

# INSPECTION REPORT

**HORNBY ST. MARGARET'S CE PRIMARY SCHOOL**

Hornby

LEA area: Lancashire

Unique reference number: 119530

Headteacher: Mrs N. P. Scott

Reporting inspector: Mrs M. R. Shepherd  
11328

Dates of inspection: 13 - 15 June 2000

Inspection number: 191176

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

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## **INFORMATION ABOUT THE SCHOOL**

Type of school:	Infant and junior
School category:	Voluntary aided
Age range of pupils:	4 - 11
Gender of pupils:	Mixed
School address:	Main Street Hornby Lancaster
Postcode:	LA2 8JY
Telephone number:	01524 221496
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Appropriate authority:	The governing body
Name of chair of governors:	Mr D. Conner
Date of previous inspection:	January 1997

## INFORMATION ABOUT THE INSPECTION TEAM

Team members		Subject responsibilities	Aspect responsibilities
M R Shepherd	Registered inspector	English Science Information technology Design and technology Physical education Equal opportunities	What sort of school is it? How high are standards? How well are pupils taught? How well is the school led and managed?
C Herbert	Lay inspector		How high are standards? How well does the school care for its pupils? How well does the school work in partnership with parents?
S Gatehouse	Team inspector	Mathematics Art Geography History Music Under-fives Special educational needs	How well does the school cultivate pupils' personal development? Assessment

The inspection contractor was:

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## **PART A: SUMMARY OF THE REPORT**

### **INFORMATION ABOUT THE SCHOOL**

The school serves a small village with three mixed age classes. Year groups vary in size from 13 in Year 6 to seven in reception. There are 70 pupils on roll which is much smaller than other primary schools. There are 38 boys and 32 girls with an even balance between girls and boys in Key Stage 2 but an imbalance in the Key Stage 1 year groups. Three per cent of pupils are from ethnic minority groups and these pupils speak English as their first language. Twenty-six per cent of pupils are on the special educational needs register which is higher than average. Three per cent of pupils have full statements, which is broadly in line with the national average. Attainment on entry is average with a wide range of attainment across year groups. During the inspection the Class 2 teacher was absent due to sickness and the temporary teacher taking his place had been taking the class for the past four weeks. The staffing includes a part-time music teacher.

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

The school is very effective. Attainment on entry is average. By the end of Year 6 attainment in science is well above average and in English and mathematics attainment is above average. Teaching is very good in Key Stage 1 and good in Key Stage 2. The leadership and management of the headteacher are very good. The cost per pupil is very high. Value for money is satisfactory.

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

- Standards in science are well above average and in English and mathematics standards are above average at the end of Key Stage 2.
- Pupils' attitudes, behaviour and relationships are very good. Personal development is good. Attendance is well above average.
- Teaching and learning is very good in Classes 1 and 3. Teachers work very effectively in partnership with the good quality support staff.
- Leadership and management of the headteacher are very good.
- There is a well balanced and relevant curriculum. Provision for moral development is very good.
- The school is firmly rooted in the community. Parents' involvement has a very good impact on the work of the school.
- Procedures for child protection and pupils' welfare are very good.

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

- Standards in information technology are too low by the end of Key Stage 2.
- Provision of outdoor play and independent learning for the under-fives is unsatisfactory.
- Staffing lacks stability in Class 2.
- Accommodation of the outside classroom is unsatisfactory.
- Marking of pupils' work does not identify future targets consistently.
- Multi-cultural development is unsatisfactory.
- More able pupils do not reach their potential in science in Year 2.

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

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

The school was last inspected in January 1997. There was a follow-up visit by Her Majesty's Inspectors which identified insufficient progress in the action plan from the first inspection. Improvement since the appointment of the current headteacher is very good as she is determined to raise standards and improve provision. Her leadership is very good and replaces the serious weakness identified in the management. Standards in Year 6 have improved in English, mathematics and science. Attainment in information technology has improved in Key Stage 1 but remains too low by the end of Key Stage 2. Standards in art, music and design and technology have improved throughout the school. Attitudes, behaviour and relationships are better. Rates of attendance have improved due to better monitoring procedures. Teaching is greatly improved with a much higher proportion of very good teaching. The curriculum is much better and is now well balanced with schemes of work in place and up to date policies for subjects. The school development plan is a well-presented document that identifies clear priorities and is acted upon successfully. Provision for moral and spiritual development is better. Information for parents is improved

and the confidence of parents in the school is greatly improved. Although staffing remains unstable in the first half of Key Stage 2 the stability of staffing in the rest of the school is good. The stability of the very good quality teacher in Class 1 has had a significant impact on the consistently good standards in Key Stage 1.

## STANDARDS

The table shows the standards achieved by 11 year olds based on average point scores in National Curriculum tests.

Performance in:	compared with			
	all schools			similar schools
	1997	1998	1999	1999
English	A*	C	B	C
Mathematics	A*	C	B	D
Science	A	A	A	C

  

Key	
well above average	A
above average	B
average	C
below average	D
well below average	E

The inspection judges standards by the end of Key Stage 2 in science as well above average and in English and mathematics above average. Standards at the end of Year 2 are very high in reading and well above average in writing and mathematics. Standards have been consistently high over the past three years in Key Stage 1 and are improving in Key Stage 2. Compared with similar schools standards at the end of Key Stage 2 are average in English and science but below average in mathematics. National comparisons do not consider the size of classes. The very small number of pupils in each year group in this school can alter these statistics considerably as each pupil carries a high percentage of marks. The school sets appropriate targets and considers the different attainment of each year group carefully. Standards in music are above expectations throughout the school. Standards in design and technology are above expectations by the end of Year 2. Standards in information technology are below expectations at the end of Year 6.

Children under five make good progress in language and literacy and in mathematics and by the time they are five standards are above the expected level.

Pupils achieve well throughout the school except the more able pupils in Year 2 in science who do not fulfil their potential.

## PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Attitudes are very good. Pupils are very enthusiastic about school.
Behaviour, in and out of classrooms	Behaviour is very good in lessons, around the school, at break times and lunch times. During the inspection there was a complete absence of bullying, sexism and racism.
Personal development and relationships	Personal development is good and relationships are very good. Pupils have a good level of respect for feelings, values and beliefs.
Attendance	Attendance is above average.

## TEACHING AND LEARNING

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

Half of the teaching is good and two-fifths is very good. One-twentieth of teaching is unsatisfactory. Teaching in Key Stage 1 is very good. There are very good features in the second half of Key Stage 2. These teachers organise adults very effectively to support pupils across different year groups. They teach basic skills thoroughly and have a good knowledge of individual pupils' progress. Teachers use homework well throughout the school and very well in the second half of Key Stage 2. The quality of the temporary teacher's work is good.

Teaching of the under-fives is very good in language and literacy and mathematics. It is good in music and in other areas of the curriculum it is satisfactory. Teaching of social development is good but there are insufficient opportunities for personal development as children are not given sufficient opportunities to make choices or to learn through independent play.

Teaching of English and mathematics is very good in Key Stage 1 and the second half of Key Stage 2. Teachers develop skills of literacy and numeracy well across the curriculum. There are some excellent features in the teaching of science in the second half of Key Stage 2 and some unsatisfactory features in design and technology.

The school meets the needs of its pupils very well. Pupils have very positive attitudes to their work and acquire skills and knowledge well.

## OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The quality and range of the curriculum overall is satisfactory for the under-fives, good in Key Stage 1 and very good in Key Stage 2. Literacy and numeracy provision is good.
Provision for pupils with special educational needs	Provision is good.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Provision for moral development is very good. Provision for social development is good. Provision for spiritual development is satisfactory. Provision for pupils' own culture is good but for multi-cultural development is unsatisfactory.
How well the school cares for its pupils	The school cares well for its pupils. Procedures for child protection and pupils' welfare are very good.
How well the school works in partnership with parents	The quality of information for parents is good. The school organises the volunteer parents very effectively in the daily organisation in lessons.



## HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The leadership and management of the headteacher are very good. The leadership of the mathematics co-ordinator is very good.
How well the governors fulfil their responsibilities	The governors have a very good understanding of the strengths and weaknesses of the school.
The school's evaluation of its performance	The school evaluates its performance well. There is a determination to raise standards and provision for the pupils. Priorities are set carefully and acted upon very successfully.
The strategic use of resources	The school applies the principles of best value well.
Adequacy of staffing, accommodation and learning resources.	Staffing of Key Stage 1 and the second half of Key Stage 2 is good but staffing in Class 2 is unstable. Accommodation for the under-fives' outdoor play is unsatisfactory. The outdoor classroom and staffroom are unsatisfactory. Overall learning resources are satisfactory.

## PARENTS' AND CARERS' VIEWS OF THE SCHOOL

Thirty parents returned the questionnaire which is 43 per cent of those sent out. There were 13 parents at the meeting.

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> <li>The school has high expectations of their children.</li> <li>Teaching is good.</li> <li>They are well informed about their children's progress.</li> <li>Their children make good progress in school.</li> <li>Their children like school.</li> </ul>	<ul style="list-style-type: none"> <li>The range of activities outside lessons is too small.</li> <li>The amount of homework is not right.</li> <li>Parents do not feel comfortable to approach the school with questions or problems.</li> <li>The school does not work closely with parents.</li> <li>Qualifications of staff are not satisfactory.</li> </ul>

Inspectors agree with the positive comments by parents. They do not agree with the improvement points. The range of activities outside school is good. The homework is good throughout the school and very good in the second half of Key Stage 2. The school responds well to problems or questions. The school works well with parents, particularly when they volunteer to work in classrooms. The qualifications of the staff are good.

