in their work and discussed the outcomes confidently.
111. Planning by teachers, the subject policy and schemes of work are sound with appropriate references to the National Curriculum's Programmes of Study. Resources in the classroom are adequate to support the curriculum. The school has maintained the standards of the previous inspection.

## **GEOGRAPHY**

112. *Due to timetable arrangements it was possible to observe only one lesson in each key stage. Judgements are based on those lessons, scrutiny of pupils' previous work, teachers' planning displays and discussions with staff and pupils.*
113. By the end of both key stages, pupils' attainment is above average. This is an improvement in standards from the previous inspection when standards were found to be satisfactory.
114. Pupils in Key Stage 1 identify the boundaries of the United Kingdom on a pre-prepared map and show understanding of how the various flags make up the Union Jack. Most pupils in Year 2 demonstrate good levels of knowledge and skill in mapwork when they complete a map of a walk from the school. They illustrate features along the way, correctly identifying locations. They construct a simple map of a journey to the sea and begin to use appropriate vocabulary and valid symbols. The majority of pupils in Year 2 demonstrate their ability to represent ideas in diagrammatic form when studying the water cycle.
115. Throughout Key Stage 2, pupils successfully build on the skills and knowledge they have acquired. Pupils identify Europe on a map and develop the awareness of locality as part of a broader concept of places. They show an understanding of the principles of scale when studying maps and pupils in Year 6 draw maps, which include some Ordnance Survey symbols and a key. By the end of Key Stage 2 most pupils have a good grasp of locational differences. For example, they compare desert, rainforest and polar regions, by the types of animals found there and have a good understanding of how the choice of a location for a city, town or village has been originally dictated by factors such as water, grazing or defence.
116. The quality of teaching overall is very good. Lessons are very well prepared with very good choice and use of resources. High expectations and very good subject knowledge have a significant effect on the learning of the pupils who produce a substantial quantity and good quality of work. Planning is systematic which enables pupils to develop a clear understanding of the progression of themes and successfully acquire new knowledge and skills methodically. The interesting way in which the subject is presented and discussed sustains high levels of interest and concentration among pupils. Behaviour in lessons is very good and enthusiasm for the subject is high. Good use is made of information technology to support learning; for example, when pupils use the result of a survey on their journeys to school to generate bar charts and line graphs
117. Schemes of work are thorough and make appropriate references to the National Curriculum Programmes of Study and recent national recommendations and documentation. The subject is well managed and the recently formulated policy provides a sound basis for future development.

## **HISTORY**

118. *As no lessons were observed in Key Stage 1, evidence was gathered from an analysis of pupils' work, teachers' planning and discussions with staff and pupils and observation of one lesson in Key Stage 2.*
119. Attainment is average at the end of both key stages. Pupils in Key Stage 1 compare the way people lived in different eras, for example, by looking at World War 2 ration books and how cloth used to be made by techniques such as carding and weaving. They show a developing understanding of forms of military dress in history by illustrating and describing the armour of a medieval knight and a Roman soldier. By the end of Key Stage 1, pupils demonstrate their concept of chronology by describing "My life so far" annotated with basic dates and events. They also build their own family tree and write a description of their memories. Pupils in Key Stage 2 demonstrate their developing ability to analyse information from sources in a discussion on the Sutton Hoo burial site. They respond to the teacher's questions with logical suggestions as to the location of artefacts in the ship. Pupils in Year 6 coherently argue, in a written discussion, the benefits and disadvantages of the "new" Roman roads from the inhabitants' point of view. They show understanding of terms such as "atrium" in their work on Roman villas.
120. No lessons were seen in Key Stage 1 and it is not possible to make a secure judgement on the quality of teaching. The quality of teaching and learning seen in the one lesson in Key Stage 2 was good, typified by good subject knowledge, high expectations and very good relationships with pupils. These qualities enhanced pupils' acquisition of new knowledge and skills and contribute to very good behaviour by pupils. They sustained their effort very well in a quiet, industrious atmosphere. The subject policy and schemes of work are sound and contain appropriate references to the National Curriculum Programmes of Study.
121. Since the last inspection the school has produced a subject policy and scheme of work although time given to the subject has been reduced.

## **INFORMATION TECHNOLOGY**

122. *Judgements on standards are based on the analysis of pupils' work, the use of information technology in other areas of the curriculum and discussion with staff and pupils.*
123. On the basis of this evidence, attainment by pupils at the end of both key stages is average and pupils, including those with special educational needs, achieve satisfactorily.
124. Pupils in Key Stage 1 have composed, word processed and printed a message for an Easter card and described in simple terms the process of saving and retrieving their work. Using a data-handling program, pupils in Year 2 have produced a graph based on a survey of pet ownership in the class, showing a sound level of understanding. They have composed colour pictures using a simple paint program and they have also created patterns such as tessellations and printed their work. Pupils in Year 2 talk about their work with CD-ROMs and are confident when describing the use of adventure games and simulations such as "Winnie the Witch" and "Lenny the Lion". Pupils work well individually and in pairs when using a strategy game to investigate the postal system. They make sound progress in their understanding of how letters are classified and become aware of the consequences of their decisions and choices in the simulation. In a geography lesson, Pupils in Key Stage 2 make good use of information technology to design bar charts and line graphs from information collected in a survey of pupils' journeys to school. They understand that the quality of the information collected will affect the outcomes. They have collected information from a survey of family cars from which they have generated well into a pie chart. Older pupils in Key Stage 2 have composed poems in English lessons and used a word processing program effectively to print them out for display, demonstrating imagination in their use of a variety of fonts, styles and colours. Pupils in Year 6 have controlled an image on-screen in a predetermined way to draw mathematical shapes through a series of instructions. The majority of pupils have produced a mathematical pattern and confidently describe their methods. They describe the

process of interpreting information held on a CD-ROM to research information on musical instruments.