## **PART B: COMMENTARY**

### **HOW HIGH ARE STANDARDS?**

#### **The school's results and achievements**

1. Children's attainment on entry is average. There is a wide range of ability and the balance between different pupils varies each year as there are so few pupils in each year group. Progress is good for children under five in literacy and language and in mathematics. Children listen to stories well and write their own names confidently. They count to 20 correctly and write numbers clearly. The teacher monitors their progress very carefully and children strive to match the attainment of older pupils. Standards in music are above the expected level. Social development is good but personal development is of a lower standard as children do not receive sufficient opportunities to make their own choices. All other areas of learning are at the expected level except for physical development, which is lower than expected. Children do not have regular access to independent outdoor play.
2. The national tests at the end of Key Stage 1 show consistently very high standards in reading and improving standards in writing. This is due to the very good quality of teaching and the stability of staffing in this class. In 1999 standards were very high in both subjects. Compared with similar schools attainment was well above average. The inspection judges standards by the end of Year 2 as very high in reading and well above in writing. Pupils read to adults on a daily basis and are given individual support to develop reading skills. Pupils read confidently and fluently and discuss characters and plot well. They have a good understanding of non-fiction. Standards in writing are well above average with very good standards of grammar and spelling. Pupils use beginnings, middles and endings confidently in their independent writing. However, standards of handwriting do not match this high level and are inconsistent. Standards in listening are above expectations and in speaking they are at the expected level.
3. The inspection judges attainment in mathematics at the end of Year 2 as well above average. This confirms last year's national tests. Attainment has been consistently high over the past three years. Compared with similar schools attainment is well above average. Pupils recall the sums of numbers to 20 at speed. They have a good understanding across the mathematics curriculum. More able pupils reach their potential in both English and mathematics due to careful individual targeting of work. Attainment in science in teacher assessments is above average as all pupils reach the expected Level 2. However, too few pupils reach the higher Level 3 as they do not receive work at a higher standard. Pupils have a good knowledge across the different aspects of the science curriculum as they receive a balanced programme of work.
4. The stability of staff has not yet had a full impact on the attainment at the end of Year 6. However, the very good quality teaching in Class 3 has improved standards since the last inspection. The inspection judges attainment in English as above average. This confirms the results of last year's national tests. Compared with similar schools attainment is average. Pupils read confidently across a range of both fiction and non-fiction. Pupils write well in a range of different styles for different audiences. They have a good knowledge of grammar and spell confidently. Standards of handwriting are very high by the end of Year 6. Attainment in listening is above average and standards in speaking are at the expected level for their age.
5. Attainment in mathematics in Year 6 is above average. This confirms the improvement shown in the national tests as standards reached this level in 1999. The below average standards compared with similar schools in the national tests last year were due to the

proportion of pupils with special educational needs in mathematics in that year group. Pupils calculate fractions and percentages correctly and work confidently with multiplication and division with decimals. They develop their own methods of solving problems and use calculators confidently. They have a good understanding of shapes and measures and of handling data. Standards in science are well above average as the headteacher is a science specialist and uses her expertise very effectively. This confirms the consistently high standards in the national tests for the past three years. Pupils have a very good understanding of fair tests and use scientific apparatus confidently. They have a very good level of scientific knowledge as they revisit the different areas of science regularly. More able pupils fulfil their potential across English, mathematics and science. Targets for the end of Key Stage 2 are appropriate as the school has carefully considered the profile of attainment in each year group. The school is well placed to achieve its targets.

6. Attainment of girls is consistently better than boys across all subjects in both key stages except for writing in Key Stage 1 where boys' attainment is better than the girls. There has been an emphasis on improving standards in writing in Key Stage 1, which has enabled boys to achieve higher standards.
7. Standards in music are higher than expected in both key stages as a specialist music teacher is employed to teach across the whole school. This gives clear development in skills and understanding. Attainment is above expectations in design and technology in Key Stage 1 and in physical education in Key Stage 2. Attainment in information technology is below expectations in Key Stage 2. All other subjects are at the expected level in both key stages.
8. Progress of pupils with special educational needs is good. Their individual needs are well met through detailed individual education plans and careful allocation of support from classroom assistants.
9. There has been considerable improvement in English, mathematics and science in both key stages since the last inspection. The school has made this a clear priority for their development and has been very successful in their aims. They have introduced the National Literacy and Numeracy Strategies very carefully in order to build on the success of their previous work.

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

10. The attitude of pupils towards school and to their learning, and their behaviour in and around school, is very good. This is an improvement since the last inspection. Pupils enjoy coming to school and they settle quickly into their lessons. Throughout the inspection there were many instances where the very good attitudes of pupils had a very positive impact on their learning. For example, in a Class 3 personal, social and health education lesson, pupils were working enthusiastically to create slogans to discourage smoking. They were keen to tell the rest of the class and enjoyed the experience, often presenting their work in a "rap" style. Additionally, in a Class 2 geography lesson pupils were clearly enjoying the learning opportunity to look at local maps in their study of the village and the surrounding area. Behaviour in lessons is generally very good. Pupils expect to settle quickly to their tasks and to listen carefully to the teacher and each other. When pupils are in the dining hall or playground, or moving around school, their behaviour is also generally very good. In their response to the questionnaire and at their meeting the vast majority of parents strongly agreed that good standards of behaviour are achieved in school. There have been no exclusions from school.
11. Relationships between pupils and one another, and between pupils and adults, are very

good. Pupils were observed playing sensibly together in the playground and there was no evidence of any unsociable behaviour or bullying. There are a number of good opportunities for pupils to take responsibility and show initiative in school. In addition to acting as class monitors there are opportunities for older pupils to work the sound system or the overhead projector during assembly. These activities are providing a positive impact on the personal development of pupils and they respond very well to these opportunities.

12. Attendance rates have improved since the last inspection. They are now very good and well above national average. The level of unauthorised absence is also very good and well below national average. The punctuality of the vast majority of pupils is very good and ensures a prompt start to lessons.

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

13. Teaching is good overall. Half the teaching is good and two-fifths is very good. Teaching is very good in Key Stage 1 and in the second half of Key Stage 2. There are some excellent features in science in the second half of Key Stage 2. There is a small proportion of unsatisfactory teaching in design and technology in Key Stage 2. Teaching of children under five is good. The quality of teaching of the supply teacher during the inspection was good with some very good features.
14. Teaching of the children under five is good. It is very good in literacy and language and mathematics as the teacher organises their work very carefully to match their needs. She integrates each child's work into the work of the rest of the class to ensure that they fulfil their potential. The nursery nurse works closely with the teacher to provide stimulating activities. For example, these children produced a good quality alphabet of animals, choosing key characteristics due to the careful guidance provided for each drawing. Both the teacher and the nursery nurse ensure that these children are well supported in whole class discussion. They are given time to respond to questions and the older pupils are expected to wait patiently and to encourage the younger children. The teacher plans carefully across the under-fives curriculum. Different areas in the classroom are used well for formal activities and groupwork. However, there is insufficient organisation for pupils to choose their own activities or to learn through independent play. This reduces their opportunities for personal development. Planning for independent outdoor play is not possible as there is no secure area for these children to develop these skills.
15. Teachers all use additional adults very effectively. They are all well briefed and have a clear understanding of the learning outcomes for lessons. Adults support both individuals and groups well, setting a good example for pupils to follow. For example, in physical education in the second half of Key Stage 2 the classroom assistant joined in the skipping and the warm up exercises. This greatly encouraged the whole class as well as the pupil with special educational needs. Adults are used very effectively in Key Stage 1 to hear pupils read every day. This has a significant effect on the improving reading standards.
16. During the inspection teachers organised the different year groups in their classes very effectively in order to support their different needs. Teachers all know their pupils very well and use this knowledge to group pupils effectively. For example, in Class 2 in English pupils worked on three different activities that matched their needs well. Groups are expected to work independently in order to allow the teacher to concentrate on supporting learning in a focused group. Teachers choose interesting tasks which keep pupils well motivated and concentrating well during the activities. For example, in Class 3 in English several different extracts of an author's writing were chosen which stimulated pupils to identify key characteristics of the author's style. Teachers combine the needs of the different year groups effectively. For example, they use a higher level of questions for

older pupils or give extra support to the younger pupils to complete the tasks. However, over time there is insufficient difference between the Year 3 and Year 4 work to match the different needs of pupils. This restricts the development of the older pupils.

17. The Class 1 teacher's subject knowledge is very good. It is particularly good in English and mathematics and directly contributes to the high standards achieved by the end of Year 2. Subject knowledge is good overall in Key Stage 2 and very good in the second half of Key Stage 2. It is excellent in science and allows the headteacher to organise high quality investigational work for all pupils. The school works in close partnership with secondary teachers at the neighbouring school. Subject knowledge is developing well in information technology as the expertise of a secondary school teacher is used very effectively. For example, teachers plan jointly and the tasks used with the oldest pupils are supported by the secondary school teacher during the lesson. This allows both the class teacher and the additional adults to observe and adopt her supporting strategies. The school has also organised training for teachers to continue to upgrade their knowledge across the full information technology curriculum.
18. Teaching of basic skills is very good across the school as there has been a clear emphasis on providing this consistently in English and mathematics. Teachers explain new learning of basic skills carefully and then give well-focused tasks to reinforce the learning. For example, in Key Stage 1 the teacher identified different sounds at the beginning and end of words, played a game with these words and then set a written task that included the words.
19. Planning is good throughout the school. It is particularly detailed in the temporary teacher in the first half of Key Stage 2. Weekly planning is based carefully on the termly planning as the school has worked hard to provide a balanced programme of work across the year. Teachers use the literacy and numeracy planning well and identify activities carefully across the different parts of the lesson. Planning for information technology does not have sufficient detail each week to develop knowledge of the subject on a regular basis. It was impossible to judge the effectiveness of the permanent teacher's planning in Class 2 as it was not available. Planning includes opportunities for both formal and informal assessment. Teachers plan tasks for assessment every half term in English and mathematics and also identify opportunities for assessing skills as they develop. For example, the headteacher tracked the development of pupils' use of spreadsheets in information technology. Teachers use these assessments well to change their future planning. Teachers give pupils effective informal feedback during lessons, which relate well to individual targets. Marking celebrates pupils' efforts but opportunities are often missed to identify the next steps in learning for individuals.
20. Teachers generally manage pupils' behaviour very well. Clear instructions are given for behaviour across a range of activities. For example, teachers emphasise lining up sensibly, sharing their resources sensitively and paying close attention to instructions. Pupils generally respond well to these instructions and understand the importance of setting quickly to their work. However, a feature of the unsatisfactory teaching is the late timing of intervention of pupils' discussion, which becomes too lively and not sufficiently focused on the tasks.
21. Homework is used well throughout the school and very well in the second half of Key Stage 2. Pupils are given a range of different work and expected to carry out their homework carefully. In the second half of Key Stage 2 pupils are set the homework early in the lesson, which allows them to understand how it relates to the lesson. English homework is very good in this class and pupils have very good opportunities for extended writing across several chapters of a story.

22. The excellent features in science in the second half of Key Stage 2 include organising different investigations for each group to provide a wide variety of outcomes, detailed questioning of groups when they report back their findings and a requirement for pupils to choose their own recording methods and use measurements accurately.
23. Features of the unsatisfactory teaching include a lack of focus in some questioning, tasks which are too complex and insufficient use of technical language to develop learning.

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

24. The quality and range of learning opportunities are good across the school. The curriculum is broad and balanced, and enriched in a number of imaginative ways. For example, there is specialist music teaching and a good range of study visits in both key stages. Statutory requirements are in place.
25. In the last inspection the school was required to develop and implement whole-school schemes of work for all subjects of the curriculum to support teachers' planning. Since the last inspection the school has worked hard to address this issue. There are now good quality whole-school schemes of work in place. The planning is checked carefully to ensure continuous learning for all pupils. The rising standards bear witness to the improvement in pupils' progress, which has been achieved through completing this key issue successfully.
26. The under-fives' curriculum is satisfactory overall. In literacy and numeracy development, provision is very good. Provision for children's personal and physical development is unsatisfactory due to the constraints of the accommodation. There are not enough opportunities for children to learn through independent play activities either in class or outdoors. They are not often able to make guided choices in their activities during the school day since the classroom is shared with Year 1 and Year 2 pupils. They do not work on large outdoor apparatus since there is no designated area for their use, and no suitable equipment such as climbing frames, tunnels, balancing beams or large-wheeled toys.
27. The school has worked hard to provide a curriculum to match the needs of mixed year classes. A two year programme of studies has been sensibly devised and is being followed closely. This arrangement ensures that pupils do not repeat work and that there are no gaps in the coverage of the National Curriculum. There is a common format for planning the curriculum and policies for all subjects are in place. Schemes of work are being evaluated for effectiveness and monitored by the relevant co-ordinators. The school has clear plans to address the changes required for the new National Curriculum. Planning is sufficiently detailed to support the curriculum in all subjects. It is particularly effective in literacy, numeracy, science and music where teachers' subject knowledge is good and their evaluations of their lessons are very specific. Provision for personal, social and health education is very good. Pupils are given clear guidance on health issues such as healthy eating. They are involved in recycling activities.
28. The National Literacy and Numeracy Strategies have been fully implemented and are having a positive effect upon standards achieved by the school in these subjects. Planning is monitored by the co-ordinators and checked for continuity and appropriateness. The time allocated to these subjects each day is having a negative effect upon other subject areas such as art. The school is fully aware of this and is considering ways in which the balance can be maintained within the present length of the school day.

29. The community makes a good contribution to pupils' learning. The school is seen as an integral and focal part of the village. There is a close network between parish, village and school and this works well to maximise the benefit to all three parts of the community. Local shops and businesses provide good support to school and the village provides a very useful learning resource to pupils. Pupils also make visits to interesting places such as Lancaster Museum, Clitheroe Castle, Kendal Art Gallery and Grasmere. These visits are linked into the curriculum and pupils both enjoy them and benefit from them. A number of visitors come to school such as road safety representatives and the LUDOS Dance group. Again, the input from these visitors is linked into the curriculum and has a positive impact on pupils' learning.
30. There is a particularly strong link with the local high school and initiatives in physical education, information technology and design and technology ensure that the learning of pupils is improved. Additionally, pupils in Class 2 benefit from healthcare presentations by secondary school pupils.
31. Provision for pupils with special educational needs is good. Individual education plans are well constructed and detailed. Teachers include these pupils' work carefully in lessons and ensure they receive a balanced programme of work. Support assistants are deployed efficiently to support individuals both within classes and on an individual basis. The Code of Practice<sup>1</sup> is fulfilled for pupils with full statements.
32. The school offers a good range of extra-curricular activities. For example, there are two regular sports clubs organised by the Parent Teacher Association. The music teacher organises a small school orchestra each week to rehearse pieces for forthcoming concerts. The school has been particularly successful in implementing its homework policy. Many activities are organised which are designed to complement, extend or consolidate classwork across the curriculum. For example, pupils in Key Stage 2 collected information about their journeys to local places to provide data for their geography lesson. All pupils, including those with special educational needs, have full access to extra-curricular activities in accordance with the school's strong stance on equal opportunities.
33. Overall, provision for spiritual, moral, social and cultural development is good. Provision for moral development is very good. Provision for social development is good. Provision for spiritual and cultural development is satisfactory.
34. Opportunities for spiritual development are satisfactory. In assemblies pupils experience prayer and have time to reflect and be still, but these are sometimes too short. Teachers take opportunities that arise across the curriculum to develop spiritual understanding but this is not planned into lessons.
35. The school takes a strong stance on matters of right and wrong. For example, they considered how Peter felt when he betrayed Jesus. Pupils are well aware of the school rules, which are displayed around the school. All staff have high expectations both in class and on the playground and field. In assemblies they are encouraged to think of other children in the world who do not have enough to eat, who do not go to school and who have no access to medical care.
36. Provision for social development is good. At playtimes and at dinner-time, pupils help each other, sit together happily and play well together. Behaviour at these times is good as teachers and adults set a good role model. For example, small circles of pupils were observed sitting together on the grass talking quietly to each other whilst looking for

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<sup>1</sup> The Code of Practice is a series of expectations compiled for pupils with special educational needs by the government.

insects and daisies. The school organises a number of activities in the village and the local area to extend social development. For example, they took part with other schools in a local music festival and attended the mayor-making in Lancaster Town Hall. These activities give them good opportunities to meet other children in different contexts and to observe how adults socialise.

37. Provision for pupils' cultural development is satisfactory. The school provides good opportunities to experience their own culture as the school takes care to organise a number of study visits linked with the curriculum. This has a positive impact upon pupils' development. For example, pupils talked animatedly about the local church, castle, bridges and rivers. Opportunities are provided to extend pupils' knowledge of the wider community. For example, trips are arranged to Grasmere and Lancaster, Hadrian's Wall and the Egyptian department of a museum. However, pupils' knowledge and understanding of other cultures is unsatisfactory. There are insufficient artefacts to develop understanding of cultures of other countries. The school is aware of this and is in the process of addressing this deficiency in forging links with a school in Blackburn where there are more pupils from minority ethnic groups.

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

38. The school cares very well for its pupils and parents have confidence in the school's systems. There has been an improvement in this aspect of school life since the last inspection.
39. There are very effective procedures in place for child protection, health promotion and health and safety, which result in a safe and secure environment for pupils. The efforts that the school is making to encourage children to walk to school using the "human bus" are particularly good. The initiative to co-ordinate transport arrangements to minimise vehicles in the village is particularly effective. Both these initiatives have resulted from discussion in the school community on "what makes a healthy school?" They both make a major contribution to the health of the pupils and the improvement of the village environment. Regular health and safety inspections take place but the governing body must ensure that it maintains the regularity of fire evacuation drills. There are good procedures in place to ensure that pupils are well prepared to move to their secondary education.
40. The procedures to monitor and promote attendance are good and have resulted in a good improvement in attendance rates since the last inspection. The procedures for promoting and monitoring behaviour are also good. The school has high expectations for the behaviour of its pupils and there is a consistent application of rewards and sanctions by staff. This has a very positive impact in that pupils have a good idea of right and wrong and respond accordingly. The supervision of pupils in the playground is good and the inspection team found no cause for concern when play was restricted to the hard standing area only. Infant and junior pupils were encouraged to play in different areas to avoid any accidents.
41. The monitoring of pupils' academic performance and personal development is good. Pupils maintain a folder of samples of their work, and teachers keep their own assessment files recording pupils' progress. Procedures for assessing pupils' attainment and progress are good. There is a detailed assessment, recording and reporting policy, which is regularly updated. This includes a marking policy but it is not applied consistently. The school has recently implemented individual target sheets to share with pupils and parents. Records of pupils' attainment in annual national tests are kept and are being analysed to identify pupils' progress. This information is used well in teachers' planning and is used to set individual targets. However, the systems are newly in place



and are not yet fully embedded. The use and monitoring of assessment systems is currently satisfactory. Assessment systems for pupils with special educational needs are good. Individual education plans are detailed and are monitored carefully. Parents are kept well informed of their children's progress.

42. The school's assessment and recording procedures were a key issue in the last inspection. Since the last inspection the school has worked hard and has been successful in improving its assessment systems. There are now comprehensive but workable procedures in place throughout the school.

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

43. The school has improved the partnership with its parents since the last inspection and relationships are now very good. However, this view was not totally reflected by all the parents who responded to the questionnaire. Seventeen per cent said they were not comfortable when asking questions or discussing problems in school and a similar percentage said that the school did not work closely with its parents. The judgement of the inspection team is that these concerns are not justified.
44. The quality of information that the school provides for its parents is good. The communication committee of the governing body works hard to ensure this and it extends its circulation to the 'Contact' magazine in the village and the local press. The committee tries hard to promote the school to all its parents and the community and it is aware that many of those living in the immediate locality are, themselves, ex pupils of the school. Parents expressed their satisfaction at the quality and quantity of the information that they received at their meeting and through their responses to the questionnaire. Additionally, the school has secured the signatures of a high proportion of its parents to the home-school agreement and this level of response is very good. The support provided by parents for reading and other homework is good. Annual reports are of a good quality and parents appreciate the new target sheets used to identify future learning for their children.
45. A large number of parents, grandparents and friends help out in school on a regular basis by hearing readers and working with groups of pupils in their classroom. Their contribution to school life is very effective. Additionally, a committed, hard working and enthusiastic Parent Teacher Association organises fundraising activities. Their work raises almost £3,000 each year and provides valuable resources for the school.