125. No lessons where information technology was directly taught were seen during the inspection and it is not possible to make a secure judgement on the quality of teaching. However, the subject policy and schemes of work are sound and supported by recent national recommendations. Teachers demonstrate sound subject knowledge in their planning for the use computers in other areas of the curriculum that improves pupils' understanding of the implications of information technology. There is a satisfactory quality of learning supported by very good pupil management and pupils' enthusiasm for and interest in the subject. The subject is soundly managed and resources are currently satisfactory. Future planning includes use of the Internet and e-mail.

## MUSIC

126. At both key stages, standards are above average. This is consistent with the last inspection report in Key Stage 2 and an improvement in Key Stage 1 where standards were satisfactory.
127. From the lessons observed and assemblies it is clear that music plays an important part in the school's life. Pupils of all ages sing confidently. They sing in tune, rhythmically and quickly learn new songs. Pupils, including those with special educational needs, make good progress overall; their progress in composing and using percussion instruments and in listening and appraising is good.
128. Pupils in Key Stage 1 make sound patterns using percussion instruments. They explore patterns which demonstrate high and low, fast and slow and loud and quiet sounds. Pupils learn to clap rhythmically and play percussion and other instruments enthusiastically. They learn a simple song quickly and singing is well pitched.
129. Pupils in Key Stage 2 sing well and sustain rhythm patterns when playing in a "round". They recognise and select rhythm notation of melody, ostinato and pulse and successfully transfer this to playing both tuned and untuned percussion, maintaining the rhythms successfully. When listening to music from Africa they identify the main features of the music. The older pupils in Key Stage 2 use musical terms such as *dynamics*, *ostinato*, *pianissimo* and *fortissimo* correctly. The links with the rest of the curriculum are effective in helping pupils to appreciate the styles of music of different times; for example, music from the Victorian period.
130. A number of pupils learn to play the recorder and one pupil plays the flute during the music club. They perform in concerts at the school and in the church.
131. In the two lessons observed the quality of teaching was very good. Both key stages are taught by the music co-ordinator who works part-time. The teacher has good subject knowledge and is enthusiastic. Clear objectives were shared with the pupils, the pace of the lessons was good and all pupils were involved and motivated. The pupils were encouraged to evaluate their performance by good challenging questioning and discussion, which encouraged them to reflect and then improve their performance. The management and organisation of the lessons were very good, especially when using instruments. The teacher knows the pupils well and work is well matched to pupils' differing abilities to take account the wide variation in ages and abilities within each class.
132. Both boys and girls enjoy the lessons and participate fully in all aspects of the subject. They work hard and persevere. All pupils respond well to the expectation that they will look after the equipment and handle instruments with care. Relationships are very good and contribute to a purposeful learning environment. In group work pupils collaborate well, discussing their work appropriately. Their behaviour is very good.
133. The co-ordinator for music has produced a policy and scheme of work which covers the requirements of the National Curriculum along with the recommendations of recent national initiatives. Planning is carried out with the class teachers to take account of topics being studied and blend in with this work. The assessment and recording of pupils' achievement is carried out well, with individual records of each pupil's achievements maintained. Resources are satisfactory overall although there is a shortage of instruments from other cultures. At



present the school borrows these from other schools as needed but is gradually building up its own collection.

## **PHYSICAL EDUCATION**

134. *Only one lesson was available for observation during the inspection week and there is insufficient evidence to make a judgement on pupils' standards and the quality of teaching and learning at the end of Key Stage 1.*
135. Standards at the end of Key Stage 2 are average. Pupils in Key Stage 2 run, varying their speed and direction taking account of other pupils in their space. They recognise style in running with a partner and feedback to each other using relevant language and vocabulary appropriately. Pupils in Year 6 develop their style in running by practising techniques, such as lifting their knees, and lengthening their stride. They work well as part of a team in running exercises, encouraging each other and suggesting improvements in performance.
136. The quality of teaching in the one lesson observed in Key Stage 2 was very good and had a positive impact on the pupils' learning. The teacher's planning was clear with very good strategies to include all pupils. Learning is maximised in the time available by very good pace and a crisp, driving manner whilst at the same time engendering enjoyment amongst pupils through varied activities and a very good working relationship. Good grouping of pupils by age in teams enables competition to be relevant and valid with sustained physical effort.
137. The behaviour and response of pupils in Key Stage 2 are very good and co-operation is excellent. They work very well together in teams, groups and pairs and support across the age range from older pupils is always evident.
138. Teachers' planning, subject policy and schemes of work are sound and make appropriate reference to the National Curriculum Programmes of Study. Provision for all pupils, including those with special educational needs, is satisfactory with opportunities provided to participate in swimming, team sports, competitions and clubs. However, the school hall is small and is not ideal for older pupils to develop their gymnastic skills. Older pupils have the opportunity to participate in adventurous activities on school residential visits.