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

46. The leadership of the headteacher is very good. She sets a very clear educational direction for the work of the school and has made considerable improvements to the provision since her appointment. Standards have risen through the quality of her work. She has ensured that the aims of the school are carried through in practice well. For example, the aim to develop the academic potential of each child is carried out well through the improved provision. She has ensured that there are up to date policies across all key features of the school's work. This is a great improvement from the previous inspection where policies were outdated or missing. She combines the workload of a class teacher with her management responsibilities very effectively through determination and hard work. She delegates key areas well to other teachers and combines this with careful monitoring to support staff where necessary. As the school is small she carries several key roles herself including co-ordinator for special educational needs, science, information technology, art and design and technology. During the absence of the English co-ordinator she has also carried forward developments in this subject. The mathematics and Key Stage 1 co-ordinator has introduced the Numeracy

Strategy effectively across the school and given good support to teachers. She has organised her key stage very effectively and has ensured a considerable improvement in standards due to the very good quality and efficiency of her systems.

47. The governing body has a very good understanding of the strengths and weaknesses of the school as it is thoroughly briefed by the headteacher. Governors share the decision making with the teachers and are determined to raise standards through the appointment of high quality staff. They take an active interest in the school and are familiar with the daily routines and provision of the school. Several governors work regularly in the school and develop their expertise well in order to support the pupils. For example, a governor developed her own knowledge of information technology by observing teachers during lessons. She then implemented this knowledge effectively by supporting individuals during lessons. Governors are very well matched to their specific roles and bring expertise to school management. For example, the chairman of the finance committee is a bank manager and the child protection governor is a community health worker. Governors play an important role in widening the school's role in the community. For example, they introduced and implemented the "human bus", operating for pupils to walk to school. Governors ensure that they fulfil statutory requirements.
48. The headteacher ensures that clear priorities are set for the school's development. She is realistic about the amount of change that a small staff can introduce whilst maintaining the quality of existing good practice. The school development plan is well organised and clearly presented. There are explicit targets to track the rate of improvement. The governors monitor the rate of improvement efficiently through their different committees. Dates for the completion of targets are appropriate and maintain the impetus of the developments. The costs in time for staff are included and some indication of financial implications but in some cases the funding amounts are not included. Tasks are allocated sensibly across available personnel and the school works hard to achieve its goals. There is now a shared determination to improve the school's provision and the capacity to succeed is very good. This is a great improvement on the previous inspection.
49. The headteacher monitors planning carefully in order to track the development of the curriculum through the school. There has been some monitoring of teaching both by the school and the local education authority advisers. However, the pressures of a teaching headteacher, together with the recent absence of the English co-ordinator have reduced opportunities to monitor classroom practice. National test results and school assessments are carefully monitored in order to identify deficiencies. The school has fine-tuned these systems well. For example, they have analysed a deficiency in inferential reading and have produced details of how to improve this aspect of pupils' development.
50. Strategic financial planning is good. The school budgets appropriately for expenditure and has a clear understanding of the costs of any developments. Financial grants are used appropriately. The governors and senior management team are developing a good understanding of the principles of best value as far as their purchasing is concerned. The day-to-day financial administration and support provided by the school secretary is very effective. The use of new technology within the school is satisfactory overall. The school makes very good use of available resources at the local high school. In particular, the accommodation and staff support, which is available for information technology, design and technology and physical education, has a clear impact on the curriculum.
51. Overall, the adequacy of staffing, accommodation and learning resources is satisfactory. The school has suffered from a high turnover of staff in the past but has now established stability in Key Stage 1 and the second half of Key Stage 2. This has had a significant

effect on raising standards. However, stability in the first half of Key Stage 2 remains a weakness in staffing. The procedures for the induction of new staff and development of existing staff are good. Development needs emerge from formal interviews and staff make good use of opportunities for training that are provided by the local education authority. In particular, the school makes good use of briefing procedures to ensure that supply staff are informed about any important aspect of the class that they are taking over. The support provided by the classroom support assistants, office staff, mid-day supervisors and caretaker is very effective.

52. The adequacy and quality of the accommodation is unsatisfactory overall. There are a number of good features such as the size of the playing fields and the provision of the environmental areas. However, the temporary outdoor accommodation, which is used for pupil withdrawal and as a staffroom, is both unsatisfactory and unhealthy. The temporary building is damp and infested with ants. Additionally, there are insufficient play areas for children under five and this has a negative impact on their development. The school should also address the access for disabled visitors to school.
53. Attainment on entry to the school is average. When they leave attainment is well above in science and above in English and mathematics. Pupils' attitudes, behaviour and relationships are very good. Teaching is very good in Key Stage 1 and the second half of Key Stage 2. Leadership and management of the headteacher are very good. The cost per pupil is very high. Overall the school gives satisfactory value for money.

## WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

54. In order to improve the school's provision further the governors, headteacher and staff should:

(1) raise standards in information technology in Key Stage 2 by:

- improving the detail of short term planning;
- providing time each week to teach information skills and knowledge;
- implementing the assessment and recording system across the school;
- implementing the staff training programme to continue to raise teachers' level of expertise;
- matching the provision of software to the development of skills through the school;

*Paragraphs 3, 7, 17, 19, 110, 113-115*

(2) improve the provision for the under-fives by:

- providing an area and large apparatus for outdoor play;
- providing opportunities for children to improve their personal skills through independent play;

*Paragraphs 1, 14, 55-56, 61*

In addition to the issues above the governors need to include the following weaknesses in their action plan:

- staffing lacks stability in the first half of Key Stage 2 *Paragraph 51*
- accommodation of the outside classroom and staffroom is unsatisfactory *Paragraph 52*
- marking of pupils' work does not identify future targets consistently *Paragraphs 19, 41*
- multi-cultural development is unsatisfactory *Paragraph 37*
- more able pupils do not reach their potential in science in Year 2 *Paragraphs 84-85*

## PART C: SCHOOL DATA AND INDICATORS

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

Number of lessons observed	22
Number of discussions with staff, governors, other adults and pupils	27

### Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very poor
0	41	50	4	5	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

<b>Pupils on the school's roll</b>	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	70
Number of full-time pupils eligible for free school meals	7
<b>Special educational needs</b>	YR – Y6
Number of pupils with statements of special educational needs	2
Number of pupils on the school's special educational needs register	17
<b>English as an additional language</b>	No of pupils
Number of pupils with English as an additional language	0
<b>Pupil mobility in the last school year</b>	No of pupils
Pupils who joined the school other than at the usual time of first admission	6
Pupils who left the school other than at the usual time of leaving	2

### Attendance

#### Authorised absence

	%
School data	3.9
National comparative data	5.4

#### Unauthorised absence

	%
School data	0.0
National comparative data	0.5

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

### Attainment at the end of Key Stage 1

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	1999	7	4	11

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC Level 2 and above	Boys	6	6	6
	Girls	4	4	4
	Total	10	10	10
Percentage of pupils at NC Level 2 or above	School	91 (100)	91 (100)	91 (100)
	National	82 (80)	83 (81)	87 (84)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC Level 2 and above	Boys	6	6	7
	Girls	4	4	4
	Total	10	10	11
Percentage of pupils at NC Level 2 or above	School	91 (100)	91 (100)	100 (100)
	National	82 (81)	86 (85)	87 (84)

Percentages in brackets refer to the year before the latest reporting year.

### Attainment at the end of Key Stage 2

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	1999	10	1	11

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC Level 4 and above	Boys	7	8	8
	Girls	1	1	1
	Total	8	9	9
Percentage of pupils at NC Level 4 or above	School	73 (58)	82 (71)	82 (86)
	National	70 (65)	69 (59)	78 (69)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC Level 4 and above	Boys	8	8	10
	Girls	1	1	1
	Total	9	9	11
Percentage of pupils at NC Level 4 or above	School	82 (58)	82 (71)	100 (71)
	National	68 (65)	69 (65)	75 (72)

Percentages in brackets refer to the year before the latest reporting year.

### **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	61
Any other minority ethnic group	2

*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)	3.2
Number of pupils per qualified teacher	21.9:1
Average class size	23.3

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

Total number of education support staff	3
Total aggregate hours worked per week	30

### **Financial information**

Financial year	1998-1999
	£
Total income	156,797
Total expenditure	151,038
Expenditure per pupil	2,098
Balance brought forward from previous year	12,089
Balance carried forward to next year	17,848

## Results of the survey of parents and carers

Questionnaire return rate 42.8%

Number of questionnaires sent out	70
Number of questionnaires returned	30

### Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	47	47	6	0	0
My child is making good progress in school.	48	45	7	0	0
Behaviour in the school is good.	40	43	7	7	3
My child gets the right amount of work to do at home.	20	63	17	0	0
The teaching is good.	43	53	4	0	0
I am kept well informed about how my child is getting on.	47	47	3	3	0
I would feel comfortable about approaching the school with questions or a problem.	53	30	7	10	0
The school expects my child to work hard and achieve his or her best.	47	53	0	0	0
The school works closely with parents.	37	43	7	10	3
The school is well led and managed.	37	40	0	13	10
The school is helping my child become mature and responsible.	37	47	3	0	13
The school provides an interesting range of activities outside lessons.	25	41	31	3	0



## **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**

55. On entry to the reception class attainment is broadly average. The range includes children with special educational needs as well as those who are more able. All pupils attend full time. They have followed a good programme of familiarisation with school routines which includes regular visits to school before full-time admission. Children settle well to their routines and make good progress in literacy and language and mathematics. Children make good progress in music and reach higher standards than expected. In all other areas of the under-fives curriculum children work steadfastly at their tasks and achieve expected standards. However, they are not reaching the expected standards in their physical development because there is insufficient provision for independent outdoor play. Children make good progress in social development but personal development is of a lower standard as they have insufficient opportunities for making decisions.

#### **Personal and social development**

56. Social development is good but personal development is unsatisfactory. Teaching and support staff work well together and provide a caring and supportive ethos. They provide good role models, listening carefully to the children and showing interest in their comments and conversations. They speak to the children with courtesy. The well-established routines in the class provide an encouraging framework for children to work at their activities co-operatively. They take turns, share resources, and listen to each other. At the end of lessons, they wait their turn to show what they have learnt. Children co-operate well in small groups, waiting their turn and helping each other with suggestions and comments. They are familiar with the daily routines of registration, assemblies, dinner-times and play-times. They move carefully and quietly around the school in an orderly manner. For example, when moving from their classroom to the hall for music, they line up and walk through other classrooms quietly and considerately. However, the children have too few opportunities to make choices because the environment of their classroom is not solely devoted to their needs. The proportion of formal activities is too high with insufficient opportunities for structured learning through play, either indoors or outside. This reduces opportunities for personal development.

#### **Language and literacy**

57. The children achieve standards which are above expectations. They are beginning to learn the basic skills in literacy, such as speaking and listening, and reading and writing. At story-time they listen attentively when sharing a "big book" or when being told a story at milk-time before going out to play. They share a book with their teacher in geography who uses appropriate words such as erosion, clifftops and coastline to enrich and extend their vocabulary. They pay attention in assembly when they listen to a story about Saint Peter, beginning to gain an understanding of the 'ups and downs' of Peter's life. In assembly, they are provided with the opportunity of lighting the special candle as they acknowledge their own birthdays and in class they are beginning to develop confidence in answering questions about their holidays. Staff provide good models as they read books every day in different situations, demonstrating how books "work". Children connect the printed word with meaning and sounds. They write their names confidently and recognise each other's names. They enjoy playing board games requiring them to recognise the initial sounds of creatures such as butterfly and play a game with sets of dice to build up words such as "beck", which they know is the name for a stream.

#### **Mathematics**

58. Children achieve standards which are above expectations as the teacher organises the work very thoroughly. She works very well with the nursery nurse to ensure the

development of basic skills. Children count confidently forwards and backwards in ones and twos to 20. They are beginning to write numerals correctly and match numbers with the appropriate number of cubes or beads. They enjoy putting toys in order of size along a line and in conversation know when their birthdays are and who is older or younger than they are. They recite the days of the week and know what day it was yesterday and what it will be tomorrow. They are beginning to gain an understanding of distance and recognise that Lancaster is quite close but Scotland is a “long way away”. In music lessons they understand the idea of “circle” and “line”, and are beginning to understand the concept of patterns and sequence, “before and after”. In numeracy lessons, they develop understanding of the size of numbers, as they observe others putting 3-digit numbers in order. They are delighted when, at last, their turn comes to show what they have learnt in a numeracy lesson. A heartfelt and appropriate response is made, “What a relief!”, as they enjoy lining themselves up correctly in order from first to sixth.

### **Knowledge and understanding of the world**

59. Children reach standards at the expected level. Due to imaginative teaching they are gaining good skills in understanding about life long ago and in other places. For example, they have shared the study of seaside holidays in the past, and have studied shells and pebbles. They observe the features of seaside holidays now, compared with the past. Their role play area has become a tourist information bureau with posters about attractions in the locality. They are developing understanding of the idea of living on an island. This understanding is enhanced well through play in the role play corner, turned into an islander’s kitchen complete with blazing fire in the range with socks hanging above to dry. However, opportunities for them to investigate the wider world around them are limited by the constraints of the classroom environment. For example, they are not given opportunities to use magnifying glasses or play with magnets and other activities which would enrich their knowledge and understanding of the world more comprehensively.

### **Creative development**

60. Children reach expected standards overall. However, very good teaching in music promotes standards above expectations in music. Children enjoy a well-planned programme which includes rhythm work, singing and listening. They are beginning to gain an understanding of the elements of music as they sing, listen and respond with appropriate actions. They sing songs which evoke different moods. In performing rhythm patterns they confidently follow their teacher and then their classmates in increasingly more complex patterns. These include clapping, clicking, stamping and silences, or “rests”. Children have satisfactory opportunities to develop their creative development, for example in art. They have studied the work of Monet and constructed an effective mural of a water garden. However, these activities are limited by the nature of their classroom environment. Similarly the children have limited opportunities to investigate the three-dimensional aspect of art.

### **Physical development**

61. The accommodation and resources hinder the successful physical development of the children. They are not provided with adequate opportunities to explore and investigate in a structured way the use of large play apparatus such as a climbing frame, balancing beams or wheeled apparatus. The development of skills in handling small apparatus is good. Children use pencils, crayons and small apparatus such as beads and counters with skill and confidence.
62. The teacher works well with the support staff who make a valuable contribution in supporting these children. There is committed and dedicated support and encouragement for all children including those with special educational needs. Planning

is good and assessment systems are in place although these are relatively new. There is a clear sense of purpose and a determination to raise standards.

## ENGLISH

63. Standards by the end of Key Stage 1 are well above average. The school teaches basic skills very effectively in Key Stage 1. This teacher has high expectations and gives reading and writing a high priority. Pupils make very good progress throughout this key stage as she provides continuity across each year matching work very well to individual needs. This very good start is consolidated in Key Stage 2 although there is some lack of challenge in Year 4. Last year's national tests in Year 6 show an improvement and attainment was above average. The inspection confirms this improvement. Compared with similar schools attainment was average. Targets set for the end of Year 6 are appropriate and consider each pupil's potential carefully.
64. Attainment in the national tests in Year 2 was very high in reading and writing and in the top 5 per cent. Reading has been very high in these tests for the past three years. Standards in writing have improved steadily over the past three years and matched the reading standards in being very high in 1999. Compared with similar schools attainment was well above average. The inspection confirms the attainment in reading. In writing attainment is well above average. There have been great improvements in English since the last inspection. There has been stability in staffing in Key Stage 1 and the second half of Key Stage 2, which has allowed the steady development of provision in English. The school analyses its strengths and weaknesses very effectively which has led to the steady raising of standards.
65. Teaching in Key Stage 1 is very good. The teacher organises reading very efficiently to ensure every pupil gets daily individual support. She keeps careful records of progress, which she completes every week alongside the comments from other adults. This individual support ensures that pupils develop confidence in tackling unknown words in their reading. Pupils develop a very good knowledge of key words as the teacher covers them consistently and builds on previous learning. She teaches basic reading skills very thoroughly both within literacy lessons and across other subjects. For example, during a science lesson she emphasised the beginning letter of several words to support the younger pupils' skill development. She organises pupils carefully into groups and uses adults very skilfully to support particular needs of individuals. Pupils are keen to read and are eager to explain what has happened in their stories and identify different characters. However, they do not express their own opinions of the content of their books very confidently. Pupils have a very good understanding of non-fiction. They use the contents and index pages well and explain the differences between different types of books correctly.
66. Standards in listening in Year 2 are above expectations. Pupils show that they listen carefully by their appropriate responses. The teacher emphasises the importance of listening to other pupils during whole class and group discussions and this develops pupils' skills well. Standards in speaking are at the expected level. Pupils speak clearly and use the expected level of vocabulary. They speak well in small groups and with individuals but are not as confident in more formal settings.
67. The teacher has worked hard to raise standards in writing. All Year 2 pupils write imaginatively and the more able pupils use sophisticated language to express themselves. For example, a pupil used dialogue between two individuals very effectively using speech and exclamation marks correctly and including capital letters to emphasise when a character was getting angry. Pupils have a good understanding of how to construct stories and more able pupils write extended stories sustaining a complicated

story line. The teacher provides a wide variety of writing contexts which ensures good development of different writing styles. Pupils use grammar at a higher level than expected because they are provided with regular work to extend their learning. Spelling is generally accurate and pupils have a better knowledge of correct spelling than usual for their age. Handwriting is inconsistent. It is good in some pieces of work but pupils do not take sufficient care across all of their writing. Unlike all other aspects of English pupils are not progressing steadily in presentation skills.

68. Teaching in Key Stage 2 is good. During the inspection teachers planned carefully for each section of the Literacy Hour and lessons proceeded at a brisk pace. This ensured a good level of effort from pupils combined with an enthusiasm for their learning. Teachers provided stimulating resources, which captured pupils' imagination. For example, in Years 3 and 4 pupils developed understanding of onomatopoeia by writing their own words within poems. Teachers have high expectations of pupils' listening and pupils continue to build on their earlier skills of listening to both adults and pupils. By Year 6 pupils' standards remain above expectations. They sustain concentration well in listening. Standards in speaking are at the expected level. Pupils show confidence in developing ideas thoughtfully in science but they are not as confident in English. For example, they discuss the writing style of different authors but are less confident in expressing their own opinions of the styles.
69. Standards in reading are above average by Year 6. The current pupils did not benefit from the stable staffing in Key Stage 1 but the school has worked hard to raise standards in Key Stage 2. Pupils are expected to read regularly. This regular reading combined with good teaching in the Literacy Hour has extended pupils range of reading both in fiction and non-fiction. However, the deterioration of the standard of outdoor accommodation has restricted the school's provision of a whole school library. The library is now sited in the hall, which greatly limits its use during the school day. Careful planning ensures that pupils have at least one formal visit to the library each week. Pupils are enthusiastic readers as the school places a strong emphasis on this subject. Good opportunities are provided to reinforce these attitudes. For example, some Year 6 pupils took part in a regional reading quiz and the whole school celebrated their success.
70. Standards in writing are above expectations by Year 6. In the first half of Key Stage 2 pupils continue to develop understanding and skills in grammar and spelling. However, they do not receive a sufficiently well balanced programme of independent writing. Insufficient time is provided to produce extended writing for different audiences. This reduces their rate of progress. The Year 4 pupils have not been regularly challenged to produce work at a consistently higher level than the year 3 pupils. However, the teacher during the inspection kept very comprehensive records and the work she provided was well matched to pupils' needs.
71. In Class 3 there is a very good programme of writing. Pupils are given clear guidance to write in different styles including persuasive letters, autobiographies, stories from a Roman's point of view and stories of bravery and courage. More able pupils use language subtly across different contexts. For example, in a ghost story a pupil wrote "Suddenly, she spoke. Her voice was soft and sweet and almost sad" and in a poem a pupil described a dolphin "with its long blue nose like a champagne bottle". Pupils are given very good opportunities to write extended stories as they write many different chapters in stories such as "The Odyssey." This allows them to develop long term issues and themes within their writing. Pupils regularly draft their work and homework is used very well to extend the development of this skill with a separate book devoted to this work. Pupils are encouraged to write humorously as when pupils completed a story of a disastrous day at home with imaginative endings. For example, "I was being good (honest). So knowing you were going to kill me I've gone to Alex's for a bit". Pupils have

a good understanding of grammar and good standards of spelling as they have regular work to develop these skills.

72. Handwriting is taught regularly throughout Key Stage 2 and standards improve from Year 2. In Class 3 expectations of presentation are very high and all pupils produce neat, clear and fluent handwriting across all subjects. The production of whole class books in this class is very effective as pupils try their best because they know other pupils will be reading their work.
73. Pupils with special educational needs make good progress throughout the school. They are given carefully planned individual work. Support from adults is carefully considered and is carried out with sensitivity. Teachers take care to explain the learning expected from each activity to make best use of pupils' time. This increases these pupils' confidence effectively.
74. The Literacy Hour is being implemented thoroughly. The school analyses its strengths and weaknesses very carefully and has a very detailed programme for continuing to raise standards. The headteacher places a high priority on English and has carried the subject forward despite the co-ordinator's current absence.

## **MATHEMATICS**

75. By the end of Key Stage 1 standards are well above average. This is due to very good teaching of basic skills in each year group. The teacher tracks pupils' progress very carefully and ensures that the three years spent in her class provide steady development in mathematics. By the end of Key Stage 2 standards are above average. The Numeracy Strategy has been used well to increase the rate of progress. The school provides well for its more able pupils. In both key stages girls' attainment is higher than boys. Standards in both key stages are better than at the previous inspection. The inspection judgements confirm the 1999 national tests. Standards have been consistently high for the past three years in Key Stage 1 and are improving in Key Stage 2. Compared with similar schools attainment in Key Stage 1 is average. In Key Stage 2 standards are below that of similar schools.
76. By the end of Key Stage 1 most pupils use diagrams and conventional mathematical symbols correctly when recording their work. They use mental recall of number facts up to 20 at speed with confidence and are beginning to recognise negative numbers. They draw and label a wide range of plane and solid shapes and recognise right angles. Most pupils calculate in their heads which number comes next in a given sequence, and correctly arrange a series of missing tiles on a grid between 65 and 100. They put three-digit numbers in order, for example 264, 257 and 246, in their heads before confirming their calculations using cards. They readily explain the value of digit in a number showing an understanding of place value. More able pupils calculate the sequence of halves and quarters forwards and backwards along a number line. They understand the property of a right angle when planning the route a dog takes through a maze to reach its kennel. They measure accurately in centimetres and are investigating the mass of objects compared with others and record their results in tables and charts. They enjoy spotting which teddies have been moved out of their correct place on their number line during the night.
77. Numeracy is naturally linked to other areas of the curriculum. For example, they have used a computer to construct a whole-class chart about how the pupils in the class come to school. After studying seaside holidays in the past, they have made a class book containing photographs and pictures. They know that when Charlie's grandma was photographed at the seaside in 1939 it was "long, long ago".

78. In Key Stage 1 teaching of mathematics is very good. The teacher has very good subject knowledge and a clear understanding of how pupils of this age group learn. Planning is good and is shared with support staff and visiting parents. Lessons are well constructed with a good balance of imaginative activities to maintain interest and sustain concentration. Pupils' tasks are well matched to their abilities, providing sufficient challenge. Support is deployed well to enable the teacher to work with a particular group. Pupils are managed efficiently and behaviour management is good. Pupils with special educational needs are sensitively supported with genuine care. Assessment of pupils' learning is achieved through discussion and questioning, and good whole-class sessions bring lessons to a satisfying conclusion. Each group is eager to tell the rest what they have learnt in the lesson.
79. Attitudes in Key Stage 1 are very positive towards mathematics as teaching is characterised by very good subject knowledge. All pupils, including those with special educational needs, listen well and pay attention as the teacher makes good use of a range of teaching methods, maintains a good pace and has a wide range of strategies up her sleeve to maintain interest. Not a moment is wasted and there is a strong sense of purpose. The teacher's questions fly thick and fast although due time is allowed for answers and comments so pupils are motivated and pay close attention. They settle swiftly to their tasks without fuss and persevere. For example, a more able pupil worked hard when calculating in his head a sequence including halves and quarters, forwards and backwards. They work with sustained concentration, sharing resources well and helping each other as necessary, as when pupils removed the top from a glue stick for each other. Pupils enjoy their activities, respond well to the teacher's high expectations and take delight at the end of the lesson in demonstrating what they have achieved in their activity time. The youngest behave well until their turn and show with pride what they can do. All pupils, including those with special educational needs, receive praise and encouragement and they are left with a strong sense of achievement. There are very good relationships and mutual respect resulting in a positive ethos.
80. In Key Stage 2 the teaching of mathematics is very good. Teachers have good subject knowledge and a deep understanding of the pupils in each class, including those with special educational needs. Teaching of basic skills is very good and planning is thorough with different tasks planned to meet pupils' needs. Teachers have high expectations and use a range of different methods. They set challenging tasks. They devise interesting tasks to extend their pupils' understanding whilst building on their previous knowledge and skills. For example, they encourage their pupils to investigate all the different ways they can combine a number of coins. Older pupils are given the opportunities to explore and use simple algebraic formulae in one or two operations to complete a 'Race Track'. These lessons are fast-paced, and punctuated with good questioning. There is a strong sense of purposefulness, objectives are made clear and teachers check their pupils' understanding as they move around their classes assessing understanding and progress. At these times, pupils with special educational needs receive extra attention to ensure they understand their tasks fully. Teachers manage behaviour well. When it is challenging, they use simple but effective strategies to restore the pupils' attention and concentration. Relationships are very good. There is mutual respect and teachers create a positive and supportive ethos as was also found at Key Stage 1.
81. Pupils' attitudes in Key Stage 2 are positive towards mathematics. They work well in lessons. They are confident as teachers' subject knowledge is very good and their learning is well matched to their needs. They are keen and enthusiastic when motivated and interested and when the content of the lesson is sufficiently challenging. Occasionally, the concentration of pupils with special educational needs wavers when the lesson content is particularly challenging. The majority, however, concentrate well and

are eager and enthusiastic. When allowed, they work together well in pairs and threes, helping each other and sharing the tasks fairly. They listen well, pay attention and settle swiftly to their tasks. In whole-class sessions, they listen well to others' results and show courtesy and respect for others. Their work is well presented and well organised showing that care has been taken.

82. Teachers' planning and assessment systems in mathematics are both good. Planning is sufficiently detailed to be useful and includes different tasks to meet pupils' needs. The Numeracy Strategy is securely in place. The school implemented the strategy early and has monitored the implementation carefully which has ensured a good understanding of the methods involved. The co-ordinator for mathematics has been a very positive influence in this.

## SCIENCE

83. Standards in science are well above average by the end of Year 6 as the headteacher has considerable expertise in this subject. In her role as co-ordinator she has implemented thorough systems to teach the subject systematically through the school. She then raises standards still further by very effective teaching herself of Class 3. Judgements of the inspection confirm the national tests where attainment has been well above average for the past three years despite the variations caused by the differences in the small year groups. Compared with similar schools attainment in the national tests was average in 1999. There have been considerable improvements since the previous inspection due to the expertise and determination of the headteacher. The innovations have had a considerable impact on raising standards.
84. Attainment by the end of Year 2 is above average as all pupils reach the expected Level 2. However, more able pupils do not reach the higher level as there are insufficient opportunities to develop the skills or understanding required at this higher level. In both key stages girls' attainment is higher than that of boys.
85. Teaching is good in Key Stage 1. The teacher provides an interesting programme of work which maintains the pupils' interest well. For example, pupils were all given mirrors to check the colours of their eyes before producing a class graph on the computer. By Year 2 pupils have a good understanding of living things as they carry out a range of investigations to observe growth. The school pond is used well to track the changes in the life cycle of frogs. Pupils know the differences between humans and animals and use keys to identify different features of animals. They name different body parts correctly. The teacher makes good use of the whole-class sessions to share the knowledge of the older pupils with the younger pupils. She provides a good range of different ways of recording the outcomes of investigations to match the younger pupils and pupils with special educational needs. Additional adults are deployed effectively to support discussion in groupwork. This produces good progress throughout the key stage as younger pupils strive to match the work of the older pupils. However, the very few more able pupils do not reach their potential, as the groupwork does not extend their thinking or recording sufficiently well.
86. By the end of Year 2 pupils have a good understanding of the properties of materials as they carry out interesting investigations in this area. For example, they record in simple tables the time it takes for ice to melt in different places around the school. Literacy and numeracy are developed well in science. Pupils produce booklets when they study different projects, which develops their understanding of non-fiction well. For example, they all produced individual books on different types of paper with many different examples of papers included. The teacher ensures there are regular opportunities to develop numeracy skills as pupils use tables or simple graphs to record measurements.

Pupils understand about physical processes such as the varying sounds made by different types of bottles. The teacher ensures the development of understanding the investigational nature of science as she provides opportunities across the science curriculum. All pupils' contributions are valued which produces considerable effort and concentration in lessons. For example, the reception pupils had produced a dictionary of animals and their work was celebrated at the beginning of a lesson to identify different characteristics of living creatures. Pupils take a pride in their written work and produce careful drawings. However, opportunities are missed to reinforce pupils' understanding of the content of the science curriculum as their written work is combined with work from other areas such as geography.

87. Teaching is very good in Key Stage 2 with some excellent features in the second half of Key Stage 2. The good start in Key Stage 1 is consolidated in the first half of Key Stage 2. Pupils cover the full curriculum including investigational work. However, there is insufficient difference between the outcome of the Years 3 and 4 pupils over the year. During the inspection the teaching in this class was very good. There were very clear explanations, very good use of questioning and an enthusiastic approach, which generated considerable effort from pupils. In Class 3, teaching has some excellent features. Pupils have a very good understanding of investigational work as they carry it out regularly. They all have a clear knowledge of fair testing and identify the variable correctly in their experiments. The headteacher provides excellent opportunities to develop this understanding as she organises pupils into groups to carry out different experiments within the same aspect of knowledge. For example, pupils investigated the dissolving properties of coffee or sugar, different insulation qualities of materials and the amount of foam produced when different amounts of chemicals are mixed together. All of these investigations were carried out from the context of scientific aspects of a sweet factory. The setting of this context was used very effectively to develop pupils' understanding of industrial and economic dimensions of investigations. Pupils use scientific apparatus very confidently as they develop these skills across many different experiments. They measure accurately which develops their numeracy skills well. They make good choices of the most appropriate way of recording their findings as they expected to do this within each experiment.
88. Pupils have a very good knowledge across all the different aspects of the science curriculum at a higher level than expected. The headteacher covers each area thoroughly across each term. For example, all pupils understand about the molecular structure of solids, liquids and gases. Pupils produce careful written work and clear diagrams as the headteacher emphasises the importance of the presentation of their work. Literacy skills are developed well in their regular written work. The very good subject knowledge of the headteacher is used particularly well during questioning where she extends individual's learning by a sequence of finely tuned questions. She organises the pupils very carefully to ensure a good balance among the pupils within each group. She extends the more able pupils very well by setting them more challenging questions. Pupils are expected to co-operate in groups and allocate each other tasks. This develops their social skills very effectively. They gain very good moral understanding from the need to administer fair tests.
89. Teachers throughout the school manage the pupils well setting clear expectations of behaviour and the rate of work. Pupils respond well to this and try hard to complete their tasks. Planning is thorough and builds on the assessment systems. Support assistants and other adults are used very well to support individuals and groups and they all have a good understanding of the purpose of the lesson.

## **ART**



90. Standards in art have improved since the previous inspection and are now satisfactory by the end of both key stages. No art lessons were observed during the time of the inspection. The judgement is therefore based on a scrutiny of displays, teachers' planning, discussions with teachers and pupils and looking at photographs of art work done in the past. The school has made considerable efforts to improve its provision for art. For example, there is now a clear art policy, setting out the school's aims and intentions. A temporary art specialist teacher was appointed who worked in the school for five terms to raise standards in art.
91. In Key Stage 1 pupils use paint, crayon, pencil and collage materials confidently. They handle clay well and make simple pots for Mother's Day. They observe objects such as shells and pebbles and carefully draw representations of these objects using pencil and pencil crayon with precision and appropriate delicacy. For example, in their study of the seaside, they looked carefully at the decorative theatre used in Punch and Judy shows and copied these intricate designs in strong colours using wax crayons. They study famous artists and understand different styles. For example, they studied Monet's paintings of his garden and worked together to construct a large mural.
92. In Key Stage 2 pupils continue to learn about artists. For example, pupils looked closely at Van Gogh's yellow chair, observing the element of perspective, and successfully constructed their own chairs using plastic apparatus. Pupils have a satisfactory knowledge and understanding of perspective which is clearly reflected in their paintings. They use pencil well in close observational drawings of their shoes. By the end of Year 6 pupils have extended their skills and studied the technique of using water colours. They use their knowledge and understanding when developing newly-acquired skills. For example, they produced small and delicate landscapes of mountains and rivers
93. The art co-ordinator has produced a good policy with other details to support teachers' planning. Resources are well kept and accessible. The school has a kiln, but this is not being sufficiently used and there is a lack of three-dimensional work and fabric or textile work. The co-ordinator is establishing a photographic portfolio of pupils' work. Visits and visitors are well organised and enrich the pupils' experience of art and provide fresh stimulus for their work. For example, a local artist has worked alongside pupils who have practised the technique of fine cross-hatching and patterning using fine pencil crayons and pens as they decorate the prows of Viking longships.

## **DESIGN AND TECHNOLOGY**

94. Standards at the end of Year 2 are above expected levels as the teacher has good understanding of the subject and ensures that pupils carry out investigations into materials before they begin their final product. Standards by the end of Key Stage 2 in home technology are higher than expected. Pupils make good progress in understanding structures and mechanisms in Class 2 but this has not yet reached the expected level in the second half of Key Stage 2. This is a significant improvement since the last inspection in Key Stage 1 and an improvement in Key Stage 2. This subject was identified as a weakness in the previous inspection and the school has worked hard to raise standards and to introduce a balanced programme of work.
95. Teaching is good in Key Stage 1. Pupils are offered a range of different materials to design and make products. This ensures individual responses to the different tasks and the development of decision making. For example, pupils produced shoulder bags and used different materials for the handles according to their personal taste. The teacher offers pupils opportunities to experiment with different materials. Before deciding on how to join their materials they tried varying ways of joining them including sellotape, staples and glue. Real life contexts are used effectively to stimulate pupils' imagination. For

example, the designs of structures for a playground were only started after a visit to the local park to identify key features of the setting. Year 2 pupils have a good understanding of the different strengths of triangles and squares when constructing structures. The teacher uses assessment well through questioning during lessons. She uses additional adults well to ensure that all year groups are supported at their own level.

96. Teaching in Key Stage 2 is satisfactory. It is good in Class 2 but has unsatisfactory features in the second half of Key Stage 2. Pupils make good progress in Class 2. The supply teacher plans work well in a careful sequence to allow pupils to develop skills well. For example, when designing a torch she reinforced pupils' understanding of electrical circuits and the different designs of commercial torches before beginning the pupils' own designs. Pupils understand the importance of including different features within a product. They take apart products confidently and develop good skills of perseverance when encountering problems in assembling the product again. The teacher uses problem solving well during lessons. For example, when pupils could not identify how a torch was switched on she insisted that pupils continued to investigate the different parts of the torch to solve the problem.
97. Progress in Year 6 is good in home technology. Pupils in Year 6 do not have the expected level of understanding of structures. They do not have the correct language to describe mechanisms. For example, they are unsure of the names and functions of cogs, gears or axles. They understand the importance of finishing a product attractively as when they identified the different ways they could decorate a fairground ride to attract customers. Features of the unsatisfactory teaching include late intervention in pupils' discussion to maintain standards of discipline and a lack of focus in some questioning. It also includes tasks which are too complex for pupils' level of understanding and insufficient use of technical language to develop learning.
98. Pupils generally respond enthusiastically to their work. They are organised well into groups to complete tasks and develop good skills of co-operation. They take a pride in the standard of the finished product.

## **GEOGRAPHY**

99. Standards in geography are at the expected level. Since the last inspection, the school has maintained its standards and has taken steps to ensure further development. For example, there is a clear policy which sets out the school's aims and includes a two-year rolling plan to ensure appropriate coverage of the curriculum.
100. Pupils in Key Stage 1 develop satisfactory knowledge and skills. They learn specific vocabulary such as erosion, clifftops and coastline as the teacher identifies key words during lessons. They are beginning to understand the points of the compass. For example, Year 2 pupils identify the direction of some seaside resorts from Hornby accurately using the terms north, south, east and west. Pupils have a simple understanding of location and compare their housing with housing at seaside resorts. Geography is linked well to other subjects such as literacy and numeracy as they draw and write about their own islands or draw conclusions from the data collected on a graph about journeys to school.
101. In Key Stage 2 pupils plot different directions accurately and understand about scale on maps. They use maps correctly and identify key features such as rivers. They understand how to use a key or symbol on maps to record the data they have gathered. By the end of Key Stage 2 pupils are beginning to develop their understanding of the importance of location in understanding places such as mountain villages in the Andes. They deduce information using secondary evidence such as photographs. They develop

their skills in recognising and describing human and physical features which give localities their character. In discussion they have a secure knowledge of their own locality. For example, they describe the route taken by the local rivers and use terms such as estuary, confluence and source confidently. They know why Lancaster became the more important town on the river and describe the different types of mountains. They name the capital cities of nearby European countries and use their knowledge of the points of the compass to describe the position of several countries from Hornby.

102. Teaching in geography is satisfactory. The current temporary teacher works across Key Stage 2 and is good. She is raising standards in this subject. She has good subject knowledge which enables planning to be suitably challenging. Lessons are well paced and pupils' interest is maintained as teachers' own knowledge and enthusiasm for the subject generates a confident and encouraging ethos. Effective use is made of the locality in enriching pupils' knowledge and understanding of geography. For example, pupils have visited a local park where they can hold and observe creatures such as snakes and lizards whose habitats are very different from those of creatures found in Hornby. Pupils in Years 3 and 4 travelled to Hadrian's Wall. Pupils in Years 5 and 6 have investigated the rate of flow of a local river and visited Grasmere to study the effects of tourism on a small village.
103. The geography policy is sufficiently detailed to support teachers, and there is a two-year rolling programme of study to ensure full coverage of the curriculum. Resources are unsatisfactory. There are not enough good-quality maps and globes for classes to use effectively.

## HISTORY

104. During the inspection it was not possible to observe lessons. Judgements are made from discussions with pupils and teachers and scrutiny of pupils' work and teachers' planning. Pupils make steady progress and their work is at the expected standard in both key stages. Teachers enrich the curriculum considerably by organising visits into the locality.
105. Pupils in Key Stage 1 demonstrate an awareness of the differences between past and present in their own and other people's lives. They have visited Clitheroe Castle and have first-hand knowledge and understanding of life in a castle long ago. Following a story about an island, their role play area was transformed into an old-fashioned kitchen complete with glowing fire in a range with socks hanging over to dry. This helped pupils to understand in a meaningful way the differences between life then and life now. For example, they realise that cooking nowadays is dependent on electricity or gas and not usually on an open fire. They have collected old family photographs taken at the seaside and have noticed the differences between the seaside in those days and the seaside today. For example, people kept their clothes on more in times past. They have noticed what remains the same, such as the Punch and Judy show and the donkey-rides. Teachers seize every opportunity to bring the history curriculum to life. For example, when studying the Great Fire of London, the role play area was converted into the Pudding Lane Bakery Shop with appropriate dressing-up clothes including aprons and mob caps.
106. In Key Stage 2 pupils understand the passage of time as they study events and people in selected periods of history such as the Romans and ancient Greeks. Years 3 and 4 therefore visited the Egyptian department in a Manchester museum during their studies of the ancient Egyptians. All of Key Stage 2 travelled to Hadrian's Wall to bring their studies of the ancient Romans to life in a vivid way. This resulted in good work in literacy as pupils wrote letters to an imaginary family in Rome, describing life on the Wall as "terrible". Years 5 and 6 have studied the Anglo-Saxons, Vikings and the Tudors which

resulted in good links with other areas of the curriculum. For example, in art they used their drawing skills to decorate the prows of Viking longships, and combined art with literacy as they drew and described people and events of Tudor times.

107. Pupils' work in history is often recorded through worksheets. Teachers give pupils few opportunities to develop their own literacy skills through writing freely for themselves. When given the opportunity and the stimulus, pupils show that they use their literacy skills to good effect. For example, in Years 5 and 6 pupils composed logs of the Spanish Armada. Pupils made good use of their word-processing skills as they recounted descriptions of life on board one of the Queen's ships: "cockroaches and rats, bread as hard as iron and flour full of weevils". This was exciting and brought the event to life. The pupils worked collaboratively on their projects and in discussion were clearly proud of their work and remembered the details well.
108. Years 5 and 6 pupils make good links with drama and music as they prepare to take part in a local history pageant as a raiding party of Vikings. In their writing they describe a Viking raid: "we scrambled around filling sacks with gold plate and sacred relics". In music lessons they planned and rehearsed a Tudor dance, moving in an appropriately stately manner as people wearing those elaborate clothes would have done. In discussion, pupils show an understanding into life in the past: they begin to appreciate and articulate the differences in Hornby between now and 200 years ago, and describe the possible differences between their homes and those of the Tudors.
109. Resources for history are unsatisfactory. There are few artefacts and there has been no specific allocation from the budget for some years. The school supplements their resources well with artefacts from the Lancashire Museum Service. The co-ordinator is passionate about her subject and is determined to raise its profile in the near future.

## **INFORMATION TECHNOLOGY**

110. Standards at the end of Year 2 are at the expected level. This is an improvement from the previous inspection. Pupils do not reach the expected level by the end of Year 6 in monitoring and control as pupils have insufficient opportunities to develop skills in these areas. However, the school is working hard to improve the provision for this subject in Key Stage 2. Pupils now use the facilities of the secondary school together with the expertise of the secondary specialist teacher. This is greatly improving standards in the second half of Key Stage 2. Pupils each have a computer throughout the lesson and are given very good support from the secondary teacher, the class teacher and additional adults. In communication and handling information their work is at the expected level.
111. Teaching in Key Stage 1 is satisfactory. Pupils are given opportunities to work in pairs on computers to develop their skills. They use the keyboard and mouse confidently and understand why word processing is a useful tool. They understand the function of the printer and explain how to use it. The teacher combines handling information well in other subjects. For example, pupils produced a joint class bar chart of the colours of their eyes in science. Pupils know how to control a programmable robot as this is included in their work each year.
112. By the end of Year 6 pupils combine text and graphics confidently at the expected level. The headteacher includes word processing by some pupils each time she plans independent writing. This ensures that all pupils develop these skills over time. It also ensures that pupils understand the function of a computer in enhancing the presentation of their work. Pupils understand how to use CD-ROMs to access information in different subjects. Most Year 6 pupils use a spreadsheet confidently. They understand how to use the facilities of data handling programs to convert columns of figure. They appreciate

the time this saves in calculating individual amounts. They relate their work to every day contexts as the tasks are set within these settings. For example, they convert the prices of groceries across different European currencies.

113. Teachers' subject knowledge is satisfactory in word processing and handling data. However, teachers are not confident across the whole information technology curriculum. The school has clear plans to improve their level of subject knowledge. Adults are used well in both key stages to support pupils. For example, in Class 3 the literacy governor accompanies pupils to the secondary school and has increased her understanding of the subject through observation of the secondary and class teachers. She uses these observations well to support individuals herself. Teachers organise pupils well to develop social skills as they are expected to share the keyboard and to support each other in solving problems. The links with the secondary school prepare pupils well for the transition between schools. Pupils collaborate well throughout the school in sharing the facilities. Pupils enjoy working on computers as teachers plan interesting tasks.
114. The school has improved the provision of computers in each class since the last inspection. There are now computers in every class. This improvement, together with the additional opportunities at the secondary school, has increased the rate of progress of pupils through the school. The development of skills in information technology is integrated well within other subjects. However, specific teaching is not planned sufficiently regularly each week and there is insufficient detail in the weekly planning for this subject. The exception is the planning for the work at the secondary school, which is detailed. The school has a reasonable range of software to support learning. However, it has not been organised to support the steady development of skills across each of the strands of the information technology curriculum.
115. The school has chosen an assessment system to record development of skills but it is not yet in operation. There is a small amount of assessment of skills during lessons. For example, during a secondary school visit the headteacher recorded the level of development of the use of spreadsheets. However, it is not a regular feature of the school's work.

## **MUSIC**

116. Music is an emerging strength of the school. Standards have risen since the last inspection when standards were described as satisfactory. Pupils are now attaining good standards. Some aspects of music are very good. For example, the school orchestra is reaching very good standards in playing together. Pupils make good progress throughout the school including pupils with special educational needs.
117. In Key Stage 1 pupils are given good opportunities to sing from memory and control the pitch and dynamics of their voices effectively. They enjoy singing sessions in their classroom. They sing well, remembering the words of songs previously learnt and putting actions to their singing as appropriate, such as clapping their hands or nodding their heads. Pupils have a good understanding of rhythm. Pupils are eager to be the 'leader' and demonstrate their skills with confidence. Pupils learn the difference between loud and soft as they clap hands while singing and practise their skills readily. They are being introduced to graphic notation. Most pupils perform confidently and accurately. In groups, pupils develop their skills in following graphic scores. Pupils persevere with this activity and sustain their concentration well. In connection with the topic about the seaside, the class enjoyed practising a sea shanty, singing enthusiastically but tunefully whilst "hauling on ropes" and "rowing boats".

118. By the end of Key Stage 2 pupils perform with others well. They develop compositions through discussion and practice, taking care to match correctly the number of bars available for each section. This is challenging work but through perseverance and determination, and with support, they succeed in choreographing sections accurately. Social development is successfully fostered as pupils are required to discuss, agree and practise their movements together. They practise their evaluation skills as each group performs to the other, and listens to their comments and suggestions for improvements.
119. In both key stages teaching is good with some very good features. There is very good subject knowledge and lesson planning. A strong sense of purpose pervades lessons and there is a crisp pace, which maintains most pupils' interest and concentration. Objectives are made very clear and there are high expectations. Assessments are made both in writing and through observations as pupils work at their tasks. Relationships are positive and most pupils respond well to the behaviour management strategies used by the teacher when required. The teacher's natural enthusiasm for music and her confident organisational skills motivates pupils to work hard which drives up standards.
120. Attitudes in music are generally very good as pupils' attention is sustained through a good pace to lessons, clear objectives, high expectations and very firm behaviour management. Pupils respond sensibly to musical tasks, they concentrate hard, listen attentively and enjoy their activities. They work hard and enjoy singing and dancing. Lessons end with a strong sense of achievement.
121. The curriculum and assessment procedures are very good. Assessments are passed to teachers to be included in pupils' reports. The curriculum is enriched by a number of extra-curricular activities. For example, the school is soon to take part in a history pageant. Recently pupils have attended a music event to celebrate the work of the British composer Sir Peter Maxwell Davies at St Martin's College in Lancaster. Pupils have also taken part in the local music festival and performed to parents and others at Christmas in the local church.
122. The specialist teacher organises the school orchestra. This consists of clarinets, flutes, saxophone, keyboard, tuned percussion and untuned percussion. They play together well, listen to each other, keep good time and observe the conventions of being members of an orchestra: stopping and starting together. For example, pupils read standard notation. They play enthusiastically and enjoy performing songs such as the theme from "Star Wars" or the famous '007' signature tune.
123. Resources in music are good and well cared for. They are stored centrally adjacent to the hall and accessible. The music specialist has written a very good policy and scheme of work. She evaluates her lessons conscientiously and liaises closely with the school, for example in planning music and dance which complement class topics in history.

## **PHYSICAL EDUCATION**

124. It is not possible to make a judgement on progress in physical education in Key Stage 1 as there were no lessons during the inspection. Teacher's planning shows a balanced programme of work over the year in this key stage. By the end of Year 6 standards in swimming are above expectations and other aspects of physical education are at the expected level. The previous inspection identified a lack of space for gymnastics in the hall. This has been addressed in the second half of Key Stage 2 and pupils now use the secondary school facilities. However, other classes do not use these facilities and the younger pupils remain cramped in the small hall. Pupils benefit from the voluntary teaching of a secondary teacher in gymnastics which increases the amount of expertise available to pupils.

125. Teaching is satisfactory in Key Stage 2. Pupils continue to receive a balanced programme of work. Standards in swimming are above expectations as a higher proportion than usual achieves the minimum distance expected. The school's programme is supplemented very well by the provision of two swimming classes after school. Clubs are organised by parents of the school and extend opportunities effectively to increase the rate of progress in developing skills. The swimming club is well matched to pupils' needs as it is based on pupils' different standards. The sports club covers football, cricket and tennis over the year.
126. Standards in dance are at the expected level by Year 6. The headteacher ensures that pupils have opportunities to work towards a final performance and builds pupils' skills well over a series of lessons. Pupils sustain long sequences of movements well. They remember how different groups of movements combine to produce different parts of a whole production. For example, they perform several different sections of a dance drama related to the Vikings. The headteacher organises pupils effectively to work in a range of different groupings. Pupils work effectively as individuals, in groups and as a whole class, responding to each other's timing well. They respond appropriately to rhythms and beats of percussion instruments. More able pupils combine movements of different body parts well to create good quality sequences within a larger production. Pupils combine the performance of the spoken word within their dance sequences. For example, each pupil recited a line from a poem within a dance sequence co-ordinating the timing of the verse well with the movement within the dance. This develops literacy skills effectively.
127. Attainment in athletics are at the expected level. Pupils are well prepared for the wider curriculum at the secondary school as they are taught skills across the athletics curriculum. For example, they learn the techniques of hurdling. The headteacher works well with the classroom assistant who has a clear understanding of the learning expected in lessons. The classroom assistant sets a very good example to pupils as she joins in with many activities. For example, she skips fast around the yard which encourages pupils to match her speed. Pupils with special educational needs make good progress as the classroom assistant is sensitive in her support. She allows the pupils space to develop their skills but observes them carefully to intervene at the most opportune moment. Clear instructions are given in lessons with good use of demonstration. For example, pupils learn the skills of extending the length of throwing balls by using the correct arm action. Pupils are given good opportunities to set their own targets. For example, in running over a set distance pupils monitor their speed and then try to improve their performance. Lessons are taught at a fast pace with a variety of activities to maintain pupils' interest. However, in some cases the sequences of tasks move through the sequence of the skills too quickly and do not allow pupils to consolidate their skills sufficiently. Adults are enthusiastic and this motivates pupils well who try hard to improve their work. Pupils are organised well into groups and respond well by working co-operatively on tasks. The headteacher has very good control and pupils move quickly between different tasks, collecting and returning equipment efficiently. The school benefits from large playing fields which are used well to allow space between different activities during lessons.